Unit 02: The Rights of Persons Accused of Crimes

Content Area: **Social Studies**
Course(s): **Const Law H**
Time Period: **Semester 1**
Length: **2 weeks**
Status: **Published**

Standards

6.1.12.CivicsPD.2.a	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.
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.EconNE.3.a	Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
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).
6.1.12.EconEM.13.a	Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
6.1.12.EconNE.16.b	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
6.1.12.HistoryCC.16.a	Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
6.1.12.HistoryCC.16.b	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
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 as well as state 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. Historically how has the Supreme Court protected citizens accused of a crime in the United States?

2. What are the protections of the 4th, 5th, 8th and 14th Amendments when one is accused of a crime?

3. Should the current Supreme Court interpret the Constitution literally or broadly?

Knowledge and Skills

1. How do the courts define coercion and what are the legal limits in terms of what can and cannot be done during a police interrogation?

- Movie: The Interrogation of Michael Crowe
- Article: True Crimes, False Confessions

2. How has the Supreme court defined the 4th Amendment protections against unlawful searches and seizures? and what are the guidelines that must be followed?

- Arizona v. Hicks
- Terry v. Ohio
- Minnesota v. Dickerson
- United States v. Robinson
- Safford Unified School District v. Redding
- Boyd v. United States
- California v. Ciraolo
- Map v. Ohio

3. How has the Supreme Court defined the Due Process Clause of both the 5th and 14th Amendments?

- Miranda v. Arizona
- Salinas v. Texas
- In re Gualt
- Gideon v. Wainwright

4. How has the Supreme Court defined the 8th Amendment protection against cruel and unusual punishment and how has it applied that to the states through the 14th Amendment?

- Furman v. Georgia
- Gregg v. Georgia
- McClesky v. Kemp
- Panetti v. Quartermann

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 indepenently analyze the decision based on the historical context around the time period and make up of the Supreme Court.

Students will be able to use the information gathered from the Supreme Court decisions to independently engage in an insightful class debate reflecting various points of views on a certain legal topic.

Resources

Briefs:

Terry v. Ohio, 1968

https://www.law.cornell.edu/supremecourt/text/392/1

Minnesota v. Dickerson, 1993

https://www.law.cornell.edu/supct/html/91-2019.ZO.html

Safford Unified School Dist v Redding

https://www.law.cornell.edu/supct/html/08-479.ZS.html

United States v Robinson

https://caselaw.findlaw.com/us-supreme-court/414/218.html

Riley v California - pdf attached

California v Ciraolo

https://www.law.cornell.edu/supremecourt/text/476/207

Mapp v Ohio

https://www.law.cornell.edu/supremecourt/text/367/643

Miranda v Arizona

https://www.law.cornell.edu/supremecourt/text/384/436

Salinas v Texas

https://www.law.cornell.edu/supct/cert/12-246

In re Gault

https://www.law.cornell.edu/supremecourt/text/387/1

Gideon v Wainwright

https://supreme.justia.com/cases/federal/us/372/335/

Furman v Georgia

https://www.law.cornell.edu/supremecourt/text/408/238

Gregg v Georgia

https://www.law.cornell.edu/supremecourt/text/428/153

McCleskey v Kemp

https://www.law.cornell.edu/supremecourt/text/481/279

Panetti v Quarterman

https://www.law.cornell.edu/supct/html/06-6407.ZS.html

Movies:

The Interrogation of Michael Crowe

Trial by Fire

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