

## Lesson Plan

**Teacher:** David S. Rogers

**Date:** August 1, 2012

**School:** Roselawn High School

**Class:** American Government

### I. **Context:**

- **How does this lesson fit into the unit?** This lesson is a part of Unit 5 Liberty and Justice for All in Glencoe: United States Government Democracy in Action. This lesson deals with the rights of the accused when they are dealing with the police. This lesson will build on the student's previous knowledge of the Constitution.
- **Why is it worth teaching?** This lesson is worth teaching because it reinforces previous lessons learned; increases the student's understanding of the Constitution and the rights of the accused.
- **What teaching method will you use?** I will use a PowerPoint presentation accompanied by closed notes, followed by periodic group discussions and checking for understanding. Finally, I will use ticket out the door to close the lesson.

### II. **Teaching the Lesson:**

- **What standard is being addressed?** 12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured. 12.2.1 Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).
- **What are the lesson objectives?**
  1. **SWBAT:** complete the clozed note handout using the information in the PowerPoint presentation presented during the lesson.
  2. **SWBAT:** describe and discuss what rights people have under the Bill of Rights specifically the Fourth, Fifth, and Sixth Amendment.
  3. **SWBAT:** describe in writing their understanding of the Bill of Rights as it relates to contact with the police

### III. **What materials will be needed?** Pen, pencil, clozed notes, PowerPoint presentation, projector, computer, paper

### IV. **Lesson Outline:**

- **Anticipatory Set:** Begin lesson by asking students "what are their rights when stopped by the police?" After a short discussion introduce the lesson for the day.
- **Directions:**
  1. Open the lesson by asking the anticipatory set question followed by a short discussion. (5mins.)

2. Next pass out handouts to students and start presentation. Stop frequently to check for understanding. (20mins.)

3. Place students into assigned groups and have them apply what they have learned to situational events where they come into contact with police. After 5 minutes have students share out to the class what their situation was and what rights they have and could use. (10mins.)

4. Next have students take out a piece of paper and answer the following questions. 1. List three rights you have under the Bill of Rights. 2. Which amendments would you like to learn more about? (Be Specific) 3. Which amendment do you feel is the most important and why?

5. Have students turn in writing assignment as they walk out the door.

**V. Activities:**

1. Complete clozed notes during presentation
2. Discuss amendments in group and apply what they learned during situational events
3. Discuss opinions with class and teacher
4. Write reflective paper

**VI. Independent practice:** For home work students will write a one page summary of the lesson they learned and turn it in the following day.

**VII. Assessment:** I will check for student's active engagement and understanding by moving through the room and listening to discussions. I will also frequently check for understanding during the lesson. Finally I will check for comprehension by reviewing their reflection paper the following day.

Teacher: Christopher Oneth  
Class: American Government  
Unit: The Courts  
Time: 3 Days  
SS: **12.2** Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

**1.** Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).

**5.** Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.

**12.7.** Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.

**7.** Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.

Objectives: **1.** Students will be able to state the difference between Concurrent and Enumerated powers within the Constitution as it applies to the Federal, State and Local court systems giving one example each.  
**2.** Students will be able to properly define Rights and Obligations as well as articulate the Reciprocity of each comes into play by writing a short paragraph of explanation.  
**3.** Students will give a critique of the California Juvenile Justice System by writing a short essay on what jurisdiction is covered, what rights are preserved or compromised, and what obligations government have with offenders according to the Constitution.

Vocabulary: Rights Obligations Reciprocity Concurrent Powers  
Jurisdiction Federal State County Courts Enumerated Powers  
Adjudicated Petition Remanded Probation  
Ward of the Court

Background: The Courts of the United States have one main objective: the preservation of each individuals rights under the law. As such they are to both enforce the law by consequence (punishment) and/or re-habilitate individuals to a law abiding status. There always exists a tension over differing beliefs and philosophies of how to deal with those who break the law. Add to this the argument that some laws we have are unjust and, therefore, too difficult for a person with rights to obey and you have our system. Ultimately, one feels that their rights are being trampled by the courts they can appeal further and further up the latter until they reach the highest court in the land: The Supreme Court.

Day One: Information Gathering:

- Students will define each of the vocabulary terms as they read the information on the California Juvenile Justice System Packet explaining terms in their own words and giving one example each.
- Students will answer the following questions related to the material they read.
- Students will use their answers to the following questions to write their paragraph and essay.

Questions:

1. What is the difference between an enumerated and concurrent power—according to the constitution?

2. At what government level is our Juvenile Justice System? What constitutional power allows for this?
3. What is the Juvenile Justice Systems main purpose? What do they use to get this done?
4. What do courts take into account when dealing with a Juvenile offender?
5. What is a “ward” and what can they be placed under?
6. If after intake a juvenile goes to diversion, what then will they have to do to satisfy the courts?
7. What is the difference between an “offender” and a “criminal offender?”
8. Typically, describe the average juvenile offender in California?
9. What percentage of juvenile crimes are misdemeanors?
10. What percentage are violent crimes?
11. What percentage of juveniles arrested are made wards of the court?
12. Reading the last section on state and local responsibility, why are states obligated to have a role in the Juvenile system?

Day Two: Brainstorming and Writing

- Now that you have gathered a bunch of information, do the following:
- Explain if the Juvenile Justice System is a concurrent or enumerated power given by the constitution and what obligation the state has in a local issue like this.
- Write a short paragraph on what a juvenile’s rights and obligations are and how reciprocation (reciprocity) comes into play. Impress me by using information you learned yesterday about the Juvenile Justice System.
- Make two columns on a blank sheet of paper, on one side put “Pro” on the other “Con.” Make a list of each of the pro’s and con’s of the juvenile justice system. Consider again the rights and obligations of each individual citizen (parent, juvenile etc.)

Day Three: Write:

- Today is the day you gather ALL your information: Questions, Short answer, Paragraph, and compose your essay critiquing the California Juvenile Justice System.
- Remember your goal: 3. Students will give a critique of the California Juvenile Justice System by writing a short essay on what jurisdiction is covered, what rights are preserved or compromised, and what obligations government have with offenders according to the Constitution.
- If you write an essay and discuss all of the three goals you have done your job and you can relax.

Class Discussion Questions:

1. Why is it important to delineate between Federal, State and local powers?
2. Where do you think most of the governments power be: Federal, State or local?
3. What obligations do citizens have toward the law?
4. What obligations does law enforcement have?
5. What obligations do the courts have?
6. What could the courts be doing better? Or, are they doing too much already?
7. What does all this mean for you as students?