

Constitutional Law: Landmark Supreme Court Cases

ESTABLISHED GOALS:

Competencies:

- Students will demonstrate the ability to analyze the impact of individuals, laws, institutions, and social mechanisms in order to evaluate the effectiveness and impact of social and political systems.
- Students will demonstrate the ability to define a problem and develop a solution as a means for taking informed action.
- Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.
- Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.
- Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.

Content Standards:

- Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
- Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
- Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
- Civ.4.9-12. Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
- Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
- Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
- Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
- Civ.13.9-12. Evaluate public policies in terms of intended and

Transfer

Students will be able to independently use their learning to make informed decisions based upon their understanding of the impact Supreme Court decisions have on constitutional rights.

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- in order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect.
- principles such as equality, freedom, liberty, respect for individual rights, and deliberation apply to both official institutions and informal interactions among citizens.
- major social and historical events can be a force in socializing entire generational groups.
- active and responsible citizens identify and analyze public problems; deliberate with other people about how to define and address issues; and take constructive, collaborative action.

ESSENTIAL QUESTIONS

- Are the decisions of the Supreme Court fair?*

Acquisition

Students will know...

- that Supreme Court decisions can change and create laws.
- that Supreme Court decisions are significantly affected by the social and political context of the time
- that the Supreme Court has the final say on the interpretation of the Constitution and on whether laws are constitutional.
- how the limits on the power of the courts impact the cases that are heard by the Supreme Court.
- that the Supreme Court and the Judicial Branch of

Students will be skilled at...

- comparing and contrasting powers and responsibilities.
- analyzing change over time.
- analyzing factors that impact national and international affairs.
- evaluating the effectiveness of decisions and decision making.
- evaluating social and political systems in different contexts, times, and places.
- analyzing how laws are used or challenged to address public issues.

unintended outcomes, and related consequences. ● Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. ● Soc.2.9-12. Define social context in terms of the external forces that shape human behavior. ● Soc.3.9-12. Identify how social context influences individuals. ● Soc.15.9-12. Identify common patterns of social inequality. ● Soc.16.9-12. Interpret the effects of inequality on groups and individuals. ● Soc.17.9-12. Analyze why the distribution of power and inequalities can result in conflict. ● Soc.18.9-12. Propose and evaluate alternative responses to inequality. ● D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. ● D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. ● D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.	the government are endowed with the power of judicial review. ● that Supreme Court decisions drastically affect our daily lives by ensuring significant societal interest ● that some Supreme Court cases have transformed American History in positive and negative ways. ● the impact of Supreme Court decisions on laws, social, and political systems. ● how to write a legal brief. ● that legal briefs are a valuable tool in understanding and interpreting case law. ● that there is a constant power struggle between individual rights and the authority of the government. ● <u>of</u> the following key players, places, events, and/or ideas: ○ Marbury v Madison, Brown v. Board of Education, Bush v. Gore, Tinker v. Des Moines, Roe v. Wade, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Griswold v. CT, Wooley v. Maynard, David Souter, Ruth Bader Ginsburg, Anton Scalia <u>vocabulary:</u> legal brief, issue, holding, legal history, judicial review, death penalty, bifurcated trial, mitigating evidence, symbolic expression, facts of the case, 1st Amendment, 2nd Amendment, 4th Amendment, 8th Amendment, 14th Amendment, significant societal interest, Necessary and Proper Clause, causation, jurisdiction, appellant, docket, majority opinion, dissenting opinion, concurring opinion, appeal, appellate court, circuit court of appeals, presidential appointment, senate confirmation, states’ rights	● evaluating the causes and effects of public policies. ● analyzing the impact of societal change over time. ● defining social context. ● identifying the influences of social context. ● identifying common patterns. ● analyzing cause and effect relationships. ● proposing and evaluating alternative responses. ● taking informed action.
Content Area Literacy Standards ● RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. ● RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. ● RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. ● RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the	21st Century Skills ● <i>reason effectively</i> ● <i>use systems thinking</i> ● <i>make judgments and decisions</i> ● <i>communicate clearly</i>	

meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

- RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
- WHST.11-12.1 Write arguments focused on discipline-specific content.
- WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<i>Summary of Key Learning Events and Instruction</i>	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	