

<b>Lesson Question</b>	<b>How has The Supreme Court interpreted The Bill of Rights as it applies to schools and students?</b>
<b>Intended Class &amp; Level</b>	US Government. Grades 11-12. <a href="#">Mr. David Edelman</a> of <a href="#">Union Square Academy of Health Sciences</a>
<b>Essential Question</b>	<b>Should the government prioritize individual freedom or collective wellbeing?</b>
<b>Materials</b>	Teacher created lesson materials: <a href="#">Worksheet</a> , <a href="#">Slides</a> , <a href="#">Discussion Sentence Starters</a>  Teacher created extension essay support materials: <a href="#">writing tools</a> & <a href="#">rubric</a>
<b>Learning Intentions</b>	I can evaluate the constitutionality of various scenarios related to students and schooling via... 1.analyzing scenarios and making connections to The Bill of Rights, 2.developing a claim/argument, 3.developing probing/clarifying questions to better assess the scenario 4.debating the scenarios within classroom caucuses 5.assessing the content of class debates in connection to a Supreme Court ruling on a similar scenario
<b>Agenda and learning activities</b>	<p>1.Students review the scenarios on the worksheet and complete the boxes for the first few scenarios on the worksheet</p> <p>2.Facilitators can elicit responses and some introductory discussion related to the first scenario to check students' understanding and model the tasks: associated with The Bill of Rights, thesis statement creation, generation of probing/clarifying questions, before conducting classroom caucuses.</p> <p>3.Students participate in classroom caucuses to debate multiple perspectives related to a given scenario. Students will arrange themselves into one of three groups: 1.Yes: I support this, 2.No: I don't support this, 3.Middle: I have clarifying/probing questions. Facilitators can post these on chart paper around the room helping to facilitate movement and participation. Students in each group will have the opportunity to discuss their thinking with other students that agree with their thinking on the scenario. Teachers will help identify student speakers for each side and help facilitate classroom discussion across the groups with use of conversational sentence starters. During conversation and debate students can move to a different group if their thinking shifts.</p> <p>4.After debating the scenario, facilitators will share information on the actual Supreme Court case that connects to the given scenario and result/explanation of the court's ruling. Students will take some notes on the Supreme Court's ruling in the last column on their worksheet. 5.Facilitators can lead discussion on the Supreme Court's decision in connection to the debate arguments and clarifying/probing questions that were developed by participants during the classroom caucus.</p> <p>5.Facilitators will have students review a new scenario for the purpose of classroom caucus and students will organize and debate accordingly as outlined in step 3.</p>

<p><b>Standard(s) addressed in the lesson</b></p>	<p>CCSS.ELA-LITERACY.WHST.11-12.1.B Develop <u>claim(s)</u> and <u>counterclaims</u> fairly and thoroughly, supplying the most relevant data and <u>evidence</u> for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, <u>values</u>, and possible biases</p> <p>CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, <u>in groups</u>, and teacher-led) with <u>diverse partners</u> on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
<p><b>Hinge point Questions</b></p>	<ol style="list-style-type: none"> <li>1. How would you categorize the 10 Amendments found within The Bill of Rights? What do amendments 4-8 have in common? What do 9-10 have in common? What values do these amendments most emphasize? Which amendment is most important? Least important? What is your argument?</li> <li>2. What might constitute "reasonable suspicion" to allow school administrators to search a student's bag?</li> <li>3. Would a school administrator have the right to search a student to make sure he or she doesn't have drugs hidden underneath their clothing? What is your argument and evidence?</li> <li>4. Would or should the right to free speech be altered if that speech is considered vulgar, hateful or dangerous? What might constitute dangerous speech?</li> <li>5. What might be considered a "substantial disruption" as identified by the Supreme Court in the ruling of Tinker v. Des Moines Independent Community School District (1969)?</li> <li>6. Does the state have the right to mandate a moment of silence at the beginning of school? Why or why not? What's your argument and evidence?</li> <li>7. To what extent does the reciting of the Pledge of Allegiance's "under god" language constitute a violation of the 1st Amendment? Why or why not? What's your argument and evidence?</li> <li>8. Is Congress' power to incentivize states' adoption of the Common Core an educational initiative that is power reserved to the states with money ethical? Why or why not? What's your argument and evidence?</li> <li>9. What are some arguments for and against the constitutionality of Florida's new practice of allowing teachers to carry guns in school for the purpose of preventing a mass shooting? What's your argument and evidence? How does this practice connect to our essential question: Should the government prioritize individual freedom or collective security?</li> <li>10. Summative: How has the Supreme Court often interpreted The Bill of Rights as it applies to schooling and students? How does this compare and contrast to other places and adults? Should the government prioritize individual freedom or collective security?</li> </ol>
<p><b>Differentiation Strategies</b></p>	<p>Process: This lesson is applicable to assigning students various roles such as facilitators, notetakers, classroom caucus speakers, presenters of Supreme Court decisions using the lesson slides,</p> <p>Content: This lesson is applicable to focusing on various amendments or scenarios that students find most interesting or most important. The scenarios and Supreme Court cases referenced in this lesson are covered and assessed on the AP US Government &amp; Politics Exam. Additional supporting documents like the graphical</p>

	illustration of The Bill of Rights is useful in ensuring the central text is accessible to all students.
<b>Assessment of learnings</b>	<p>Student worksheet responses (initial)</p> <p>Student share outs and responses to initial hinge point questions (mid)</p> <p>Student classroom caucus conversations (mid)</p> <p>Student worksheet responses (end)</p> <p>Student reflective extension writing (follow up)</p>
<b>Extension of learning</b>	<p>Students can research a Supreme Court case of their choosing connected to one of the scenarios using the Oyez website links on the slides and develop a piece of argumentative writing. I often ask students to use the case information on oyez and the content of their classroom caucuses to develop an argumentative essay in which they develop a thesis (claim, argument), provide evidence, establish a counterclaim and articulate a rebuttal. I created the following <a href="#">writing tools</a> help student develop argumentative writing and use my own <a href="#">writing rubric</a> as well as the <a href="#">AP US Gov &amp; Pol rubric</a> to assess students' writing.</p>