



Lesson: Personality and Competency Tests

Lesson Title: *Personality and Competency Tests*

Grade Level: 9-12th Grade

Context of the lesson within the unit: This lesson, which studies the Bill of Rights and the changing interpretations, can take several class periods, as needed, is designed to be the initial lesson in the unit and includes the framework for the rest of the unit.

Standards Addressed: History Social Science

12.2.1 Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).

12.5.1 Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.

12.5.4 Explain the controversies that have resulted over changing interpretations of civil rights, including those in *Plessy v. Ferguson*, *Brown v. Board of Education*, *Miranda v. Arizona*, *Regents of the University of California v. Bakke*, *Adarand Constructors, Inc. v. Peña*, and *United States v. Virginia* (VMI).

Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Grades 11-12 Students

Key Ideas and Details

1. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Integration of Knowledge and Ideas

7. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.



Objectives

- Students will identify and describe the Bill of Rights by creating a “Tree Map” explaining and illustrating each Amendment in their own words.
- Students will explain from most to least important the four most important rights from two different points of view, their own, and, that of Dr. Martin Luther King, Jr.
- Students will analyze scenarios and explain if any rights were violated and why.
- Students will discuss scenarios in small groups as well as whole class to better understand the changing interpretations of the Bill of Rights.
- Students will hypothesize if one of the first ten Amendments was taken away from them, how their lives may change.



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Big Ideas/Essential Questions:

- What fundamental rights as Americans do we have? What rights do we *not* have?
- Can conflict be beneficial to society?
- Does social capital (i.e., involvement) strengthen a republic?
- How should government deal with opposing factions that occur in society?



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Assessment: Students will complete the “Are your rights violated?” matrix and answer the following writing prompt: “What do you think would happen if you woke up in the morning and the 4th Amendment vanished? How would your life change?”

Personality and Competency Test

GOAL	Your goal is to pass the personality and competency test. The Human Resource department is looking for clerks for Supreme Court Justices.
ROLE	You are one of the many clerks applying to the Supreme Court. Clerks research case law and precedent to assist the Justices in the rendering of their decisions.
AUDIENCE	Supreme Court Human Resources
SITUATION	You have recently been recruited by an administrator of the Supreme Court and been given the opportunity to apply for a summer Supreme Court clerk position.
PERFORMANCE	<p>You must complete three tasks successfully, using the criteria and rubrics provided.</p> <ul style="list-style-type: none"> • Create a Bill of Rights Tree Map. • Take two personality tests. • With a small group analyze “Are your rights violated?” • Pass a writing sample.
STANDARDS FOR SUCCESS	<p>Design will reflect the understanding, and application of research based on the standards, and use of critical thinking throughout all three steps.</p> <p>Presentation, verbal comments, and debate arguments make accurate and thoughtful connections between the desires of the founding fathers and relevant current cases.</p> <p>Synthesis of ideas, designs, and concepts help designers to understand big ideas for the unit.</p>

THE PROCESS AND REQUIREMENTS

Step One: You are to create a “Tree Map” of the Bill of Rights.

Requirements
Analyze the first 10 Amendments of the Constitution
Explain each of the Rights in your own words
Illustrate each right



Step Two: You will take a personality test. A dictator has taken over the United States and has allowed you to keep only 4 rights from the Bill of Rights.

Requirements
Analyze the first 10 Amendments of the Constitution
Place in order from most important to least important the rights you chose
Explain why you chose the rights you did.

Step Three: You will take a 2nd personality test. You will complete the same assignment but from the point of view of Dr. Martin Luther King Jr.

Requirements
Analyze the first 10 Amendments of the Constitution
Place in order from most important to least important the rights Dr. King would choose
Explain why you chose the rights you did.

Step Four: You and another clerk will complete the scenarios. You and your partner need to walk-a-round and read each of the scenarios. You need to write what specific right is violated (if any) and why?

Requirements
Analyze the 12 scenarios with your partner.
You will need to write if there has been a violation of rights (specifically).
Explain why you said the right was violated (or not).
Whole class discussion (Thumbs up-Agree/Thumbs down-Disagree) Teacher will lead the class in going over the answers.

Step Five: You will have to take a writing test on the following prompt. You woke up this morning and the 4th Amendment vanished from the Bill of Rights. How would life for Americans change?

