

Unit 5: Civil Liberties and Civil Rights (Weeks 31-36)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

Students will connect the founding principles of our government to the debates over the appropriate balance of liberty and order, noting how citizens and other groups have pursued policy solutions to protect the civil liberties and civil rights of all Americans, laying the foundation for later discussions about other ways citizens can participate in the government.

The U.S. Constitution, primarily through the Bill of Rights and the Fourteenth Amendment, protects the civil liberties and civil rights of citizens, though the extent of those protections and the need to protect the safety and general welfare of individuals has long been debated. Through social movements, legal challenges, and acts of Congress, citizens have attempted to restrict the government from unduly infringing on individual rights and from denying equal protection under the law.

ESSENTIAL QUESTIONS

- To what extent do the U.S. Constitution and its amendments protect against undue government infringement on essential liberties and from invidious discrimination?
- How have U.S. Supreme Court rulings defined civil liberties and civil rights?
- Who had the most difficult struggle for civil rights (equality under law)?
- Which of the Civil Liberties is most important?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

SAVED

New Jersey (NJSLS) - Grades 9-12 - Social Studies (2020)

6.1.12.CivicsDP.4.a:

Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.

6.1.12.HistoryCC.4.a:

Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.

6.1.12.CivicsDP.6.a:

Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).

6.1.12.HistoryCC.6.d:

Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).

6.1.12.CivicsDP.7.a:

Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).

6.1.12.CivicsDP.11.a:

Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.

6.1.12.HistoryCC.12.c:

Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.

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.CivicsPI.14.d:

Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.

6.1.12.HistoryCC.14.b:

Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.

6.2.12.HistoryCC.5.g:

Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

6.2.12.EconGE.6.a:

Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.

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| SOC.6.1.12.CivicsDP.4.a | Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies. |
| SOC.6.1.12.HistoryCC.4.a | Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century. |
| SOC.6.1.12.CivicsDP.6.a | Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement). |

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| SOC.6.1.12.HistoryCC.6.c | Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone). |
| SOC.6.1.12.CivicsDP.7.a | Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment). |
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| SOC.6.1.12.HistoryCC.12.c | Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties. |
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| SOC.6.1.12.CivicsPI.14.d | Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration. |
| SOC.6.1.12.HistoryCC.14.b | Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials. |
| SOC.6.2.12.HistoryCC.5.g | Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries. |
| SOC.6.2.12.EconGE.6.a | Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy. |

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

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| WRK.9.2.12.CAP.13 | Analyze how the economic, social, and political conditions of a time period can affect the labor market. |
| TECH.9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

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| CS.9-12.8.2.12.EC.1 | Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. |
| CS.9-12.8.2.12.ITH.3 | Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture. |

PRE-ASSESSMENTS

Kahoot game review of topics included in unit and those specifically on unit assessment to gauge level of previous knowledge of students.

INSTRUCTIONAL PLAN

MODULE 3

Selective Incorporation & Balancing Individual Freedom with Public Order and Safety

**Student Learning Intentions (SLI) WALT:
(We are learning to...)**

- understand that provisions of the U.S. Constitution's Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals.
- Court decisions defining cruel and unusual punishment involve interpretation of the Eighth Amendment and its application to state death penalty statutes.
- The debate about the Second and Fourth Amendments involves concerns about public safety and whether or not the government regulation of firearms or collection of digital metadata promotes or interferes with public safety and individual rights.
- The doctrine of selective incorporation has imposed limitations on state regulation of civil rights and liberties

Student Learning Strategies

- Active lecture note taking
 - Close Reading
 - Think-Pair-Share
 - Case Notes
 - Making Connections
 - Debate/Socratic Seminar
 - Short written responses
 - Pear Deck responses
 - Discussion Groups
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Success Criteria

- Explain how the Supreme Court has attempted to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety
- Explain the implications of the doctrine of selective incorporation.

Formative Assessment (drives instructional decisions)

- Illustrated Vocabulary Assignment
 - Vocabulary Quiz
- Pear Deck interactive slide real time feedback
- In class discussions
- Low-stakes group work

Activities and Resources

Required Supreme Court Cases

- [McDonald v. Chicago](#)
- Security v. privacy debate
- Death penalty debate

Suggested Modifications

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subject at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This

means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can

I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MODULE 2

The First and Second Amendments

Student Learning Intentions (SLI) WALT: (We are learning to...)

