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| **SS.7.C.3.5 Explain the Constitutional amendment process.** | |
| **Questions** | **Civics Learning Targets** |
| **\***  **\*** | I can identify the methods used to propose and ratify amendments to the U.S. Constitution.  To propose an amendment  • 2/3 of each house(287 of the 435-member House of Representatives, and 66 of the 100 Senators)  OR  • National Convention to be called for by 2/3 (33) of the state legislatures  To ratify an amendment  • 3/4 (38) of the state legislatures must approve.  OR  • 3/4 (38) of the state conventions must approve.  I can identify the common method of amending the constitution  2/3 Congress proposes  3/4 State legislatures ratify  I can recognize the significance of the difficulty of formally amending the U.S. Constitution**.**  So we would not quickly change the law without carefully thinking about its possible repercussions.  \*The Framers made the amendment process difficult because once an amendment is added to the Constitution it is part of it; no federal or state law may conflict with it. |
| SS.7.C.2.4 Evaluate rights contained in the Bill of Rights and other amendments to the Constitution  SS.7.C.2.5 Distinguish how the Constitution safeguards and limits individual rights. | |
| **Questions** | **Civics Learning Targets** |
| **\*** | The first 10 amendments to the Constitution are called:  • Bill of Rights  I can describe the purpose of the Bill of Rights:  To limit the government and protect the rights of the people and states.  I can describe the five freedoms protected by the First Amendment ***(RAPPS)*** as well as understand their limitations:  Religion:   * The government can’t create a national religion or prohibit you from practicing your own religion. * Limits:   + You can’t hurt anyone or break the law while practicing your religion   + Assembly: Allows us to peacefully meet as a group for any reason   + We can join any group we want: church, boy scouts, political * Limits:   + You can’t trespass or riot   Petition: Allows us the right to complain about or protest the government   * Limits   + Can’t make threats against the government   + Trespass   + Become violent (riot)   Press: Allows us to publish news/information   * The ability to access and read news * Limits:   + Can’t knowingly write lies about someone (libel)   + Can’t knowingly publish information that would hurt national security.   Speech: Allows us to say what we want without fear of punishment from the government   * This includes “symbolic speech” * Limits:   + - Clear and present danger: Can’t yell FIRE in a crowded movie theater     - Fighting Words: Will your words create a violent situation?     - Slander: Knowingly speak lies about someone     - Obscene Material: Is the material inappropriate for children or adults to see in public?   + Schools, employers, and PARENTS can limit speech   **Exit Ticket:**  **If you had to give up ONE of your first amendment rights, which would be the easiest to give up and why? Explain your reasoning.** |
| SS.7.C.2.4 Evaluate rights contained in the Bill of Rights and other amendments to the Constitution. | |
| **Questions** | **Civics Learning Targets** |
|  | **Terms to know:**  **Due process of law**: A person cannot be \_\_\_\_\_\_\_\_\_\_\_\_ of \_\_\_\_\_\_\_, liberty, or property without proper legal \_\_\_\_\_\_\_\_\_\_\_\_ and protections, (\_\_th)  **Pleading the fifth/self-incrimination:** A person \_\_\_\_\_\_\_\_\_\_\_\_ to testify under \_\_\_\_\_\_\_\_\_\_ in a court of law so evidence cannot be used to convict him of a \_\_\_\_\_\_\_\_\_\_\_\_ (self-incrimination) \_\_\_th)  **Eminent Domain:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ can take your \_\_\_\_\_\_\_\_\_ as long as they \_\_\_\_\_\_\_\_\_ you \_\_\_\_\_\_\_\_\_\_\_\_ for it, (\_\_th)  **Double Jeopardy:** A person \_\_\_\_\_\_\_\_\_\_\_\_\_\_ be put on trial for the \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ (\_\_\_th)  **Civil Case:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_that involve \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ between \_\_\_\_\_\_\_\_\_\_\_\_, not crimes (\_\_\_\_th)  **I can identify and describe the amendments that protect the rights of the accused:**  **4th amendment:**   * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Americans from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ of \_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Law enforcement can search your property if they have probable \_\_\_\_\_\_\_\_\_\_\_ and a \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_   **5th amendment:**   * No citizen can be \_\_\_\_\_\_\_\_\_\_\_ the right to life, liberty, or property without “\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_” of law * Cannot self-incriminate, or be \_\_\_\_\_\_\_\_\_\_to \_\_\_\_\_\_\_\_\_\_\_\_ against \_\_\_\_\_\_\_\_\_\_\_\_   + “pleading the \_\_\_\_\_\_\_\_\_\_”   + Today \_\_\_\_\_\_\_\_\_\_\_ must give “\_\_\_\_\_\_\_\_\_\_\_\_\_ warning” to people before they are arrested * Cannot be \_\_\_\_\_\_\_\_\_\_\_ of a crime you were found \_\_\_\_\_\_\_\_\_\_\_\_ of   + \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Limits the government’s power of “\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_” (the right of the government to \_\_\_\_\_\_\_\_ private \_\_\_\_\_\_\_\_\_\_).   + The government must \_\_\_\_\_ what your property is \_\_\_\_\_\_.   + “\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_”   **6th amendment:**   * Right to a \_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ * Be \_\_\_\_\_\_\_\_\_\_\_ of nature of the \_\_\_\_\_\_\_\_\_ (Told what you’re accused of) * Right to an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **7th amendment:**   * The right to a \_\_\_\_\_\_\_\_ by \_\_\_\_\_\_\_\_\_ in civil cases over $\_\_\_\_   **8th amendment:**   * Judge can’t set \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ * No “\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”   **I can identify and describe the amendment that protects individual freedoms and liberties:**  **2nd amendment:**   * The right to \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ (own a \_\_\_\_\_\_\_\_\_\_\_\_)   **I can identify and describe the amendments that protect individual and state powers and protect against government abuse of power:**  **3rd amendment:**   * May not \_\_\_\_\_\_\_\_ citizens to house \_\_\_\_\_\_\_\_\_\_ in their homes   **9th amendment:**   * People have \_\_\_\_\_\_\_\_\_\_ not \_\_\_\_\_\_\_\_\_\_\_\_ specifically in the previous \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Example: You have the right to get \_\_\_\_\_\_\_\_\_ or \_\_\_\_ on a plane   **10th amendment:**   * The \_\_\_\_\_\_\_\_ have rights not specifically \_\_\_\_\_\_\_\_\_\_\_ in the Bill of Rights, these powers are \_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Example: States can regulate \_\_\_\_\_\_\_\_\_\_\_\_\_\_, marriage, and the \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ * Purpose is to \_\_\_\_\_\_\_\_\_ the \_\_\_\_\_\_ of the President & Congress   I can explain the role of the judicial branch of government in protecting individual rights.  Terms to know:   |  |  | | --- | --- | | **Word/Term** | **Definition** | | ex post facto | a law that makes an act a crime after it has been committed | | habeas corpus | the principle that keeps the government from holding a citizen indefinitely without telling them why | | independent judiciary | The idea that decisions from the courts are fair and are not influenced by the other branches of government | | precedent | a court decision in an earlier case with facts and legal issues similar to those in a case currently before a court | | safeguard | to protect | |
| SS.7.C.3.12 Tinker v. Des Moines, Hazelwood v. Kuhlmier | |
| **Questions** | **Civics Learning Targets** |
|  | |  | | --- | | * I can explain the significance of **Tinker v. Des Moines**.   What right was the case concerning and amendment number?  Freedom of Speech =Amendment 1  How did the outcome impact society?  Tinker v. Des Moines set the legal precedent that students keep some of their First Amendment rights while in school as long as it does not impact learning environment.     * I can explain the significance of **Hazelwood v. Kuhlmier**.   What right was the case concerning and amendment number?  Freedom of Press =Amendment 1  How did the outcome impact society?  that schools can limit speech that conflicts with the mission/learning environment of the school.     * I can explain the significance of **Miranda v Arizona**.   What right was the case concerning and amendment number?  No self-incrimination =Amendment 5  How did the outcome impact society?  Protects your right to no self-incrimination according to the 5th amendment and established the procedure of Miranda Warning/Rights   * I can explain the significance of **Gideon v. Wainwright**.   What right was the case concerning and amendment number?  Right to a lawyer =Amendment #6  How did the outcome impact society?  Government must provide everyone with a lawyer according to the 6th amendment   * I can explain the significance of **In Re Gault**.   What right was the case concerning and amendment number?  Due Process Rights =Amendment 5  How did the outcome impact society?  Established due process for juveniles | |