Requirements
Hypothesize what would happen if the 4 th Amendment was removed from the Bill of Rights.
Please check rubric to ensure success.



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Standard 12.5.1 Writing Rubric

	Advanced	Proficient	Basic	Below Basic
Idea Development	Takes a strong, well defined position; uses at least four appropriate reasons with at least three supporting details for each reason	Clear position taken and defined; some reasons and some details present but not fully developed	Position is not clearly stated; development is brief; unrelated, unsupported general statements, reasons, and details; minimal facts used	No clear position taken; undeveloped reasons; no facts used
Organization	Writer demonstrates logical, subtle sequencing of ideas through well-developed paragraphs; transitions are used to enhance organization; a gripping introduction and a strong conclusion evident	Paragraph development present but not perfected	Logical organizations; organization of ideas not fully developed; introduction and conclusion present but not fully developed	No evidence of paragraph structure; no introduction or conclusion; illogical organization of ideas
Management of Time	Submitted on time; utilizes class time appropriately; seeks help in research and writing; evidence of homework each night; student-designed action plan	Utilizes class time; deadline met; submitted on time	Deadlines met with supervision; home preparation minimal	Consistently unprepared; late; unfinished; no evidence of homework
Mechanics and Language Usage	Error-free paper, accurate spelling and punctuation, capitalization, and usage; variety of sentence structures, rich vocabulary	Few errors present in spelling, punctuation, capitalization, and usage; some attempt at sentence variety; occasional use of rich vocabulary	Incorrect sentence structure; spelling, punctuation, capitalization, errors present; repetitious vocabulary; weak language usage	Multiple errors present in sentence structure, spelling, punctuation, and capitalization; weak vocabulary and incorrect language usage
Presentation	Neatly typed, numbered pages; assembled with care; cover sheet with name, grade, and dates; creative ideas present; good graphics	Neatly presented; cover sheet complete with attention to aesthetics	Presentation is legible but lacks visual appeal; no cover sheet with name, grade, and date	Difficult to read; not assembled with care; lacks cover sheet



Lesson Activity Steps: (may take several class periods)

Purpose	Teacher	Learner
Into (Hook)	<p>Welcome all of the applicants to the Orientation meeting.</p> <p>Explain that many clerks of the Supreme Court have gone onto long and prosperous careers.</p> <p>Inform the students that they will be completing a series of employment tasks to see if they have the right stuff for being a Supreme Court clerk.</p>	<p>Participate in discussions</p> <p>Read through assignments (GRASPS and Rubrics).</p>
Through	<p>Lead students in creating the “Tree Map” of the Bill of Rights</p> <p>Introduce “Personality Tests” 1st-Their personal view 2nd-Dr. Martin Luther King, Jr.</p> <p>Introduce the Walk-around scenarios. “Are your rights violated?”</p> <p>Lead the class going over PowerPoint answers for the scenarios.</p> <p>Students given the writing test.</p>	<p>Students in partners will create their own “Tree Map” using a copy of the Constitution.</p> <p>Students will independently complete both of the “Personality Tests”.</p> <p>Students will complete the “Are your rights violated?” Matrix with a colleague.</p> <p>Students will “correct” their answers and give Thumbs Up/Thumbs Down. They will participate in the discussion.</p> <p>Students answer the prompt, “You wake up in the morning and the 4th Amendment has vanished from the Bill of Rights. How would life change for you and other Americans?”</p>
Beyond	<p>Give feedback from both personality test and writing “test”.</p>	<p>Reflect and share learning.</p>



Special Needs of students are considered in this lesson:

Students can be paired or provided with accommodations regarding content, technology use, or scaffolding of ideas. Rubrics could be adjusted to ask for one comparison of two countries rather than three for students who may need a shorter but grade level assignment using critical thinking.

Extension Ideas: Teacher may choose by drawing out of a hat which Amendment would be taken away.



