

LESSON PLAN

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Grade Level 12th

Pennsylvania Academic Standards and Common Core Standards

What Pennsylvania standards, anchors, and/or eligible content is this lesson aligned to?

CC. 5.2.12.C – *Principals and Documents of the Government*

- Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.

CC. 5.2.12.I – *Principals and Documents of the Government*

- Analyze historical examples of the importance of the rule of law explaining the sources, purposes and functions of law.

CC. 5.2.12.J – *Principals and Documents of the Government*

- Analyze how the law promotes the common good and protects individual rights.

CC. 5.3.12.B – *How Government Works*

- Analyze the responsibilities and powers of the national government.

CC. 8.1.12.C – *Historical Analysis and Skills Development*

- Evaluate historical interpretation of events.

CC. 8.1.12.B – *Historical Analysis and Skills Development*

- Evaluate how continuity and change has influenced United States history from 1890 to Present.

Objectives

Students will:

What content and skills will this lesson introduce or reinforce to students?

Students will:

- **Understand** the structure and function of the U.S. Supreme Court, including how cases are selected and decided.
- **Analyze** the importance of constitutional provisions, legal precedents, and laws in shaping Supreme Court decisions.
- **Evaluate** the legal reasoning behind majority, concurring, and dissenting opinions.
- **Simulate** the decision-making process of the Supreme Court through role-playing as justices, applying critical thinking to real-life scenarios.
- **Collaborate** with peers to discuss and debate legal arguments, improving group decision-making skills.
- **Develop** oral and written communication skills by presenting their judicial opinions and reasoning.

Vocabulary		
Tier 1: - Tier one consists of the most basic words. • Judge • Justice • Law • Evidence • Court • Decision • Argument	Tier 2: – Tier two consists of high frequency words that occur across a variety of domains. • Justice • Appeal • Verdict • Authority • Review • Influence • Dissent	Tier 3: - Tier three (Domain-specific words related to the U.S. Supreme Court and legal studies) • Jurisdiction • Precedent • Appellate Jurisdiction • Certiorari • Majority Opinion • Dissenting Opinion • Concurring Opinion • Plenary Review • Legal Briefs
Essential Question(s)		
<i>What question(s) do you pose to students that will frame the purpose of learning the objectives of this lesson and deemed essential that they are able to understand, analyze and evaluate its significance by the completion of this lesson?</i> • How does the U.S. Supreme Court decide which cases to hear? • What role does the Constitution play in Supreme Court decisions? • How do precedents influence the outcomes of cases in the Supreme Court? • What are the roles and responsibilities of the legislative, judicial, and executive branches of government? • What are some key issues affecting each branch of government? • Why are checks and balances important to our system of government?		
Materials and Resources		
<i>What materials and resources do you need or prepare for in advance to successfully complete this lesson and activities?</i> • <i>You Be the Judge Lesson Handouts</i> • <i>Case Studies: Florida v. Jardines and Brown v. Board of Education</i> • <i>Supreme Court procedural materials for the simulation</i> • <i>Kahoot! for interactive review (Sort It Out activity)</i>		
Instructional Procedure/Activities		
<i>What is the general outline of your lesson and what activities will you use to engage students?</i> <i>W - Where:</i> • Begin by ensuring students understand the purpose of the lesson: to explore the U.S. Supreme Court decision-making process and its importance in interpreting laws. Explain how the activities they will engage in align with this goal, helping them become familiar with key concepts like jurisdiction, precedent, and the structure of the court.		

H - Hook:

- Hook students' attention at the start by presenting a real-world example of a famous Supreme Court case, such as *Brown v. Board of Education*. Show a short video or a political cartoon to prompt a discussion on how the decisions of the Supreme Court can change society. Ask students how they think the justices reach their decisions. Keep their attention throughout by connecting the lesson content to current events or decisions that affect their lives.

E - Equip:

Provide students with the tools and experiences they need to meet the lesson goals:

- **Activity 1:** Distribute the *Florida v. Jardines* case materials, allowing students to explore the facts, legal arguments, and precedents. Guide them through a worksheet to organize their thoughts, identifying key components of the case.
- **Activity 2:** Students will take part in a mock judicial conference simulation. In groups, they will act as justices, discuss the case, and vote on it. This simulation helps them apply their knowledge and practice critical thinking, rethinking the arguments and constitutional implications.