- understand the liberties outlined in the First Amendment.
- The interpretation and application of the First Amendment's establishment and free exercise clauses reflect an ongoing debate over balancing majoritarian religious practice and free exercise
- Efforts to balance social order and individual freedom are reflected in interpretations of the First Amendment that limit speech
- Efforts to balance social order and individual freedom are reflected in interpretations of the First Amendment that limit speech

Student Learning Strategies

- Active lecture note taking
- Close Reading
- Think-Pair-Share
- Case Notes
- Making Connections
- Debate/Socratic Seminar
- Short written responses
- Pear Deck responses
- Discussion Groups

Success Criteria

- Explain the extent to which the Supreme Court's interpretation of the First Amendment reflects a commitment to individual liberty in regards to:
 - Freedom of Religion
 - Freedom of Speech
 - Freedom of the Press

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| | <ul style="list-style-type: none"> ○ Right to Bear Arms |
| <p>Formative Assessment (drives instructional decisions)</p> | <ul style="list-style-type: none"> ● Illustrated Vocabulary Assignment <ul style="list-style-type: none"> ○ Vocabulary Quiz ● Pear Deck interactive slide real time feedback ● In class discussions ● Low-stakes group work |
| <p>Activities and Resources</p> | <p>Required Supreme Court Cases:</p> <ul style="list-style-type: none"> ● Engel v. Vitale ● Wisconsin v. Yoder ● Tinker v. Des Moines Independent Community School District ● Schenck v. United States ● New York Times Co. v. United States |
| <p>Suggested Modifications</p> | <p>English Language Learners</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.</p> <p>Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.</p> <p>Special Education Students</p> <p>Chunking: The teacher presents information in a way that makes it easy for</p> |

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[Tinker v. Des Moines Independent Community School District](#)

[\New York Times Co. v. U.S.](#)

[Engel v. Vitale](#)

[Wisconsin v. Yoder](#)

MODULE 1

Introduction to the Bill of Rights

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| Student Learning Intentions (SLI) WALT: (We are learning to...) | <ul style="list-style-type: none">• understand how provisions of the U.S. Constitution's Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals.• Civil liberties are constitutionally established guarantees and freedoms that protect citizens, opinions, and property against arbitrary government interference. |
| Student Learning Strategies | <ul style="list-style-type: none">• Active lecture note taking• Close Reading• Think-Pair-Share• Case Notes• Making Connections• Debate/Socratic Seminar• Short written responses• Pear Deck responses• Discussion Groups |
| Success Criteria | <ul style="list-style-type: none">• Explain how the U.S. Constitution protects individual liberties and rights• Describe the rights protected in the Bill of Rights. |
| Formative Assessment (drives instructional decisions) | <ul style="list-style-type: none">• Illustrated Vocabulary Assignment<ul style="list-style-type: none">○ Vocabulary Quiz• Pear Deck interactive slide real time feedback• In class discussions |

- Low-stakes group work

Activities and Resources

Required Supreme Court Cases

- [Engel v. Vitale](#)
- [Wisconsin v. Yoder](#)
- [Schenck v. United States](#)
- [Tinker v. Des Moines Independent Community School District](#)
- [New York Times Co. v. United States](#)
- [McDonald v. Chicago](#)
- [Gideon v. Wainwright](#)
- [Roe v. Wade](#)
- [Brown v. Board of Education](#)

Required Foundational Document

- [Letter from Birmingham Jail](#)

- Fishbowl debates on all required and many non-required companion cases
- Selective incorporation lesson
- [Letter to Martin Luther King](#)

Suggested Modifications

English Language Learners

Native language support: The teacher provides auditory or written content to student in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[Unit 5 – Civil Liberties & Civil Rights.pptx](#)

MODULE 4

Due Process: The Rights of the Accused & The Right to Privacy

**Student Learning Intentions (SLI) WALT:
(We are learning to...)**

- understand that protections of the Bill of Rights have been selectively incorporated by way of the Fourteenth Amendment's due process clause to prevent state infringement of basic liberties.
- The Court has on occasion ruled in favor of states' power to restrict individual liberty, as, for example, when speech can be shown to increase the danger to public safety.
- Pretrial rights of the accused and the prohibition of unreasonable searches and seizures are intended to ensure that citizen liberties are not eclipsed by the need for social order and security

Student Learning Strategies

- Active lecture note taking
- Close Reading
- Think-Pair-Share
- Case Notes
- Making Connections
- Debate/Socratic Seminar
- Short written responses
- Pear Deck responses
- Discussion Groups

