



**Lesson: Personality and Competency Tests**

**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 4<sup>th</sup> 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"> <li>• Create a Bill of Rights Tree Map.</li> <li>• Take two personality tests.</li> <li>• With a small group analyze “Are your rights violated?”</li> <li>• Pass a writing sample.</li> </ul>
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.**

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



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Curricula for K-12 Civics Education

**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 2<sup>nd</sup> 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 4<sup>th</sup> Amendment vanished from the Bill of Rights. How would life for Americans change?

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



Standard 12.5.1 Writing Rubric

	Advanced	Proficient	Basic	Below Basic
<b>Idea Development</b>	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
<b>Organization</b>	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
<b>Management of Time</b>	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
<b>Mechanics and Language Usage</b>	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
<b>Presentation</b>	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