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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Government & Public Administration |
| **Course Name** | Principles of Government & Public Administration |
| **Lesson/Unit Title** | Structure and Function of the Judicial Branch/Implementation of the Three Branches of Government |
| **TEKS Student Expectations** | **§130.202. (c) Knowledge and Skills**  (11) The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:  (C) analyze the structure and functions of the judicial branch of government, including the federal court system and types of jurisdiction. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Student will be able to:   * Analyze the structure and functions of the judicial branch of government, including the federal court system and types of jurisdiction. |
| **Rationale** | This lesson introduces students to the functions of each type of court system according to the constitution. This knowledge is essential to making informed decisions about government and government careers. |
| **Duration of Lesson** | 1 to 2 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Jurisdiction** –the authority of a court to hear and to decide a case; thepower “to say thelaw”  **Exclusive jurisdiction** –sole jurisdiction. For example, cases that can be tried only infederal courts are the exclusive jurisdiction of the federal courts  **Concurrent jurisdiction** –federal and state courts share authority to hear a case  **Original jurisdiction** –describes the court where a case is first heard  **Appellate jurisdiction** –describes a court that hears a case on appeal from a lowercourt  **Criminal case** –the defendant is tried for committing an action that Congress hasdeclared by law to be a federal crime  **Civil case** –a noncriminal matter, such as a dispute over the terms of a contract orsomeone seeking damages for harm done  **Power of judicial review** –the authority to decide the constitutionality of an act ofgovernment, whether executive, legislative, or judicial  **Writ of certiorari** –an order by the Supreme Court directing a lower court to send up therecord in a given case for its review  **Certificate** –the process used to get a case to be reviewed by the Supreme Court whena lower court is not clear about the procedure or the rule of law that should apply in a case, and asks the Supreme Court to certify the answer to a specific question |
| **Materials/Specialized Equipment Needed** | * Structure and Functions of the Judicial Branch computer-based presentation * Lesson Notes * Structure and Functions of the Judicial Branch Key Terms |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | What are the functions of each type of court system in the United States according to the U.S Constitution? |
| **Direct Instruction \*** | **Engage**  Do an Internet search for the following: why Marbury v. Madison still matters. Read the article prior to class. Then explain to the class the actions taken by Thomas Jefferson during the “Lame Duck” period in the Election of 1800. After summarizing the actions following the Election of 1800, have the students decide who they would rule in favor of: James Madison or William Marbury. After students have a chance to discuss it, reveal Chief Justice John Marshall’s opinion on the Marbury v. Madison case of 1803. Use the Discussion Rubric for assessment.  **Present Key Points** – see Lesson Notes  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **Guided Practice \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | **Interpretation of the 14th Amendment” Project**  Have students investigate and research how the 14th Amendment has been used since 1868. Within their investigation, the students will answer and explain the following three basic guiding questions for the project:  What significant court cases have used the 14th Amendment? Cite at least three examples.   * How has the 14th Amendment been interpreted during different eras in history? (during the Reconstruction, the 1900’s to 1950’s, and from the 1960’s to the present) * Explain, in your own words, the importance of the 14th Amendment.   The student can either write a three- to five-page essay or make it a multimedia presentation (podcast, video, storyboard, computer-based presentation, etc.). Use the Presentation Rubric and/or the Writing Rubric for assessment.  **Amendment 28**  Students will have the opportunity to create a new amendment which will be added to the U.S Constitution. Each student must provide a written summary, citing examples of why this amendment is Constitutional. Use the Writing Rubric for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **Lesson Closure** | None |
| **Summative/End of Lesson Assessment \*** | * Structure and Functions of the Judicial Branch Quiz and Key * Discussion Rubric * Presentation Rubric * Summary Rubric * Writing Rubric   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  For reinforcement, have students analyze “The Federalist 78” by Alexander Hamilton (http://www.constitution.org/fed/federa78.htm). After reading it, have students provide a summary of the article which explains the origins of the United States Court System. Use the Summary Rubric for assessment. |
| **References/Resources/**  **Teacher Preparation** | * *Macgruder’s American Government*, McClenaghan, W.,Pearson, Prentice Hall, 2008. (Ch. 18) ISBN: 780133656329*,* * “The Federalist 78” <http://www.constitution.org/fed/federa78.htm> * Do an Internet search for the following: why Marbury v. Madison still matters. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | English/Language Arts   1. Research   A. Formulate topic and questions.   * + 1. Formulate research questions.     2. Explore a research topic.     3. Refine research topic and devise a timeline for completing work. |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) |  |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)