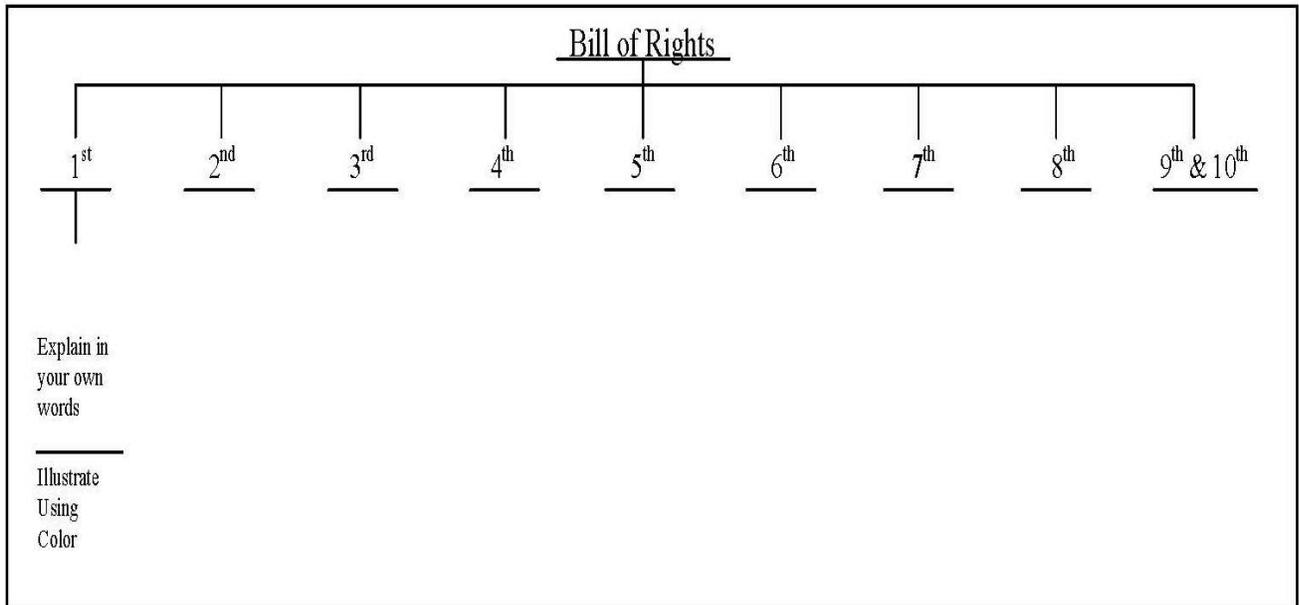
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Materials and Resources Needed: Students need access to placards and PowerPoint. GRASP and Rubrics need to be distributed to all students.



Lesson: Personality and Competency Tests

Using a copy of the U.S. Constitution students will complete the following tree map.



Principles of Design

Scale	Overall size.
Proportion	Relative size within the work.
Unity	Repetition. Rhythm. Pattern. Unity.
Balance	Equalizing the visual weight of elements.
Direction	Visual path.

If you need more clarification please refer to the following website.

<http://www.wiu.edu/art/courses/design/principles.htm>



Personality Test

The United States has been invaded by hostile forces and the federal government has been overthrown. The leader of the new government is a dictator and will allow American citizens to retain Four (4) of the fundamental liberties guaranteed by the Bill of Rights. Select the four that are most important to you and list them below, along with their corresponding amendment number. At the bottom, write a short paragraph defending your choices.

Most Important	→			Least Important
<div style="border: 1px solid black; width: 100%; height: 60px; margin-bottom: 5px;"></div> # What rights are protected? _____ _____ _____ _____ _____	<div style="border: 1px solid black; width: 100%; height: 60px; margin-bottom: 5px;"></div> _____ _____ _____ _____ _____	<div style="border: 1px solid black; width: 100%; height: 60px; margin-bottom: 5px;"></div> _____ _____ _____ _____ _____	<div style="border: 1px solid black; width: 100%; height: 60px; margin-bottom: 5px;"></div> _____ _____ _____ _____ _____	

Reason I selected these rights: _____



Are your Rights Violated???

In the boxes below state specifically which amendment(s) is (are) violated, if any. Explain why or why not?

	Which Amendment(s)?	Why? Or Why Not?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

What do you think would happen if you woke up in the morning and the 4th NAME _____

Amendment vanished? How would your life change? (Use back of paper as needed)



Scenario 1

Sara, an eighteen-year old college student is arrested for stealing a classmate's term paper and selling it on the internet. When she appears before the judge, she asks for a lawyer to help defend her. The judge tells her if she is smart enough to be in college, she knows enough to defend herself. Besides, she is not being charged with a felony, so the stakes are not very high.

