

What's the Supreme Court Have to Do With Me?

Jeff-Lewis School Library System Participation in Government Unit

GRADE: 12

LIBRARY CONTEXT:

- FIXED
- FLEXIBLE
- COMBINATION
- INDIVIDUALIZED INSTRUCTION
- STAND-ALONE LESSON
- LESSON IN A UNIT
- MULTIPLE LESSONS IN A UNIT

COLLABORATION CONTINUUM:

- NONE
- LIMITED
- MODERATE
- INTENSIVE

CONTENT TOPIC:

PARTICIPATION IN GOVERNMENT – JUDICIAL SYSTEM – SUPREME COURT DECISIONS

ESTIMATED LESSON TIME:

2 WEEKS OR PACED ACCORDING TO CLASS NEEDS

STANDARDS FOR THE 21ST-CENTURY LEARNER GOALS

STANDARD: 1, 2, 3, 4.

BENCHMARK(S): 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.6, 3.1.1, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 4.1.2, 4.1.5.

DISPOSITIONS INDICATOR(S): 1.2.2, 1.2.4, 1.2.5, 1.2.6, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 4.2.3.

RESPONSIBILITIES INDICATOR(S): 1.3.1, 1.3.3, 1.3.5, 2.3.2, 4.3.4.

SELF-ASSESSMENT STRATEGIES INDICATOR(S): 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.4.1, 2.4.2, 2.4.3, 3.4.1, 3.4.2, 4.4.4.

Scenario: The Jefferson-Lewis School Library System in cooperation with Jefferson Community College is sponsoring a *Bridging The Gap* initiative that will help ensure that graduating seniors graduate with information literacy skills necessary in a post-secondary environment. The focus in this unit is on the Participation in Government class, as all seniors are required to take it. It is a non-regents course that provides more teaching flexibility and less emphasis on an end of year assessment.

Connection to local or state standards:

NYS SS5.4 - The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

Overview: Students will individually research a Supreme Court decision that could potentially affect them, consider the decision, and analyze the cultural impact and outcome of such a case and present a cogent argument for agreeing or disagreeing with the decision. (See attached scenarios)

Final Product: Students will present their research as either

- ❖ a formal paper (preferred)
- ❖ well-produced documentary with appropriate attribution
- ❖ teacher/LMS approved product.

All products will have properly documented MLA citation

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LIBRARY LESSONS: LMS will have assessed the information literacy skills of the class before beginning instruction. Based on those results, lessons to accompany the research unit will cover the delineated Jefferson Community College list of competencies. (See attached)

ASSESSMENT:

PROCESS: Teacher and SLMS will examine notes and rough draft, as well as periodic status checks, in order to evaluate whether (1) students are following the inquiry procedure, (2) students are applying critical thinking and self-assessment skills, (3) multiple and appropriate sources are being used, and (4) works cited follows established MLA criteria.

PRODUCT: Teacher, SLMS and students will use instructor-created rubrics to evaluate the final paper. The SLMS will evaluate the works cited pages based on MLA criteria.

STUDENT SELF-QUESTIONING

- Have I thoroughly researched the court decision so that I understand the impact on today's justice system?
- Do I understand the cultural context of the court case?
- Have I presented my opinion of the scenario and how I would have had the court rule?
- Have I clearly evaluated my sources for evidence of accuracy, authority, and bias?
- Have I cited all sources quoted or referenced in the paper using MLA citation?
- Am I using the time given to me, and am I staying on task?
- Does my gathered information completely answer the original problem?

INSTRUCTIONAL PLAN

RESOURCES STUDENTS WILL USE:

- X Online subscription database(s)
- X Web sites
- X Books
- X Reference and specialized encyclopedias
- X Periodicals/newspapers
- Other (list):

INSTRUCTION/ACTIVITIES:

DIRECT INSTRUCTION:

SUPREME COURT CASES – Students will learn about the Judicial Branch, the Supreme Court, the importance of Supreme Court cases and how those cases could potentially affect their lives.

SEARCH STRATEGIES – Students will learn about certain types of search strategies (Boolean, truncation, narrowing keywords, etc.) and will receive a handout highlighting the strategies.

