



Lesson 3: Convince the Supreme Court Justice

Lesson Activity Steps: (can take several class periods)

Purpose	Teacher	Learner
Into (Hook)	<p>Enter the classroom in Judge Costume.</p> <p>Show students “I [heart] boobies” shirt, ask students should this shirt be banned from campus? If you refuse to take it off should you be suspended? If so, how long?</p> <p>Handout “I [heart] boobies” and “<i>ACLU: Suspension Over Nose Piercing Is Illegal</i>”</p>	<p>Participate in discussions.</p> <p>Read through assignments (GRASPS and Rubrics) students can start to read and use the Socratic Seminar Form to guide their reading.</p>
Through	<p>Organize Socratic Seminar.</p> <p>Students given the task of writing an opinion that will be given to the Chief Justice.</p>	<p>Students start the Socratic seminar with the question “What are the Constitutional issues brought up by the lawsuits and should the Supreme Court hear the cases?”</p> <p>Participate in Socratic Seminar.</p> <p>Students write opinion on both cases that will be given to the Chief Justice to help him with his decision.</p> <p>Reflect on unit understanding of how should government deal with opposing factions that occur in society.</p>
Beyond	<p>Give feedback from both Socratic Seminar and the written opinions.</p>	<p>Reflect and share learning.</p>



CALIFORNIA ON MY HONOR

Curricula for K-12 Civics Education

Special Needs of students are considered in this lesson:

Students can be paired or provided with accommodations regarding content, technology use, or scaffolding of ideas. Rubrics could be adjusted to ask for one comparison of two countries rather than three for students who may need a shorter but grade level assignment using critical thinking.

Extension Ideas: Students can find current events that are being discussed in the media and create a News Media report on what is on the news.