Violation of 6th Amendment
Guarantee to right to counsel

Scenario 2

A neighbor is suing the Joneses because a tree in the Joneses' yard fell on their roof during a hurricane. The neighbors want the Jones family to pay \$850 to have their roof repaired. Mr. Jones requests that a jury be present to hear this case. The judge says it is not necessary since the amount of the repairs is so small. The Jones family lives in Washington D.C.

Violation of 7th Amendment
Guarantee of right to a jury trial in civil cases in federal court (and, the District of Columbia is under the jurisdiction of a federal court).

Scenario 3

Carolyn is arrested for shoplifting a candy bar from a neighborhood convenience store. At trial, she is found guilty. The judge decides that the appropriate punishment is to cut off Carolyn's hands so that she will not be able to shoplift again.

Violation of 8th Amendment
Freedom from Cruel and Unusual Punishment

Scenario 4

Mr. Reynolds, an avid hunter, opens the door of his home one day to find agents from the Bureau of Alcohol, Tobacco, and Firearms outside. They inform him that certain provisions of a new federal law allow them to confiscate his rifles so that he may not engage in terrorist activities or plot against the United States government. They have no evidence that he is connected to any such activities.

Violation of 2nd, 4th & 5th Amendments
Guarantee of the right to keep and bear arms, illegal search and seizure, and a violation of the guarantee of due process

Scenario 5

Your science teacher asks the class to exchange papers to correct last night's homework. Your friend, Jaime, refuses to do so and is sent to the principal.

No Violation
In *Owasso Independent School District v. Falvo* (2001), The Supreme Court ruled that peer grading of student papers is not a violation of personal liberty or of privacy.



Scenario 6

Jesse, a fourteen-year old student, decides to protest the war in Iraq. He wears a t-shirt to school with a picture of the White House and the caption, "Weapon of Massive Misinformation." His principal pulls Jesse aside and asks him not to wear the shirt again because it is disruptive to the learning environment. Jesse wears it the next week and is suspended from school for three days.

????????

In *Tinker v. Des Moines* (1969), the Supreme Court ruled that students have the right to wear politically expressive clothing to school. However, in recent years the lower courts have issued a variety of opinions, some of which upheld student dress codes while other courts have greatly limited the power of the schools to regulate students' expressive speech (e.g., clothing)

Scenario 7

Sixteen-year old Ryan is the captain of the football team. Before the Friday night game, he and his teammates are required to submit to a drug test. Ryan's test shows traces of marijuana. He is not allowed to participate in the game and he is suspended from school.

No Violation

Board of Education of Pottawatomie County v. Earls (2002), the Supreme Court ruled that drug tests for all students participating in any extra-curricular activities are a reasonable way to prevent and deter drug use.

Scenario 8

A known drug dealer is arrested for suspected connections to an inner city murder. The police do not inform him of his rights and immediately begin to interrogate him. They continue until he admits he knows the victim of the crime and was in the neighborhood where the murder took place.

Violation of 5th and 6th Amendment

Guarantee of the Right to freedom from self-incrimination and right to counsel.

Scenario 9

Your parents are very religious people, but you are not. Today, your parents are going to a service at their place of worship and they expect you to come along. You refuse. They make you come anyway and they ground you for the following month.

No Violation

The Bill of Rights protects individual liberties such as freedom of religion from encroachment by the federal or the state governments, but does not limit the actions of individuals (e.g., parents).



Scenario 10

Because of the budget deficit, the United States government is looking for ways to cut costs. They have announced a plan during peacetime to house unmarried soldiers in the homes of American citizens who do not have children.

Violation of 3rd Amendment

Guarantee of the Right not to quarter (house) soldiers in peacetime in private homes.

Scenario 11

Because Members of Congress are unhappy with students' standardized test scores in many states, they pass a federal law that abolishes local school boards and requires a standardized national curriculum.

Violation of the 10th Amendment

Reservation of power to the people and the states. Under principles of federalism, if the Constitution does not grant the power to the federal government (as in this case, for regulating education), it is a power reserved to the states and the people.

Scenario 12

You are in the security line at the airport. The transportation safety agent requires you to take off your coat, take off your shoes, and empty your pockets. The agent also completes a pat-down search.

No Violation

The Fourth Amendment protects against unreasonable search and seizure, but airport security procedures are reasonable deterrents to airplane hijackings.



CALIFORNIA ON MY HONOR

Curricula for K-12 Civics Education

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Outline of Unit Plan: I Know My Rights!