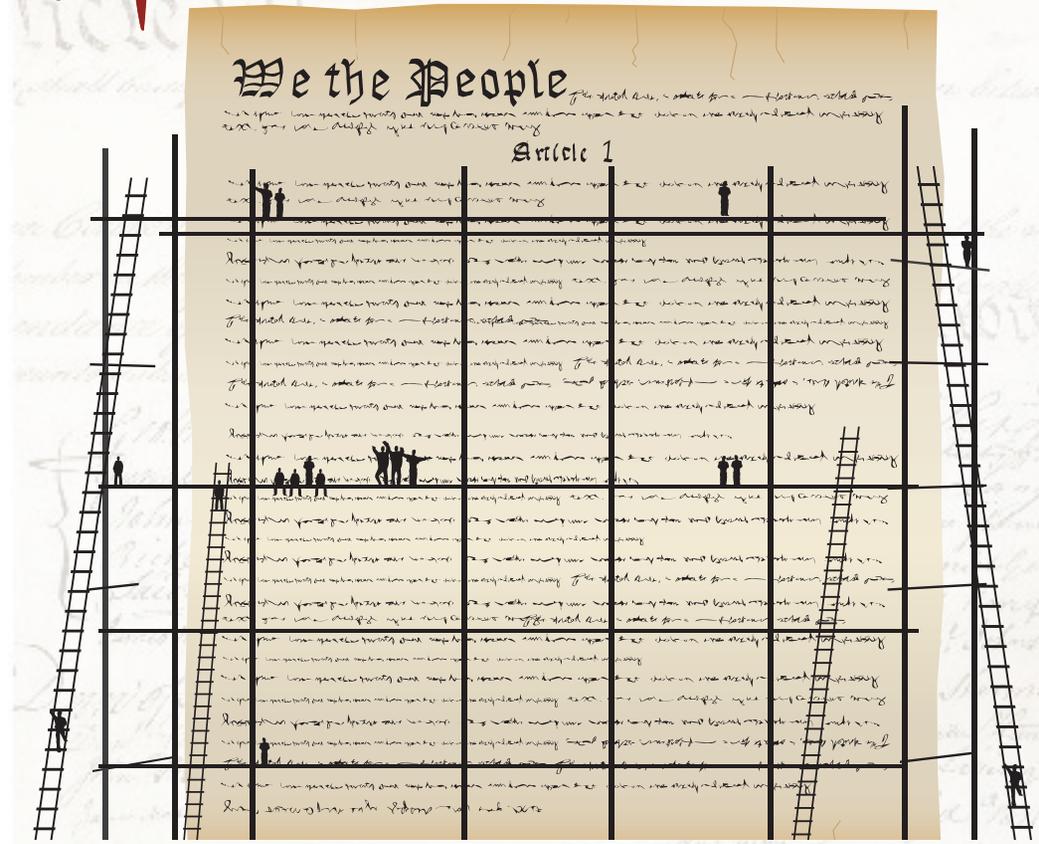




“A constitution is a set of laws that assigns the powers and functions of a government. The United States Constitution was written in 1787. Just imagine, the ideas of George Washington, Benjamin Franklin, Alexander Hamilton, and Thomas Jefferson still influence our daily lives! Today, we refer to the authors of the Constitution as the Framers.”



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List three ways the Constitution affects your life:

