**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Due Date:** Tuesday 12/6/16

**Government/Ms. Slater Period:** \_\_\_\_\_\_\_\_\_

**SUPREME COURT SIMULATION**

**Marking Period 3 Project**

**TASK 1: Research**

1. What is the title of the case you have been assigned?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ v. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Petitioner) (Respondent)

Petitioner/Appellant – the person/organization/company who appeals the lower court decision to a higher court.

Respondent/Appellee – the person/organization/company who argues that the lower court decision was correct.

1. Which side is your team arguing for? (circle one) Petitioner or Respondent

Name of Person/Organization/Company/State we are representing:

1. In which year was the case argued before the Supreme Court?
2. What is the issue or topic that is being argued?
3. Which amendment of the U.S. Constitution is related to this case?
4. What does the text of the amendment say? (Copy actual amendment from textbook or handout.)
5. What does that amendment mean in your own words?
6. What happened in this case?
	1. Who are the people, organizations, companies, and/or governments involved?
	2. When and in what context did the events in the case take place?
	3. Where did the case take place?
	4. What happened? What were the original events that took place? What is your side of the story? What does your side want?

First

Next

Then

And Then

Finally

* 1. How/Why did the events take place?
1. Which of the precedents (earlier decisions in *other* cases) from the background reading **support** your side of the case? (Read the precedents and figure out which one(s) can help you in developing your argument for your side of the case.) What was decided in those cases and how are those decisions related to your case?
2. a) Before this case came to the Supreme Court, what did the trial court decide? (Which side won in the trial court?)

b) Before this case came to the Supreme Court, what did the appeals court decide? (Which side won in the appeals court?)

1. Why did the petitioner bring this case to the Supreme Court?
2. Why is this case important? What might be the consequences for each side and for society if the Supreme Court decides in favor of the petitioner? What might be the consequences for each side and for society if the Supreme Court decides in favor of the respondent?
3. Please use this space for any other notes or questions relating to the case.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Due Date:** Friday 12/9/16

**Government/Ms. Slater Period:** \_\_\_\_\_\_\_\_\_\_\_

**SUPREME COURT SIMULATION**

**Marking Period 3 Project**

**Task 2: LEGAL BRIEF OUTLINE**

**Developing an Argument**

Use this sheet to *outline* your arguments and possible responses to the other side’s arguments. You are expected to discuss this as a group, but each student must have the information written in his/her own packet. *Your notes should be in outline/bullet point form and not in full sentences.*

|  |  |
| --- | --- |
| **Opening Statement:** Explain position and BRIEFLY list reasons. | **Background:** Summarize what happened in the case. Remember that the rest of the class does not know anything about it, so you must explain what happened.**Who:****When:** **Where:****What:****How/Why:****Claim:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_violates/does not violate (circle one) the \_\_\_\_ amendment to the Constitution because:  |
|  | **Evidence**Use facts from the readings about what happened in the case (remember that the events are not disputed, only the constitutionality of the appeals court decision is), what the relevant amendment says, and why the actions in the case are or are not a violation of the Constitutional amendment. |
| **Argument 1**Main Idea: | --- |
| **Argument 2**Main Idea: | --- |
| **Argument 3**Main Idea: | --- |
| **Counter-argument** What is your opponent’s position & how will you argue against it? | The petitioner/respondent (circle the one that your opponent is) argues that…However… |
| **Closing Statement:**Find a catchy and thoughtful way to sum up your arguments. |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Due Date:** See below

**Government/Ms. Slater Period:** \_\_\_\_\_\_\_\_\_\_

**SUPREME COURT SIMULATION**

**Marking Period 3 Project**

**Task 3: LEGAL BRIEF**

**Use your outline** to write a legal opinion brief for one side of the Supreme Court case. Each student will be responsible for a specific part of the legal brief to prepare: Opening statement, argument, counterargument, and closing statement. Students are expected to **collaborate** on the entire legal brief, **providing comments** on other group members’ sections of the brief in class and through **Google Documents** and **Google Classroom, and responding to comments from the teacher and group members.** ***Students will do the work in electronic format but must print it out and bring it to class on the day when their group presents. PLEASE CHECK FOR PLAGIARISM! DO NOT USE THE EXACT WORDS FROM THE READING! PUT IT IN YOUR OWN WORDS!***

**Opening Statement** (Group member responsible: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

* Decide the best way to open your argument and introduce your side’s position. Your opening should contain: 1) a brief summary of the details of the case, ***presented in a way that clearly favors your position***; and 2) a clear, concise statement of your team’s position on the case including an explanation of whether and how a constitutional right was violated. Remember that the rest of the class does not know anything about your case so you must include enough detail for the class to understand the events and issues involved.