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| **The Bill of Rights - Key Points from the Amendment:** |
| 1st Amendment (Hint: RAPPS) Religion, assemble, petition, press, speech |
| 2nd Amendment Right to bear arms |
| 3rd Amendment No quartering of soldiers |
| 4th Amendment Search and seizure – must have warrant |
| 5th Amendment Due process, trial by jury, double jeopardy, eminent domain |
| 6th Amendment Fair and speedy trial, right to a lawyer, right to bring witnesses |
| 7th Amendment Guaranteed jury trial |
| 8th Amendment No cruel or unusual punishment |
| 9th Amendment Your rights cannot be taken away just because it isn’t mentioned in the constitution |
| 10th Amendment Reserved powers to the states |

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| **SS.7.C.3.5 Explain the Constitutional amendment process.** | | |
| **Questions** | | **Civics Learning Targets** |
|  | | I can identify the methods used to propose and ratify amendments to the U.S. Constitution.  To propose an amendment  •  OR  •  To ratify an amendment  •  OR  •  Identify the correct sequence of the most common method of the amendment process.  Step 1  Step 2  I can recognize the significance of the difficulty of formally amending the U.S. Constitution**.** |
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|  | | **Civics Learning Targets** |
|  | | The first 10 amendments to the Constitution are called:  •  I can list the five freedoms protected by the First Amendment (RAPPS)  •  •  •  •  •  I can evaluate how the Bill of Rights influences individual actions and social interactions.  \*\*Note you should be able to use scenarios to identify rights protected by the Bill of Rights.  Terms to know  • Due process –  • self-incrimination  • Pleading the fifth –  • eminent domain  • Double jeopardy – |
| **SS.7.C.2.5 Distinguish how the Constitution safeguards and limits individual rights.**  **SS.7.C.3.6 Evaluate Constitutional rights and their impact on individuals and society** | | |
| **Questions** | | **Civics Learning Targets** |
|  | | I understand that rights are protected, but are not unlimited. The criteria used to limit freedom of speech and freedom of the press is as follows:  • clear and present danger –  • fighting words –  • libel –  • obscene material –  • conflict with government interests – |
| SS.7.C.3.12 Tinker v. Des Moines, Hazelwood v. Kuhlmier | | |
| **Questions** | **Civics Learning Targets** | |
|  | |  | | --- | | I can explain the role of the judicial branch of government in protecting individual rights.:  **• independent judiciary –**  **• precedent –**  **• safeguard –**   * **Habeas Corpus-** * I can explain the significance of **Tinker v. Des Moines**.   **Background of the case:**  **What right was the case concerning and amendment number?**  **Who did the Supreme Court side with?**  **How did the outcome impact society?**   * I can explain the significance of **Hazelwood v. Kuhlmier**.   **Background of the case:**  **What right was the case concerning and amendment number?**  **Who did the Supreme Court side with?**  **How did the outcome impact society?**   * I can explain the significance of **Miranda v Arizona**.   **Background of the case:**  **What right was the case concerning and amendment number?**  **Who did the Supreme Court side with?**  **How did the outcome impact society?**   * I can explain the significance of **Gideon v. Wainwright**.   **Background of the case:**  **What right was the case concerning and amendment number?**  **Who did the Supreme Court side with?**  **How did the outcome impact society?**   * I can explain the significance of **In Re Gault**.   **Background of the case:**  **What right was the case concerning and amendment number?**  **Who did the Supreme Court side with?**  **How did the outcome impact society?** | | |

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| **The Bill of Rights –** | **Write the basic key Points from each Amendment** |
| 1st Amendment (Hint: RAPPS) |  |
| 2nd Amendment |  |
| 3rd Amendment |  |
| 4th Amendment |  |
| 5th Amendment |  |
| 6th Amendment |  |
| 7th Amendment |  |
| 8th Amendment |  |
| 9th Amendment |  |
| 10th Amendment |  |