

Lesson: Code of Conduct on Trial

Course: American Government or U.S. History

Overview: Students in American Government/U.S. History will learn to apply the Bill of Rights to their school's code of conduct in order to understand how laws apply to student behavior and expectations.

Standards:

- USHC-1.2 Analyze the early development of representative government and political rights in the American colonies, including the influence of the British political system and the **rule of law** as written in the Magna Carta and the English Bill of Rights, and the conflict between the colonial legislatures and the British **Parliament** over the right to tax that resulted in the American Revolutionary War.
- USHC-1.5 Explain how the fundamental principle of **limited government** is protected by the Constitution and the Bill of Rights, including **democracy**, **republicanism**, federalism, the **separation of powers**, the system of **checks and balances**, and individual rights.
- USG-1.5 Evaluate **limited government** and **unlimited government** with regard to governance, including **rule of law**, the role of **constitutions**, civil rights, political freedom, economic freedom, and the ability of citizens to impact or influence the governing process.
- USG-2.3 Analyze the British heritage that fostered development of the core political principles of American government, including the Magna Carta, the Petition of Right (1628), the Glorious Revolution, the English Bill of Rights, and the Mayflower Compact.
- USG-2.4 Evaluate significant American founding documents in relation to core political principles, including the Declaration of Independence, the Articles of Confederation, state **constitutions**, the United States Constitution, *The Federalist* papers, and the Bill of Rights.

Objectives:

Students will be able to apply the U.S. Bill of Rights and the Constitution to the student high school code of conduct.

Students will attempt to amend the student code of conduct by using their knowledge of the U.S. Constitution to change aspects of the code of conduct.

Activities:

1. Students will read the school's code of conduct and pick two aspects of the code they would like to change. Students will also read the Constitution, focusing on amendments that relate to individual rights and protections.

This lesson plan was created by three 2008 SC Supreme Court Institute attendees; Kelli Antes, Bruce Stuard, Clay Hasty.

2. Students will complete a graphic organizer in which they match a scenario with a Constitutional amendment.
3. Place kids in groups to choose an amendment from the Constitution. In their groups they will create a 3-5 minute skit showing a scenario in which the amendment applies in how they interpret that particular amendment. (ex.: how 1st Amendment applies to the dress code)
4. After each skit the rest of the class will determine which amendment was presented by the group. Individually students will write a persuasive essay in which they will change one aspect of the student code of conduct by applying the U.S. Constitution.
 - MLA Format Essay
 - Must apply Constitution to school code of conduct
 - Clear intro, body and conclusion
 - Thesis statement
 - Minimum 2 pages, double-spaced

Assessments:

Informal:

1. Completion of group skit portraying one of the Amendments to the Constitution.
2. Class must determine which amendment is being used in each of the group skits

Formal:

1. (Class activity) Completion of graphic organizer worksheet to determine student understanding of Amendments to the Constitution
2. (Homework Assignment) Persuasive Essay to change the Student Code of Conduct by using the U.S. Constitution.
3. (QUIZ *Next day activity*) Individual quiz over each of the Amendments in which students will match a scenario with the appropriate amendment.