Unit 01: The Nationalization of the Bill of Rights

Content Area: **Social Studies**
Course(s): **Const Law H**
Time Period: **Semester 1**
Length: **1 week**
Status: **Published**

Standards

	Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
	Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.
6.1.12.CivicsPD.1.a	Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
6.1.12.CivicsPR.2.a	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
6.1.12.CivicsPI.3.b	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
6.1.12.HistoryCA.3.a	Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
6.1.12.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
6.1.12.CivicsDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
6.3.12.EconGE.1	Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.
6.3.12.HistorySE.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

Enduring Understandings

Students will be able to understand the Supreme Court's role in terms of the interpretation and implementation of the Constitution and the Bill of Rights.

Students will be able to understand how the Supreme Court determines the Constitutionality of laws, state and government decisions, and private actions.

Students will be able to understand that the Constitution is a framework and that the interpretation of it has evolved and is continuing to evolve over time.

Essential Questions

1. How have the roles of the Federal Government and the State Governments changed since the passing of the 14th Amendment?

2. How did the Constitution explain the role of the Supreme Court and how does the court of the 20th and 21st centuries follow the guidance of the Founding Fathers?

3. Should the Supreme Court justices be active or restraint in their decision making?

Knowledge and Skills

1. When it was originally written why was the Bill of Rights only intended to apply to the Federal Government? and how and why has it since been applied to the State Governements as well?

- The Creation of the Bill of Rights
- Federalist vs. Anti-Federalists
- The Role of the Supreme Court in Checks and Balances

2. Prior to the passing of the 14th Amendment how did the Supreme Court view the role of the State Governments vs the Federal Governments?

- Barron v. The City of Baltimore
- Charles River Bridge Co. v. Warren Bridge Co.
- Hurtado v. California

3. Since the passing of the 14th Amendment how has the Supreme Court defined the role of the State Governments vs the Federal Governments?

- Adamson v. California
- Rochin v. California
- Griswold v. Connecticut

Transfer Goals

Given a legal scenario the students will be able to independently apply the decisions of the Supreme Court as precedents and will understand the legality of various laws and procedures.

Given a Supreme Court majority opinion the students will be able to independently analyze the decision based on the historical context around the time period and make up of the Supreme Court.

Resources

Brief Links:

Barron v Mayor of the City of Baltimore - https://www.law.cornell.edu/supremecourt/text/32/243#writing-USSC_CR_0032_0243_ZS

Charles River Bridge Co. v Warren Bridge Co.

https://www.law.cornell.edu/supremecourt/text/36/420

Hurtado v California

https://supreme.justia.com/cases/federal/us/110/516/#tab-opinion-1909955

Adamson v. California

https://supreme.justia.com/cases/federal/us/332/46/

Rochin v California

https://www.law.cornell.edu/supremecourt/text/342/165

Griswold v Connecticut

https://www.law.cornell.edu/supremecourt/text/381/479

WH Databases, AI (Gemini, Copilot, Magicshoolai), Pear Deck

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit?tab=t.0