

# Unit 02: Police and Policing in America

Content Area: **Social Studies**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **4 Weeks**  
Status: **Published**

## Brief Summary of Unit

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Unit II traces the history of policing in America from the earliest night watches and constables up to the “thin blue line” of today. The sources of public attitudes about police will be examined by the students, as well as how these attitudes affect police work. Additionally, students will gain an understanding of modern police methods and investigations. Using well-known recent cases, the limits of police authority will also be explained. Cranford Police Department officers and the Chief have volunteered to come in as ORP’s (outside resource persons) to give our students firsthand knowledge of what it is like for police to respond in the line of duty.

## Standards

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LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key

sentences, paragraphs, and larger portions of the text contribute to the whole.

- LA.RH.11-12.6 Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- LA.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- LA.RH.11-12.8 Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
- LA.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- LA.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
- LA.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- LA.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- LA.SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- LA.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- LA.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- LA.WHST.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- LA.WHST.11-12.1.B Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- LA.WHST.11-12.1.C Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- LA.WHST.11-12.1.D Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- LA.WHST.11-12.1.E Provide a concluding paragraph or section that supports the argument presented.
- LA.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- LA.WHST.11-12.2.A Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- LA.WHST.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- LA.WHST.11-12.2.C Use varied transitions and sentence structures to link the major sections of the text,

	create cohesion, and clarify the relationships among complex ideas and concepts.
LA.WHST.11-12.2.D	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LA.WHST.11-12.2.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
LA.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.3.12	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

## Transfer

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## Essential Questions

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- • How has law enforcement changed over the years?
- • What are the proper limits on police authority and what restraints have been placed on it?
- • What is the role of the police in the community?

## **Essential Understandings**

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- • law enforcement is an ever evolving process.
- • people’s attitudes about the police differ depending on the situation and environment.
- • Police are the “thin blue line” shielding us from what would be much worse crime if police were not present.
- • the Cranford police Department plays a vital role in our community.
- • what works in one community might not work in another.

## **Students Will Know**

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- • key terms such as community policing, “broken windows” theory, Miranda warning, Escobedo case, booking, sheriff, motorized rapid response, reasonable suspicion, etc.
- • methods used in interrogation and suspect identification.
- • the basics of ballistics as used in crime scene investigations.
- • the differences between rural, suburban, and urban policing.
- • the laws that bear directly on police procedure.
- • the rights of persons arrested and the limits of police authority.
- • what it is like to be a police officer on duty.

## **Students Will Be Skilled At**

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## **Evidence/Performance Tasks**

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- • analyze primary sources and handouts through discussion and writing.
- • be able to address the individual styles of policing; the due process officer, the enforcer, etc.
- • be able to succinctly answer the essential overarching questions.
- • be evaluated in a pro/con debate dealing with what type of policing gets the best results; proactive policing or community policing?
- • be observed and assessed by the teacher in general subject discussions.
- • design their own compare and contrast graphic organizers.
- • interpret editorial cartoons commenting on the police.
- • take objective tests and quizzes on key terms, concepts, historical trends, and theories of policing.

## **Learning Plan**

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- • Administer the unit test.
- • Bring in ORP’s (local and county officers, FBI special agent) to explain their work and duties.

- • Define and discuss the nature of the job of policing and public response.
- • Discuss law enforcement as a career.
- • Discuss the questions that surround the use of force by police.
- • Examine crime scene investigation, the differences between interviewing and interrogation, and the differences between witnesses, suspects, and perpetrators.
- • Introduce the unit and explain its organization.
- • Outline key terms, references, themes, theories, ideas, and trends in policing.
- • Possible class field trip to Cranford Police Headquarters.
- • Preview the essential questions and connect to learning throughout the unit.

## **Materials**

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- FBI, New Jersey State Police, and Cranford Police Department web sites.
- Introduction to Criminal Justice. Updated 4th ed. Robert M. Bohm, Keith N. Heley. McGraw-Hill, New York, 2007.
- Street Law. 5th ed. Arbetman, McMahon, O'Brien. West Publishing Co., St. Paul, MN, 1994.
- Text: Criminal Justice in America. 4th ed., Marshall Croddy, Bill Hayes, Todd Clark. Constitutional Rights Foundation, Los Angeles, CA, 2005.

## **Suggested Strategies for Modifications**

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- • Self-teaching modules of three to four students each. Each module group will research an individual style of policing as evidenced in patrol officers, and make a case for their style as the most effective.
- • Students research and write their own search warrants and put them up for class evaluation.
- • The Police Call. Students role play (semi-scripted) interactions between police and citizens, followed by a debriefing.
- • Visual, hands-on learners would benefit from their creating colorful recruiting posters for local, county, state, and federal law enforcement organizations.