Success Criteria

- Explain the extent to which states are limited by the due process clause from infringing upon individual rights.
- Give examples of how the exclusionary rule, which stipulates evidence illegally seized by law enforcement officers in violation of the suspect's 4th amendment rights

Formative Assessment (drives instructional

- Illustrated Vocabulary Assignment

decisions)

- Vocabulary Quiz
- Pear Deck interactive slide real time feedback
- In class discussions
- Low-stakes group work

Activities and Resources

Required Supreme Court Cases:

- [Gideon v. Wainwright](#)
- [Roe v. Wade](#)

- Right to Privacy and "Inherent Rights" debate
- Miranda lesson
- Dobbs decision impact and debate

Suggested Modifications

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subject at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

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Students with 504 Plans

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may

be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[Roe v. Wade](#)

[Whole Woman's Health v](#)

MODULE 5

Social Movements and Equal Protection & the Government Responses to Social Movements

Student Learning Intentions (SLI) WALT: (We are learning to...)

- understand how the Fourteenth Amendment's equal protection clause as well as other constitutional provisions have often been used to support the advancement of equality.
- understand how public policy promoting civil rights is influenced by citizen-state interactions and constitutional interpretation over time.

Student Learning Strategies

- Active lecture note taking
- Close Reading
- Think-Pair-Share
- Case Notes
- Making Connections
- Debate/Socratic Seminar
- Short written responses
- Pear Deck responses
- Discussion Groups

Success Criteria

- Explain how constitutional provisions have supported and motivated social movements.
- Explain how the government has responded to social movements.
- Give examples of how the leadership and events associated with civil, women's, and LGBT rights are evidence of how the equal protection clause can support and motivate

| | |
|---|---|
| | <p>social movements</p> |
| <p>Formative Assessment (drives instructional decisions)</p> | <ul style="list-style-type: none"> • Illustrated Vocabulary Assignment <ul style="list-style-type: none"> ○ Vocabulary Quiz • Pear Deck interactive slide real time feedback • In class discussions • Low-stakes group work |
| <p>Activities and Resources</p> | <p>Required Foundational Documents:</p> <ul style="list-style-type: none"> • The Constitution of the United States of America • Letter from Birmingham Jail <p>Required Supreme Court Cases:</p> <ul style="list-style-type: none"> • Brown v. Board of Education <ul style="list-style-type: none"> • Letter to Martin Luther King • Stonewall Riot video |
| <p>Suggested Modifications</p> | <p>English Language Learners</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subject at hand.</p> <p>Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they</p> |

will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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Gifted & Talented Strategies

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Students at Risk of School Failure

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Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[Brown v. Board of Education of Topeka](#)

[Roe v. Wade](#)

MODULE 6

Balancing Minority and Majority Rights

**Student Learning Intentions (SLI) WALT:
(We are learning to...)**

- understand how the Court's interpretation of the U.S. Constitution is influenced by the composition of the Court and citizen-state interactions. At times, it has restricted minority rights and, at others, protected them.
- The debate on affirmative action includes justices who insist that the Constitution is colorblind and those who maintain that it forbids only racial classifications designed to harm minorities, not help them.

Student Learning Strategies

- Active lecture note taking
- Close Reading
- Think-Pair-Share
- Case Notes
- Making Connections
- Debate/Socratic Seminar
- Short written responses
- Pear Deck responses
- Discussion Groups

Success Criteria

- Explain how the Court has at times allowed the restriction of the civil rights of minority groups and at other times has protected those

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|--|--|
| | rights |
| Formative Assessment (drives instructional decisions) | <ul style="list-style-type: none"> • Illustrated Vocabulary Assignment <ul style="list-style-type: none"> ○ Vocabulary Quiz • Pear Deck interactive slide real time feedback • In class discussions • Low-stakes group work |
| Activities and Resources | <p>Required Foundational Documents:</p> <ul style="list-style-type: none"> • The Constitution of the United States of America <p>Required Supreme Court Cases:</p> <ul style="list-style-type: none"> • Brown v. Board of Education • Analysis of non-required companion cases like Bakke, Milliken.... • College admissions activity - affirmative action |
| Suggested Modifications | <p>English Language Learners</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> |

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REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

LA.RI.11-12.9

Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

LA.SL.11-12.1.B

Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.