



## Lesson Plan: Fayette v. Take Two

**Assessment:** Students will write a “justice’s opinion” and apply first amendment interpretations to a simulated case. From there they will use their written opinions to discuss and debate the issue to try to arrive at a consensus in small groups. There will be a debrief discussion as well.

### Quality Criteria:

Level of Understanding Demonstrated	4- Advanced	3- Proficient	2- Approaching Proficiency	1- Basic
Based on their written opinions, students demonstrate understanding of conflicts created by free speech rights and are able to formulate a rational opinion when presented with a realistic First Amendment conflict.	Written opinion strongly demonstrates a thorough understanding of free speech conflicts and proposes a compromise or solution that applies first amendment principles thoughtfully. All requirements are followed. (See student packet).	Written opinion demonstrates a solid understanding of free speech conflicts and proposes a compromise or solution that applies first amendment principles. All requirements are followed. (See student packet).	Written opinion demonstrates some understanding of free speech conflicts and proposes a compromise or solution that applies first amendment principles. Most requirements are followed. (See student packet).	Written opinion demonstrates a limited understanding of free speech conflicts and proposes a vague compromise or solution that applies first amendment principles. A majority of requirements are followed. (See student packet).