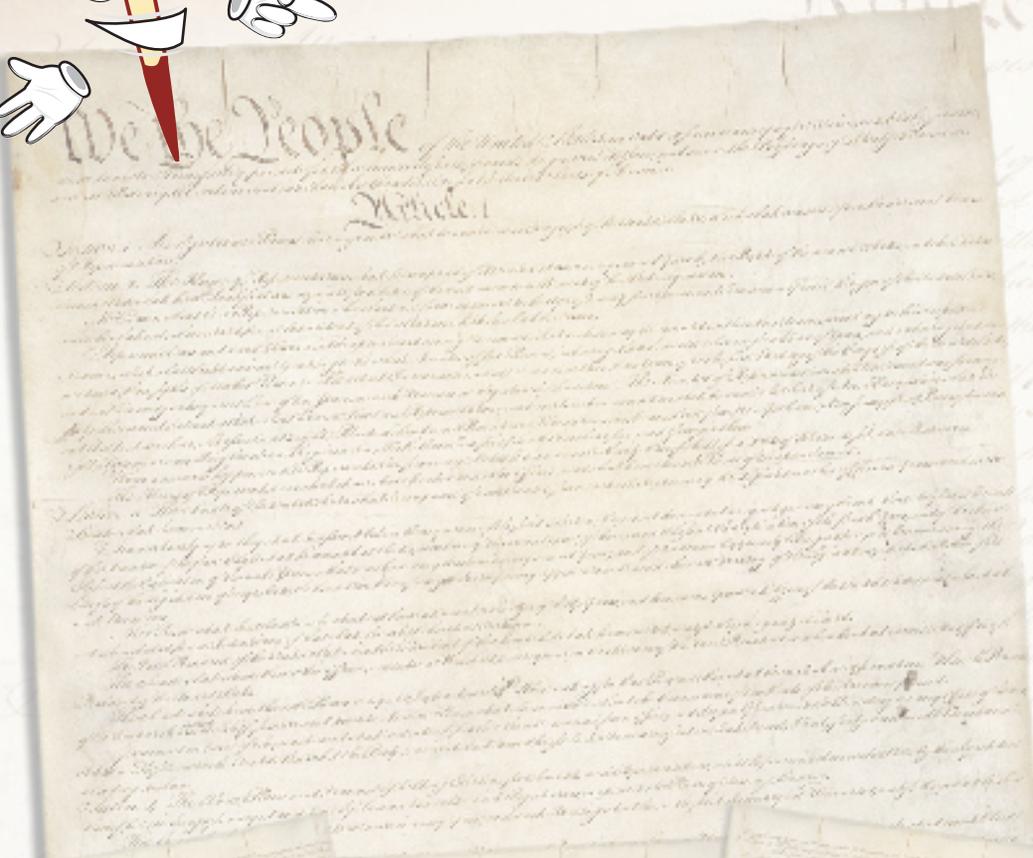
1. _____
2. _____
3. _____

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For more information, please visit:
www.asu.edu



“This is what an original of the Constitution looks like:



If the Constitution had a table of contents, this is what it would look like:

Preamble

Article 1: The Legislative Branch includes the US House of Representatives & Senate.