R - Rethink:

Provide opportunities for students to rethink and reflect on the case.

- After the judicial conference simulation, students will participate in group discussions to reflect on the process and how their decision evolved. They will analyze the use of precedents and constitutional rights, rethinking the impact these elements had on their group's decision.

E - Evaluate:

Build in opportunities for students to evaluate their progress and self-assess.

- Following the simulation, students will write a reflection or complete an exit ticket comparing their group's decision with the real Supreme Court ruling. They will assess their reasoning and understanding of the legal concepts.
- Groups will present their majority and dissenting opinions to the class, fostering discussion and peer feedback on the reasoning behind different decisions.
- To conclude the lesson, students will participate in a *Sort It Out!* Kahoot! quiz. This quiz will serve as a formative assessment to check students' understanding of the Supreme Court decision-making process. It will cover key steps in the process and important legal terms. The teacher can review student performance and clarify any remaining misconceptions.

T - Tailor:

Tailor the lesson to meet the diverse needs of learners:

- For visual learners, provide videos or diagrams of the Supreme Court process.
- For auditory learners, lead discussions or debates around key concepts.
- For kinesthetic learners, the simulation activity allows them to engage physically by taking on roles and interacting with their peers.
- Provide options for how students complete the case analysis, allowing them to choose between group discussions or teacher-led instruction.

Differentiation	
How will you modify your lesson to give students choices based on their interest or respond to formative assessment(s)? Visual/Spatial: - Videos on court procedures and simulations. Verbal/Linguistic: - Discussion and role-playing in the simulation. Kinesthetic Learners: - Actively engaging in the mock Supreme Court conference. Logical/Mathematical Learning: - Analysis of precedents and legal reasoning during the case study.	
Higher-Order Thinking	
How will you question your students to think at higher-order levels (Bloom's traditional taxonomy: analysis, synthesis, evaluation; Bloom's revised taxonomy: analyze, evaluate, and create)? Your lesson should have something from each level. Level 1 (Recall): Recall the steps in the Supreme Court decision-making process. Level 2 (Skill - Concept): Explain the impact of precedent on a court's decision Level 3 (Strategic Thinking): Analyze the arguments in <i>Florida v. Jardines</i> and their implications. Level 4 (Extended Thinking): Create a dissenting or concurring opinion based on case facts and precedents.	
Assessment(s)	
Formative: <i>Ongoing, used to redirect or differentiate: practice, critiques, observation, homework</i> Kahoot! Quiz - As students participate in the <i>Sort It Out!</i> Kahoot! quiz, the teacher will circulate and observe how students are answering. This formative assessment provides real-time feedback to gauge students' understanding of Supreme Court procedures and terminology. The teacher can clarify misconceptions and guide discussions based on student responses. Judicial Simulation - During the judicial simulation activity, the teacher will monitor student groups as they analyze the <i>Florida v. Jardines</i> case and discuss their decisions. This provides formative assessment opportunities, allowing the teacher to check for students' comprehension of legal reasoning and the	Summative: <i>Measurable, used to determine what students know: standardized or book tests, exams</i> Exit Ticket: - At the end of the lesson, students will complete an exit ticket reflecting on the judicial decision-making process. The teacher will review these tickets to assess students' understanding of the case and their engagement with the group decision-making process. This summative assessment helps evaluate how well students grasped the content and applied their learning Written Opinion: - After the simulation, students will write a formal opinion explaining their group's decision in the <i>Florida v. Jardines</i> case. This summative assessment will allow the

Supreme Court decision-making process, offering feedback as needed.	teacher to assess students' ability to analyze legal precedents, apply constitutional principles, and articulate their reasoning in writing.
Closure/Follow-up/Homework	
<i>How will you bring the lesson to a natural conclusion and/or make connections for further learning?</i> <i>How will you and your students summarize the important objectives of this lesson?</i> Closure: • Students will summarize the steps the Supreme Court takes to reach a decision. • Discuss how the decision-making process is structured and why it is important for democracy. Homework: • Write a reflection on whether they agree or disagree with their group's majority opinion and why.	