

# Student Learning Plan

## Unit 6: Citizenship in American History and Government

### Introduction to Chief Justice [U6C1L5]



#### **Why this is important:**

Chief Justice is an educational game designed to give you an appreciation of the United States Constitution and our democratic form of government. The complete game contains 100 critical thinking questions that incorporate some of today's most important moral and ethical issues. In this lesson you will explore and practice using the components of the Chief Justice game process.



#### **What you will learn to do:**

*(Competency)*

Explore the Chief Justice process for debating constitutional and contemporary issue

#### **Linked Core Abilities**

Do your share as a good citizen in your school, community, country, and the world

Apply critical thinking techniques



#### **How you will know when you are succeeding:**

You will show that you have learned the target knowledge and skills:

- by creating a process evaluation rubric or checklist for others to use while participating in the Chief Justice

Your performance will be successful when:

- Rubric or Checklist includes criteria that addresses the Chief Justice game purpose
- Rubric or Checklist includes criteria that addresses the rules of the Chief Justice game
- Rubric or Checklist includes criteria for Judges to follow
- Rubric or Checklist includes criteria for the Jury to follow



#### **Knowledge and skills you will learn along the way:**

*(Learning Objectives)*

- a. Examine the purpose of the Chief Justice game
- b. Explore the rules of the Chief Justice game
- c. Identify how to render a verdict in a case
- d. Define key words: Chief Justice, cross examine, deliberation, forum, judge, jury, jury foreman, law firms, opening statements, trials, verdict



#### **Learning Activities:**

*These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.*

## 2 Introduction to Chief Justice [U6C1L5]

- \_\_\_\_ 1. PREVIEW the information in the Student Learning Plan including the competency, learning objectives, core abilities, performance standards, learning activities and assessment activities. PARTICIPATE in a debriefing about the Johnson vs. Texas Supreme Court case concerning desecration of the United States Flag. [Work in a large group] PREPARE to explore the Chief Justice® game process as an educational opportunity to discuss various constitutional issues. CONSIDER recording responses to the reflection questions into your Cadet Notebook. [Work independently]
- \_\_\_\_ 2. [SELF-PACED OPTION] PREVIEW the information in the Student Learning Plan including the competency, learning objectives, core abilities, performance standards, learning activities and assessment activities. READ Exercise 1 and 2 concerning a United States citizen's right to burn an American Flag and the process of justice explained in these exercises. RECORD your responses to the reflection questions in your Cadet Notebook.
- \_\_\_\_ 3. REVIEW how an amendment is added to the Constitution. LEARN MORE about the Chief Justice® game process in Section 5: Introduction to Chief Justice® in Chapter 1 of the student text. CREATE a visual tool and TEACH others about your assigned portion of reading. PREPARE TO play Chief Justice using the case described in Exercises 1 and 2. [Work in a small team of 3-6 cadets] CONSIDER adding answers to the reflection questions in your Cadet Notebook. [Work independently]
- \_\_\_\_ 4. [SELF-PACED OPTION] READ Section 5: Introduction to Chief Justice® from Chapter 1 of the student text and CREATE a Tree Map with the following headings: Rules of the Game, Duties of the Judge, and Jury Deliberation. CLASSIFY key information about the educational game process under each heading. ADD answers to the reflection questions in your Cadet Notebook.
- \_\_\_\_ 5. PREPARE to debate the following proposed amendment to the Constitution: "The Congress and the States shall have the power to prohibit the physical desecration of the flag of the United States" using the Chief Justice process. RESEARCH and PREPARE arguments based on the information provided in Exercise 1 and 2. REVIEW the rules of Chief Justice® in your student text. [Work with a team of 3-6 cadets] CONSIDER adding your responses to the reflection questions in your Cadet Notebook. [Work independently]
- \_\_\_\_ 6. [SELF-PACED OPTION] READ through Exercise 1 and 2 and MAKE a case either "for" or "against" flag burning as supported by the Constitution. FIND additional materials to make your case and INCLUDE a summary in your Cadet Notebook.
- \_\_\_\_ 7. OBTAIN and PREVIEW the Chief Justice® Process Assessment Task. USE Exercise 3 or Visual 1 to FOLLOW while PARTICIPATING in the Chief Justice® court case. [Work with a team of 3-6 cadets] USE Exercise 4 to discuss the case verdict. [Work with a large group] CONSIDER adding responses to reflection questions in your Cadet Notebook. [Work independently]
- \_\_\_\_ 8. [SELF-PACED OPTION] OBTAIN the Chief Justice Process Assessment Task from your instructor. CONSIDER your own research from the Process Phase and the Exercises 1 and 2 provided earlier in this lesson. DETERMINE whether the ruling of the case was appropriate or not. ADD your answer and the response to the #3 reflection question in your Cadet Notebook.



### **Assessment Activities:**

*These assessment activities will enable you to show that you have learned the target skills and knowledge for this lesson. Your instructor may assign additional or alternative assessment activities.*

- \_\_\_\_ 1. COMPLETE the Chief Justice Process Assessment Task. USE the attached scoring guide to self-assess your work. SUBMIT your completed assessment task to your instructor for evaluation. If appropriate, ADD your completed assessment task to your Cadet Portfolio.
- \_\_\_\_ 2. [SELF-PACED OPTION] Same as above.