Article 2: The Executive Branch

Article 3: The Judicial Branch

Article 4: The States

Article 5: Amendments

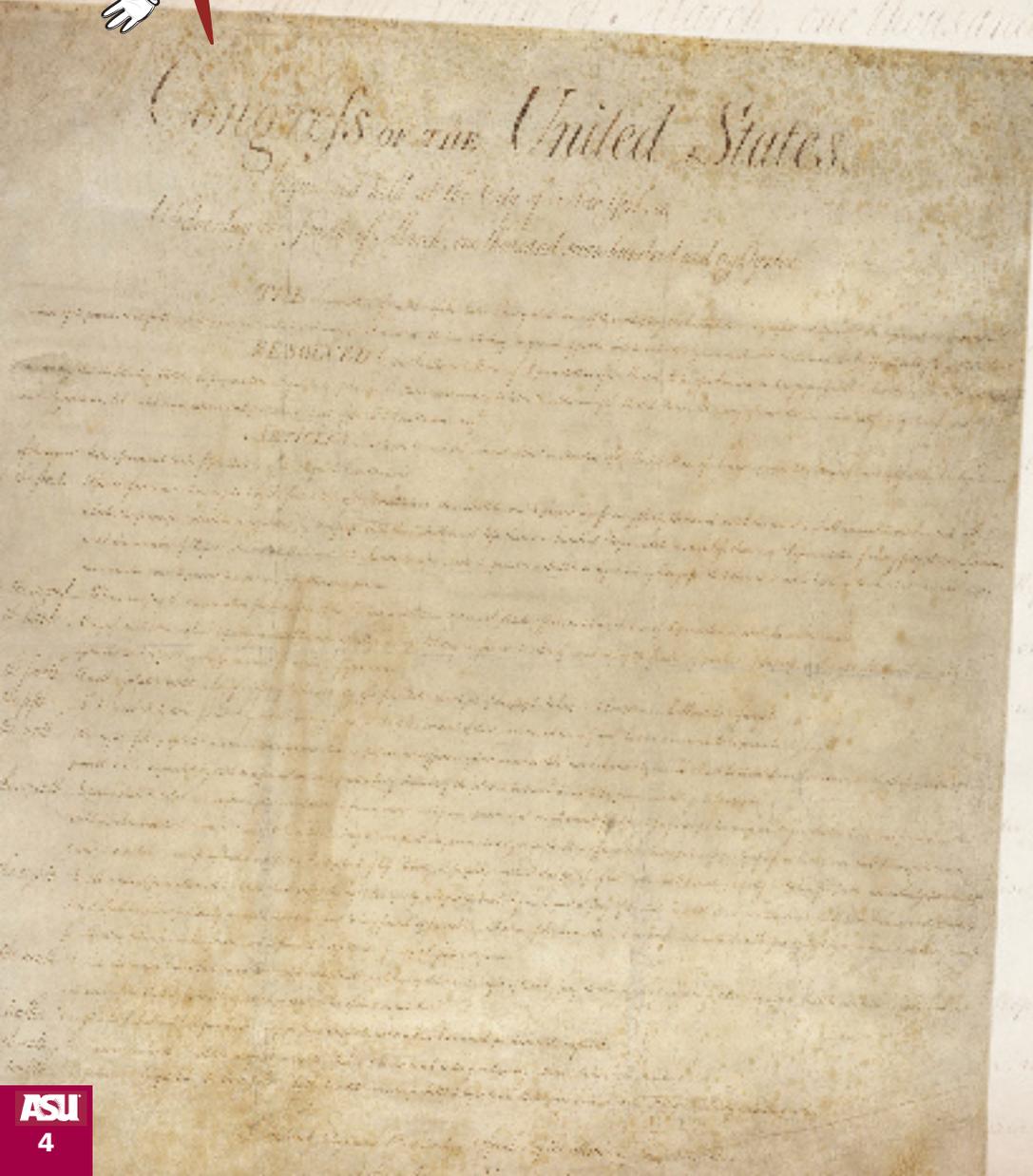
Article 6: Debts, Supremacy, Oaths

Article 7: Ratification

Signatories



“This is what an original copy of the Bill of Rights looks like”



On December 15, 1791 three-fourths of the states ratified The Bill of Rights, which contains the first ten amendments to the Constitution. The ten amendments contained in the Bill of Rights limit the powers of the federal government and protect citizens' individual liberties. These liberties include: the freedom of speech, the freedom of religion, the freedom of assembly, and many others.

_____ Amendment 1: _____

_____ Amendment 2: _____

_____ Amendment 3: _____

_____ Amendment 4: _____

_____ Amendment 5: _____

_____ Amendment 6: _____

_____ Amendment 7: _____

_____ Amendment 8: _____

_____ Amendment 9: _____

_____ Amendment 10: _____

“Share your opinion! Rank the first ten Amendments contained in the bill of rights according to your personal values. Write a 1 next to the Amendment you find most valuable, a 2 next to the Amendment you believe is the 2nd most valuable, etc.”



“Next, let’s take a closer look at the Fourth Amendment.”

“The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.”

“Wow, that’s kind of complicated! Let’s focus on the meaning of unreasonable and probable cause to better understand the 4th Amendment. Let’s break it down a little!”

“What does the dictionary say **unreasonable** means?”

