



**Lesson 3: Convince the Supreme Court Justice**

**Assessment: End of Unit Assessment as well.**

**Convince the Supreme Court Justice**

GOAL	Your goal is to convince the Supreme Court Justice for whom you are clerking to use your opinion in the upcoming Supreme Court decisions brought to the court via writ of certiorari.
ROLE	You have been hired as a clerk for Chief Justice Roberts. Your job is to assist the Chief Justice by providing him with research and an opinion of the cases that will help with his final decision.
AUDIENCE	Chief Justice John Roberts
SITUATION	You have recently been recruited by an administrator of the Supreme Court and been given the job as Supreme Court clerk. Chief Justice Roberts needs you to write a well informed, researched, opinion to assist him with his final decision.
PERFORMANCE	<p>You must complete three tasks successfully, using the criteria and rubrics provided.</p> <ul style="list-style-type: none"> <li>• Use the Socratic Seminar Form for the two articles.</li> <li>• Discuss/debate via a Socratic seminar.</li> <li>• Write an opinion based on two current cases.</li> </ul>
STANDARDS FOR SUCCESS	<p>Design will reflect the understanding, application of research based on the standards, and use of critical thinking throughout all three steps. Presentation, verbal comments, and debate arguments make accurate and thoughtful connections between the desires of the founding fathers and relevant current cases.</p> <p>Synthesis of ideas, designs, and concepts help designers to understand big ideas for the unit.</p>



## THE PROCESS AND REQUIREMENTS

**Step One:** You are to use the Socratic Seminar form to read and analyze the two pending court cases, “Students Sue School Over ‘I [Heart] Boobies’ Bracelets” and “ACLU: Suspension Over Nose Piercing Is Illegal”.

<b>Requirements</b>
Research other court cases to back up your opinion (precedent).
Become an expert of the two court cases.
Prepare for the Socratic Seminar. (See Rubric.)

**Step Two:** You will form a Socratic Seminar and start with the following question, “What are the Constitutional issues brought up by the lawsuits and should the Supreme Court hear the cases?” Refer to the scoring rubric to ensure your success.

### Quality Criteria:

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Listening	<ul style="list-style-type: none"> <li>• Listens for opportunities to respond</li> <li>• Does not overlook details</li> <li>• Takes notes/writes questions</li> <li>• Avoids repetitive remarks</li> <li>• Builds on discussion</li> <li>• Points out flawed reasoning</li> <li>• Overcomes any distractions</li> </ul>	<ul style="list-style-type: none"> <li>• Is generally attentive and focused</li> <li>• Responds thoughtfully to ideas/ questions raised</li> <li>• May be too absorbed in own thoughts to hear others’ questions</li> <li>• May write down some thoughts but not consistently</li> </ul>	<ul style="list-style-type: none"> <li>• Responds only to ideas that are personally interesting</li> <li>• Asks for repetition of questions or rephrasing of questions</li> <li>• Takes very limited notes</li> <li>• Easily distracted or may be source of distraction</li> <li>• Does no look up the text as it is cited</li> <li>• Does not visibly respond to cited text</li> </ul>	<ul style="list-style-type: none"> <li>• Not attentive to others</li> <li>• Exhibits negative body language</li> <li>• Makes comments showing total misrepresentation of material</li> <li>• Does not listen well to others’ points</li> <li>• Takes no notes</li> </ul>



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<p>Response to questions</p>	<ul style="list-style-type: none"> <li>• Understands questions</li> <li>• Cites textual support</li> <li>• Relates to other reading/studies</li> <li>• Expresses thought in complete sentences</li> <li>• Provides insightful comments</li> <li>• Resolves contradictory idea</li> <li>• Considers all sources and input</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to questions without any prompting</li> <li>• Demonstrates some reflection on text but not mastery</li> <li>• Makes limited connections with ideas of others</li> <li>• Somewhat relates own ideas to other readings/ seminars</li> <li>• Uses quotes/ paraphrases but inferences underdeveloped</li> <li>• Makes comments to merit reaction</li> </ul>	<ul style="list-style-type: none"> <li>• May have read text but limited preparation</li> <li>• May overlook important points, thus leading to faulty logic</li> <li>• May be accurate on minor points while missing main concept</li> <li>• Contributes opinions that have no textual support</li> <li>• Has some difficulty in formulating/ understanding comments</li> </ul>	<ul style="list-style-type: none"> <li>• Makes illogical comments</li> <li>• Says no more than “I agree”</li> <li>• Ignores previous comments and seminar direction</li> <li>• Uses humor to avoid serious thinking</li> </ul>
<p>Asking Questions</p>	<ul style="list-style-type: none"> <li>• Speaks to all</li> <li>• Avoids talking too long</li> <li>• Can be heard by all</li> <li>• Avoids slang/ incorrect grammar</li> <li>• Articulates clearly</li> <li>• Pronounces words accurately/ extensive vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Addresses majority of comments to peers (not leader)</li> <li>• Attempts to move discussion to new idea</li> <li>• Does not try to say “everything” while speaking</li> <li>• Tries to speak louder when asked to do so</li> <li>• Makes comments to merit reaction</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks directly to leader</li> <li>• Speaks too softly and needs to be reminded</li> <li>• Routinely lapses into use of slang or substandard usage</li> <li>• Cannot pronounce key words in text</li> <li>• Speaks only with prompting and has no sustainable point</li> </ul>	<ul style="list-style-type: none"> <li>• Reluctant to speak when called on or passes</li> <li>• Mumbles/ mispronounces words</li> <li>• Cannot be heard at all</li> <li>• Shows absolutely no desire to contribute verbally</li> </ul>



Opinion Rubric

	Advanced	Proficient	Basic	Below Basic
<b>Idea Development</b>	Takes a strong, well defined position; uses at least four appropriate reasons with at least three supporting details for each reason	Clear position taken and defined; some reasons and some details present but not fully developed	Position is not clearly stated; development is brief; unrelated, unsupported general statements, reasons, and details; minimal facts used	No clear position taken; undeveloped reasons; no facts used
<b>Organization</b>	Writer demonstrates logical, subtle sequencing of ideas through well-developed paragraphs; transitions are used to enhance organization; a gripping introduction and a strong conclusion evident	Paragraph development present but not perfected	Logical organizations; organization of ideas not fully developed; introduction and conclusion present but not fully developed	No evidence of paragraph structure; no introduction or conclusion; illogical organization of ideas



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<b>Management of Time</b>	Submitted on time; utilizes class time appropriately; seeks help in research and writing; evidence of homework each night; student-designed action plan	Utilizes class time; deadline met; submitted on time	Deadlines met with supervision; home preparation minimal	Consistently unprepared; late; unfinished; no evidence of homework
<b>Mechanics and Language Usage</b>	Error-free paper, accurate spelling and punctuation, capitalization, and usage; variety of sentence structures, rich vocabulary	Few errors present in spelling, punctuation, capitalization, and usage; some attempt at sentence variety; occasional use of rich vocabulary	Incorrect sentence structure; spelling, punctuation, capitalization, errors present; repetitious vocabulary; weak language usage	Multiple errors present in sentence structure, spelling, punctuation, and capitalization; weak vocabulary and incorrect language usage
<b>Presentation</b>	Neatly typed, numbered pages; assembled with care; cover sheet with name, grade, and dates; creative ideas present; good graphics	Neatly presented; cover sheet complete with attention to aesthetics	Presentation is legible but lacks visual appeal; no cover sheet with name, grade, and date	Difficult to read; not assembled with care; lacks cover sheet