EVALUATION OF WEBSITES – Students will learn about the need for accuracy, authority, and the problem of bias when evaluating websites. Strategies will be introduced and a handout distributed.

MLA CITATION - Students will discuss the reason for citation, and examine MLA examples and formats.

MODELING AND GUIDED PRACTICE:

SUPREME COURT CASES – Students and LMS will discuss the court case *Regents of University of California v. Bakke*, examining their prior knowledge and formulating questions that will help guide their continuing research.

SEARCH STRATEGIES – Students and LMS will search for books, eBooks, and articles on *Regents of University of California v. Bakke* using three different strategies. The class will then discuss which ones were most helpful and why.

EVALUATION OF WEBSITES – Students will be given 3 websites on affirmative action, and will be asked to evaluate them based on the assigned problem. The class will then discuss which ones are most valuable and why.

MLA CITATION – Students will cite one of the websites given, first by hand, and then by an online citation builder, and will then compare the mechanics of each.

INDEPENDENT PRACTICE:

SUPREME COURT CASES – Students will think critically about their scenario, examining their prior knowledge and formulating questions that will help guide their continuing research.

SEARCH STRATEGIES – Students will search for articles using the databases and eBooks that will provide information about their Scenario and the corresponding court case. Students will consult OPACS to search for books, and specialized encyclopedias.

EVALUATION OF WEBSITES – Students will search for websites that will provide information about their court case. They will fill out the evaluation rubrics, and will use the top 3 to take notes.

MLA CITATION – Students will use the MLA handout and/or an online citation builder to cite all websites, articles, or print resources they used.

SHARING AND REFLECTING:

SUPREME COURT CASES – Students will write about the historical and cultural context of their assigned court case. They will also describe how the ruling impacts lives of individual citizens,

SEARCH STRATEGIES – Students will complete an exit pass that includes each article and the search strategy used (Up to 10).

EVALUATION OF WEBSITES – Students will list each website they encountered and their reasons for choosing or rejecting their use (up to 10).

MLA CITATION – Students will hand in a works cited page in MLA format for all sources cited and referenced.

LIST OF SCENARIOS *

Scenario 1

You have been arrested for publishing a scandal sheet linking the school's administration to the mafia. You vaguely remember something in U.S. History class concerning a Supreme Court case dealing with this charge. (Begin search with: censorship)

Scenario 2

Your school newspaper advisor is on a long-term leave of absence, so the students are writing the newspaper. Your principal has been proofreading the newspaper before it goes to press. In the recent issue, the principal has objected to several articles, and ordered that the articles be deleted before publication. The newspaper staff is fighting MAD!! Locate information on this issue and be prepared to present it to the Board of Education.

(Begin search with: Hazelwood School District)

Scenario 3

A group of your friends are very angry over a decision by the Superintendent over student dress (they have mandated uniforms). Your friends are planning to protest at the next Board of Education meeting but someone has suggested burning a flag. Is this legal or illegal?

(Begin search with: flag burning)

Scenario 4

Your biology teacher spent two days on the evolution theory but your religious beliefs differ and you want equal class time to present these views. You have discussed this with the school administration. They said no. (Begin search with: Edwards)

Scenario 5

You have been arrested for distributing obscene materials through the mail. You mailed flyers of your new desktop pamphlet to all your friends and their families. The county sheriff said that you violated community standards by mailing obscene materials through the mail.

(Begin search with: obscenity standards & CA, Miller)

Scenario 6

As part of the school's newspaper's staff you attend local court trials. Your best friend's brother is on trial for murder. You have wanted to attend the trial. However this is the third trial for your friend's brother since the first two trials ended in a hung jury. The judge has ordered the case closed to all media and the jury sequestered. You'll do anything to attend this trial. How can you persuade a judge to allow the media into the courtroom? (Begin search with: Richmond Newspapers)

Scenario 7

Your religious leader mentioned during a meeting that today's society especially today's young people lack spiritual guidance because prayer has been eliminated from school. You have a prayer group at school however you must meet before school starts and it's held off

the school grounds. You passionately believe prayer would help a lot of your classmates. (Begin search with: Engel)