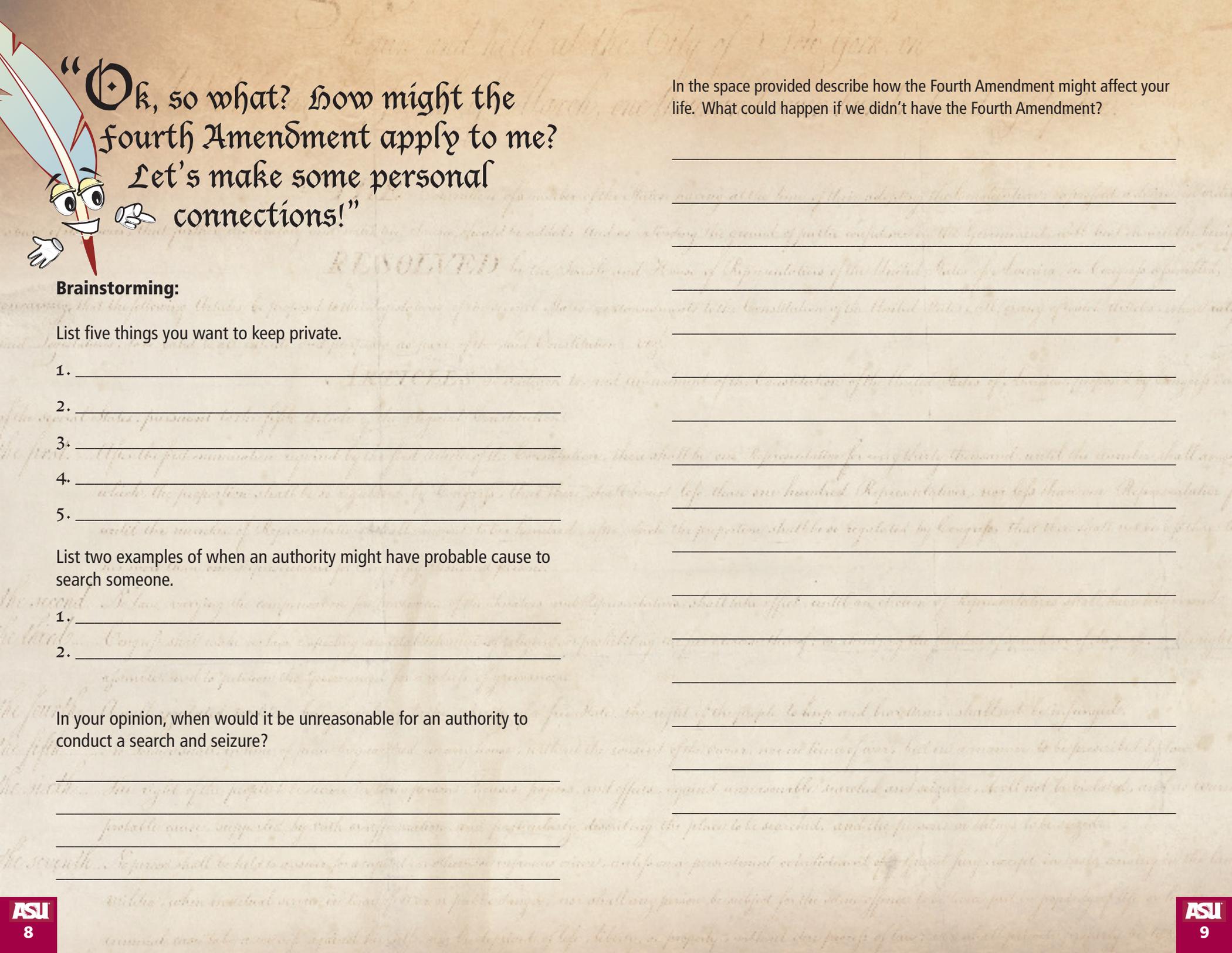
“In your opinion, what is an example of an **unreasonable** search?”

“And how does the dictionary define **probable cause**?”

“In your opinion, when might a teacher, principal, or police officer have probable cause to search your person belongings?”

The class’ working definition of **unreasonable** is:

The class’ working definition of **probable cause** is:



“Ok, so what? How might the Fourth Amendment apply to me? Let's make some personal connections!”



In the space provided describe how the Fourth Amendment might affect your life. What could happen if we didn't have the Fourth Amendment?

Brainstorming:

List five things you want to keep private.

1. _____
2. _____
3. _____
4. _____
5. _____

List two examples of when an authority might have probable cause to search someone.

1. _____
2. _____

In your opinion, when would it be unreasonable for an authority to conduct a search and seizure?

Article V.

Article VI.

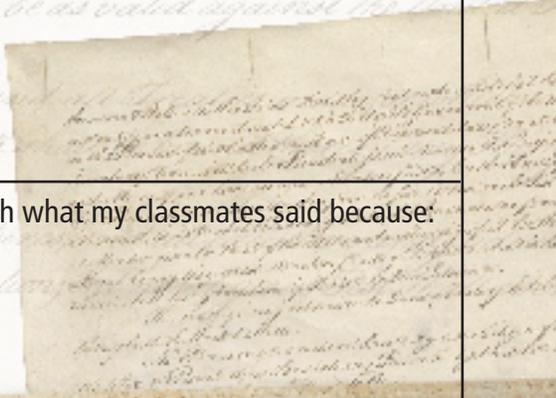
Very good ___ Points	Fine ___ Points	Needs Work ___ Points
Student response included information from pages 6, 7, and 8. Student used complete sentences and provided many details as support. Ideas are clearly communicated.	Student response included some information from pages 6, 7, and 8. Student included some supporting details. Not all sentences are complete, but the meaning is mostly clear.	Student did not include information from pages 6, 7, and 8. Student response is incomplete or unclear.