**Argument** (Group member(s) responsible: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

* Make at least **three** arguments supporting your side of the case. Be sure to include **specific facts/evidence** from the **readings** that support your team’s side.
* Clearly state whether constitutional rights were or were not violated. Explain how the amendment relates to the case.
* Refer to precedents to prove your points.

**Counterargument** (Group member responsible: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

* Make a counterargument acknowledging and refuting the other side.

**Closing Statement** (Group member responsible: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

* Summarize your team’s arguments and counterargument.
* Conclude with a request to the Supreme Court to uphold or overturn the appeals court decision (uphold = keep decision of appeals court; overturn = change decision of appeals court)

**Due Dates: (Order of cases will be decided by teacher.)**

Monday, December 12: Draft legal brief (via shared group Google Doc) – ALL GROUPS

Tuesday, December 13: Revised Legal Brief Due for Case 1

Thursday, December 15: Revised Legal Brief Due for Case 2

Friday, December 16: Revised Legal Brief Due for Case 3

Monday, December 19: Revised Legal Brief Due for Case 4

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:** \_\_\_\_\_\_\_

**Government/Ms. Slater Period: \_\_\_\_\_**

**SUPREME COURT SIMULATION**

**Marking Period 3 Project**

**Task 3: LEGAL BRIEF RUBRIC**

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| --- |
| **Title of Court Case: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ v. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Group Members’ Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

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| **CATEGORY**  | **Excellent** | **Good** | **Fair** | **Poor** |
| **Strength of Case****(10 points)** | The facts of the case, the amendment, and the constitutional issue in question are clearly explained. The legal brief clearly supports the side of the case that the team argued. The brief demonstrates complete understanding of the case. | The facts of the case, the amendment, and the constitutional issue in question are clearly explained. The legal brief mostly supports the side of the case that the team argued. The brief demonstrates good understanding of the case. There may be a minor point that could be strengthened. | There may be some confusion in explaining the facts of the case, the amendment, and/or the constitutional issue in question. There may be language in the legal brief that supports the other side of the argument. The brief demonstrates weak understanding of the case.  | The legal brief shows major confusion or lack of coherence. The team does not make a solid case for the side they represented. |
| **Use of evidence****(5 points)** | All arguments and counterargument are supported by specific facts/evidence from the readings. Precedents are included. | Most arguments and counterargument are supported by specific facts/evidence from the readings. | Students used some evidence to support their arguments and counterargument. | There is minimal evidence to support arguments and counterargument. |
| **Evidence of Revision****(10 points)**  | Students commented extensively on one another’s work and made revisions in response to both peer and teacher comments. | Students revised writing in response to teacher comments. Students made comments on other students work. | Students did minor revisions in response to teacher comments. | Students did not revise writing in response to teacher comments. There is no evidence of peer editing. |

**Grade: /25**

# Government/Ms. Slater Argument Date: \_\_\_\_\_\_\_\_\_\_\_

 (Day when our team is presenting)

***\*Please note:*** *You must be* ***present*** *on the date of arguments to get full credit for this part of the project.*

