

Teacher: Kathrine Thomson			
Title: Judicial Review	Subject: Government		
Topics: Supreme Court	Grade: 11/12		
Lesson Duration:	School: South High		
Education Designs Lesson/ Unit Plan			
Lesson Summary: <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	This lesson deals with the concept of Judicial Review. Much of their knowledge will come from mock Supreme Court cases argued before their "Supreme Court Peers." The mock trials enable the students to understand and apply the Constitution, learn to argue in a logical fashion and understand the operation of judicial review.		
National Standards for History Era: Link	Era 3 Standard 3: The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights		
Standard(s): <i>State, Local or National</i>	NCSS Standard VI, b which states: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can explain the purpose of government and analyze how its powers are acquired, used and justified.		
Themes/Concept:	Examine the origin of Judicial Review and its use at various times in United States history.		
Essential questions (2-5 questions) <i>(What you want the students to know)</i>	<ol style="list-style-type: none"> 1. What does the Constitution say about the power of the Supreme Court and Judicial Review? 2. How has Judicial Review been used in the history of the United States? 3. How has Judicial Review changed/effected U.S. history? 		
Elements <i>(What you want the students to understand)</i>	The students should understand Judicial Review, its application and effects on the United States.		
Launch Activity (Hook)	The class should be divided into groups to argue both sides of various Supreme Court decisions of the past. Those not arguing a case will serve as the Supreme Court and judge the case based on Constitutional law.		
Knowledge & Skills <i>(People, Places, times and vocabulary-what</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <u>Vocabulary</u> <i>Marbury v. Madison</i> <i>Worchester v. Georgia</i> Dred Scott Decision </td> <td style="width: 50%; vertical-align: top;"> <u>Skills</u> Interpret the Constitution </td> </tr> </table>	<u>Vocabulary</u> <i>Marbury v. Madison</i> <i>Worchester v. Georgia</i> Dred Scott Decision	<u>Skills</u> Interpret the Constitution
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<p><i>the student should be able to do. What skills will they use?)</i></p>	<p><i>Plessy v. Ferguson Brown v. Board of Education of Topeka, Kansas John Marshall Andrew Jackson</i></p>		
<p>Lesson Methodology (<i>How will you conduct the lesson; activities... ?</i>)</p>			
<p>Assessment Evidence: <i>What evidence will show that students met the learning goal?</i></p>			
<p>Traditional Assessment (Quizzes, Test, Selected Responses) 1) Essay test describing Judicial Review and analyzing its effect on U.S. History; 2) Oral presentation of a Supreme Court case by attorneys for both sides and a ruling by “Supreme Court Judges”</p>			
<p>Portfolio Assessment</p>			
<p>Students will keep a journal that will define aspects of the Constitution and give examples of Judicial Review, Checks and Balance, Separation of Power, etc.</p>			
<p>Authentic Assessment (<i>Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,</i>)</p>			
<p>Rubric for Supreme Court Mock Trial: A(90-100)=Complete logical and well researched cases by attorneys and justices; B(80-89)=Less logical but well researched cases by attorneys and justices; C(70-79)=Less logical and researched cases by attorneys and justices D(60-69)=Little logic and faulty research of cases by attorneys and justices; F(Below 59)=No logic or research</p>			
<p>Student Self-Assessment</p>			
<p>Students will assess their own and other’s performances in the mock trials</p>			
<p>Differentiation Associated with this unit</p>			
<p>This unit works well with all levels of students. In advanced classes, have them find and research their own cases. For slower students, the instructor should select the cases and have them printed for them. Their cases should center around education cases involving student rights. They will be most interested in cases involving dress code, search and seizure, freedom of speech.</p>			
<p>Resources and instructional tools: (<i>Including Video Sources, Text Resources, Research Strategy</i>)</p>			
<p>Constitution, class notes from lectures, Supreme Court Cases which may be found on the WEB under "Supreme Court Cases" or may be found by referring to Freedom of Speech, Right to Bear Arms, etc.</p>			