Scenario 8

You recently rented the video *The Fugitive*. You loved it, but you remember it was based on a TV show with the same name. Also at the end of the video it told about the real Sam Sheppard. Locate information on Samuel Sheppard. What does he have to do with Supreme Court cases? (Begin search with: Samuel Sheppard)

Scenario 9

You have just turned 18 yrs. old and registered for the draft however you violently opposed the concept of the draft and are planning to stage a protest by burning your draft card. Can you get arrested for burning your draft card and what does it have to do with the Supreme Court? (Begin search with: O'Brien)

Scenario 10

You're really interested in President Richard Nixon and Watergate, but you're confused about the term "classified information". What does it mean and why is it used with President Nixon? (Begin search with: Nixon and New York Times)

Scenario 11

You have recently read the Communist Manifesto and truly believe its message. You have been meeting with a small group of people who have similar views. The group has brainstormed various ways to overthrow the U.S. government but the group hasn't developed a conscience. Suddenly the police raid your hangout and arrest everyone, but you. How can you help your fellow comrades? (Begin search with: Yates)

Scenario 12

Recently an Amish family has moved into the community. There are seven children in the family and they attend a private Amish school that stops at the eighth grade. How can they do that!! You are required to attend school till your sixteen years old. Your guidance counselor has told you that you need a high school diploma or GED to get an entry-level job. (Begin search with: Wisconsin)

Scenario 13

You have been arrested by the police for distributing a "left-wing manifesto" that calls for the establishment of new government through any form of action necessary. The First Amendment guarantees your right of free speech but the local sheriff said the New York State law charges you with advocating violent revolution against the government. (Begin search with: New York)

Scenario 14

The School Board has announced changing the secondary school hours from 7:30a.m. - 2:30p.m. to 9:00a.m. -4:00p.m. Since the majority of students work after school from 4:00p.m. -9:00p.m. three nights for more a week, this would leave little time for after school

activities ex: sports, clubs, etc. Your student government has organized a protest march that will start at WHS and proceed to the Board of Education office. The march is quiet and orderly but outsiders have lined the streets and are heckling the marchers. The police are present to maintain order however fearing an outbreak of violence. The police ordered your group to leave the area. Your group slowly leaves but you're arrested later that day for disorderly conduct. (Begin search with: Gregory)

* Adapted from WebQuest by E. Walston

JEFFERSON COMMUNITY COLLEGE COMPETENCIES

The librarians at JCC's Melvil Dewey Library believe that the following selected competencies provide a firm foundation for high school students who will be continuing their education. These competencies should be targeted in this unit.

Competency

Knows when to use reference materials

What JCC deems important:

A student begins research on a new topic in the reference area, using *specialized* encyclopedias.

Knows when to use books, magazines, WWW

Students understand that books provide in-depth information. Due to the time it takes to research, write, produce and distribute books, magazines and/or Web sites may be the best sources of information on late-breaking topics.

Uses criteria to choose sources

Students consider the credentials of an author before using material for research. For example, they would not use "Wikipedia" type sources because there is no way to determine who wrote/edited the information.

Students are able to evaluate their search results to determine if they are relevant and appropriate for their project.

Students should be introduced to evaluation criteria that relate to prejudice, deception or manipulation.

Locate & is able to use... Catalog, types of electronic resources

Students know that the online catalog is used to locate books; databases are used to search for articles by topic.

Uses keywords and topic headings

Students select the keywords from their thesis to form their initial search statements.

Locates and is able to use the parts of a book

Students can locate their topic in a book by using the index and table of contents.

Understands arrangement

Students understand that the library

Understands classification systems

is arranged to group books and resources on similar topics together.

Also recognizes that libraries often have collections within the library: reference, oversized, archives, etc.

Practices ethical behavior in regard to information & info technology

Students are made aware that while it is possible to copy and share print, audio, and video media, it may not be legal to do so.

Knows legal principles and applies

Students understand what constitutes ethical conduct and what is plagiarism, including the need to cite paraphrases and ideas of other authors.

Appropriately cites resources using prescribed formats

Students should be able to look at an MLA citation and determine if the source is a book or an article.

Examine the process

Students revise searches, adding/deleting/changing search queries as needed.

Know when additional sources are needed

Students try other databases/resources if they are having difficulty locating what they need (after revising their search a few times).