**SUPREME COURT SIMULATION**

**Marking Period 3 Project**

**TASK 4: PRESENTING THE CASE**

**Title of Court Case: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ v. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Group Members’ Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Category** | **Excellent** | **Good** | **Fair** | **Poor** |
| KNOWLEDGE(10 points) | Group members demonstrated strong understanding of court case and related amendment. Students used a variety of textual evidence. Information presented was completely accurate. | Group members demonstrated good understanding of court case and related amendment. Students used textual evidence. Information presented was almost completely accurate. | Group members demonstrated some understanding of court case and related amendment. Students used some textual evidence. There were some inaccuracies and/or some group members seemed confused. | Group members demonstrated weak understanding of court case and related amendment. Students did not use evidence from the text. There were many inaccuracies and/or many group members seemed confused. |
| **PERFORMANCE**(7 points) | Group members spoke loudly and clearly, did not mispronounce any words, acted professionally, and participated actively. All group members spoke. | Group members spoke loudly and clearly most of the time, pronounced most words correctly, acted professionally most of the time, and/or participated most of the time. | Group members spoke loudly and clearly some of the time, mispronounced a few words, acted professionally some of the time, and/or participated some of the time. | Group members did not speak loudly and clearly, mispronounced many words, acted unprofessionally, and/or were not engaged in the presentation. |
| **PREPARATION**(4 points) | Group members made highly effective use of preparation time. All necessary preparation was completed on or before the deadline. The group was well prepared on argument day. The legal brief was printed before class.  | Group members made good use of preparation time. All necessary preparation was completed by the deadline. The group was prepared on argument day. The legal brief was printed before class. | Group did limited preparation or it was completed late. The group was somewhat unprepared on argument day. The legal brief was not printed before class. One member had an unexcused absence on the group’s argument day and/or did not communicate with team about absence. | Group showed almost no evidence of preparation. Two or more members had an unexcused absence and/or did not communicate with team about absence. |
| **EFFECTIVENESS OF GROUP WORK**(4 points) | Group used strong cooperative skills to complete project. | Group used cooperative skills most of the time. | Group cooperated some of the time. | Group did not cooperate much. |

**Grade:**  /25

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_**

**Government/Ms. Slater Period: \_\_\_\_\_**

**SUPREME COURT SIMULATION**

**Marking Period 3 Project**

**TASK 5: Evaluating Other Court Cases**

**Case 1:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_v. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Aim: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Amendment: \_\_\_\_\_ Issue:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- |
| Petitioner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Arguments Made: | Respondent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Arguments Made: |

Which side do you believe made a stronger argument? Petitioner OR Respondent (Circle one.)

Why do you think that side was stronger?

What was the outcome of the case if/when it was actually heard by the Supreme Court?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Take a position: Were anyone’s constitutional rights violated in this case? Explain why or why not using evidence/facts/details. Refer to the specific amendment from the Bill of Rights.

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What did you find most interesting or surprising about this case?

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What other comments or questions do you have about the issue discussed in this case?

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**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_**

**Government/Ms. Slater Period: \_\_\_\_\_**

**SUPREME COURT SIMULATION**

**Marking Period 3 Project**

**TASK 5: Evaluating Other Court Cases**

**Case 2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ v. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Aim: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Amendment: \_\_\_\_\_ Issue:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Petitioner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Arguments Made: | Respondent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Arguments Made: |

Which side do you believe made a stronger argument? Petitioner OR Respondent (Circle one.)

Why do you think that side was stronger?

What was the outcome of the case if/when it was actually heard by the Supreme Court?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Take a position: Were anyone’s constitutional rights violated in this case? Explain why or why not using evidence/facts/details. Refer to the specific amendment from the Bill of Rights.

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What did you find most interesting or surprising about this case?

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What other comments or questions do you have about the issue discussed in this case?

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**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_**

**Government/Ms. Slater Period: \_\_\_\_\_**

**SUPREME COURT SIMULATION**

**Marking Period 3 Project**

**TASK 5: Evaluating Other Court Cases**

**Case 3:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ v. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Aim: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Amendment: \_\_\_\_\_ Issue:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- |
| Petitioner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Arguments Made: | Respondent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Arguments Made: |

Which side do you believe made a stronger argument? Petitioner OR Respondent (Circle one.)

Why do you think that side was stronger?

What was the outcome of the case if/when it was actually heard by the Supreme Court?

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Take a position: Were anyone’s constitutional rights violated in this case? Explain why or why not using evidence/facts/details. Refer to the specific amendment from the Bill of Rights.

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What did you find most interesting or surprising about this case?

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What other comments or questions do you have about the issue discussed in this case?

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**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:** \_\_\_\_\_\_

**Government/Ms. Slater Period: \_\_\_\_**

**SUPREME COURT SIMULATION**

**Marking Period 3 Project**

**TASK 6: Reflection**

Write a reflective essay, in paragraph form, explaining the following:

* What did you learn from this project? (Describe skills AND content that you learned.)
* What were the most interesting facts or ideas you heard during this project? Which cases did you find most interesting and why?
* What accomplishment(s) are proud of from this project?
* What was the most challenging or difficult aspect of this project?
* Did you personally believe in the side of the case that you were asked to argue? If yes, did your personal beliefs help you make a stronger argument? Explain why or why not. If not, describe your experience arguing the opposite of what you believe.
* How well did your group work together at different stages of the project (discussing the case in class in the beginning, jointly writing the legal brief using Google Docs, presenting the case, etc.)?