

4th Amendment: Someone might be watching, is that okay?

Time Frame: 2-3 class periods	Author: Mary Ellen Daneels, Lead Teacher Mentor, McCormick Foundation, MDaneels@illinoiscivics.org
Proven Practices (indicate which practices used) <ul style="list-style-type: none"> ✓ Instruction on government institutions ✓ Use of current & controversial issues ✓ Simulations of democratic practices ✓ Service Learning (ideas provided) 	
IL Social Studies Standards SS.IS.1.9-12: Address essential questions that reflect an enduring issue in the field. SS.IS.5.9-12: Identify evidence that draws information from multiple sources to revise or strengthen claims. SS.IS.7.9-12: Articulate explanations and arguments to a targeted audience in diverse settings SS.IS.9.9-12: Use deliberative processes and apply democratic strategies and procedures to address local, regional, or global concerns and take action in or out of school. SS.CV.1.9-12: Distinguish the rights, roles and responsibilities of individuals and institutions in the political system. SS.CV.7.9-12: Describe the concepts and principles that are inherent to American Constitutional Democracy. SS.CV.9.9-12: Explain public policies in terms of intended and unintended consequences and related consequences.	CCSS/ELA History/Social Studies Standards <u>CCSS.ELA-LITERACY.RH.11-12.7</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. <u>CCSS.ELA-LITERACY.RH.11-12.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. <u>CCSS.ELA-LITERACY.RH.11-12.9</u> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Essential Question: <ul style="list-style-type: none"> ● What is the balance between individual rights and the common good? ● Alternative- What is the balance between liberty and safety? 	
Supporting Questions: <ul style="list-style-type: none"> ● How do people differ over the question: <i>Should our democracy require law enforcement officials to get permission from a judge to access public video surveillance records?</i> ● What rights are afforded to individuals accused of a crime in the US Constitution? 	
Resources Required w/Citations: <ul style="list-style-type: none"> ● <i>You've Got Rights! Lesson plan</i> by icivics.org. Available at http://documents.mccormickfoundation.org/lesson-plans/4/youve-got-rights.pdf ● <i>Surveillance Lesson Plan</i> by Deliberating in a Democracy, 2011. Available at http://documents.mccormickfoundation.org/lesson-plans/4/did-surveillance_2011.pdf ● <i>Are surveillance cameras working?</i> - WGN News 22, Feb, 2016. Available at http://wgntv.com/2016/02/22/are-surveillance-cameras-making-chicago-safer/ ● <i>Parliamentary Procedure Guide</i> by Mary Ellen Daneels available online at https://tinyurl.com/civics-parliament 	

Recommended Procedures:

1. To prepare for deliberation over the 4th amendment, review the rights of the accused using the icivics.org lesson titled “You Got Rights!” per directions. This should take one class period.
2. At conclusion of icivics review of rights, have students share their response to “the worst possible thing” that might happen if there was no 4th amendment.
3. Introduce Compelling and Essential Question to the class:
4. *Should our democracy require law enforcement officials to get permission from a judge to access public video surveillance records? (CQ)*
What is the balance between individual rights and the common good?(EQ)
5. Give each student a note card and have them write their name and their initial response to the compelling question. Are they a strong yes, moderately agree, neutral, moderately disagree, a strong no? Have them write a bullet point explaining their initial response. Create a spectrum on a wall and have the students place their cards on the wall.
6. Have students read pages 2-8, of *Surveillance—Lesson Plan* by Deliberating in a Democracy and complete the top portion of page 15. (could be done as homework)
7. Put students in partners and have partners share what they found most interesting in the reading.
8. Assign half of the partners position “A” and half “B”. Have pairs go through the reading again to fill out their assigned portion of the chart. Please stress that you are NOT assigning them a position to take, just asking them understand the position so they can articulate it to others in the class.
9. Match the “A” teams with the “B” teams. Starting with the A Team, have team share their assigned perspective. The B team should take notes and then repeat back what they wrote to Team A to clarify understanding. Then have teams switch roles.
10. Bring class back together and pass out pages 10-11. Have students fill in missing arguments for each side.
11. Show the news clip, “Are Surveillance Cameras Working?” from WGN news. Instruct students to add arguments to each side of their chart while they watch the clip.
12. Simulate a legislative hearing on the question, “*Should our democracy require law enforcement officials to get permission from a judge to access public video surveillance records?*” using basic parliamentary procedure. Set a reasonable time limit (12-18 minutes).
13. After legislative hearing, have students revisit their cards on the wall and make necessary changes. Students can revise position, add a claim or counterclaim.
14. Use the spectrum and questions on page 16 of DID packet to debrief the activity. You could also debrief using digital deliberation like Google Classroom.

Possible Service Learning Informed Action:

- o Students can write an elected official advocating their position on the issue
- o Students can write letters to the editor or craft an editorial cartoon on issue.
- o After legislative hearing, invite stakeholders for and against the issue for an informed panel discussion using questions generated by students on the issue.
- o Have class organize and co-host a Town Hall on the issue with the League of Women Voters in your area. <http://lwv.org/>

Differentiation:

- For classes that need more literacy support, the teacher can scaffold a [close read](#) of the DID article.
- Teacher can complete A/B chart, cut up statements in chart and give to small groups in an envelope or jumble statements on screen in front of room. Small groups can then put the statements in the appropriate box.
- The DID reading is available in multiple languages at <http://did.deliberating.org/lessons/surveillance.html>

Possible Assessments:

- in class deliberation
- vote

- four corner check
- blog

- Letter to elected official with rubric
- Letter to the editor or political cartoon w/ explanation.
- Persuasive essay on compelling question

Other Considerations:

If norms for classroom deliberations have not been established, here are some resources teachers can use to scaffold civil discourse.

- [Conducting a Civil Conversation in the Classroom by CRFC](#)
- [Contracting by Facing History and Ourselves](#)

Deliberating in a Democracy has alternative issues that can be used in this process. Find out more at <http://deliberating.org/> This is a free program.

Constitutional Rights Foundation of Chicago has other current and controversial issue topics for students to use in a variety of simulations. These resources are free. For more information, go to <http://www.crfc.org/teaching-materials>

The Civic Action Project from the Constitutional Rights Foundation has multiple lessons to prepare students for public policy work in their communities. Go to <http://www.crfcap.org/> for more information. This is a free program.