Ideas I shared with the class:

Ideas my classmates shared with the class:

We had these in common:

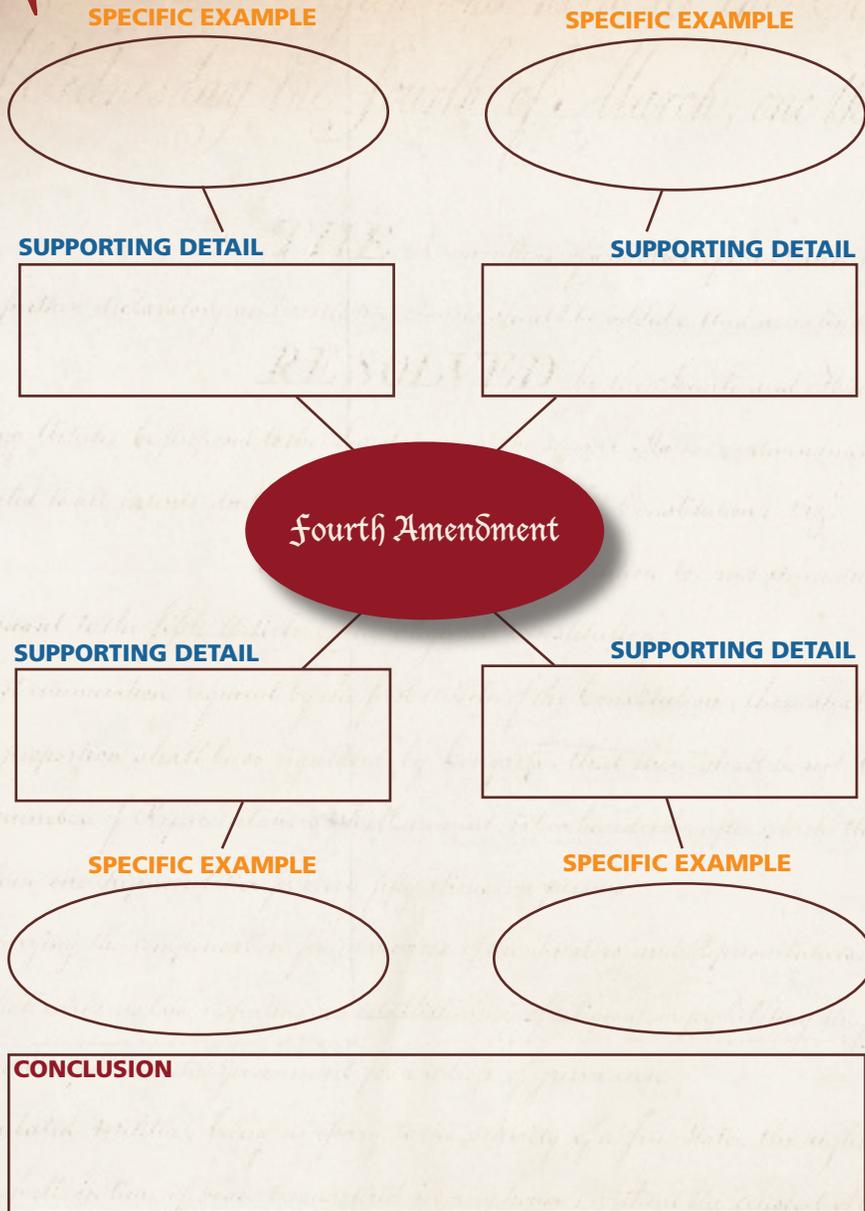
I agree/disagree (circle one) with what my classmates said because:



Congress of the United States



“Use the following diagram to answer the questions on the next page.”



Who decides what is **unreasonable** or **probable cause**?

“I guess that’s why the framers assigned the **Judiciary the power to interpret and apply the Constitution!**”

Just to remind you, the Judiciary is the branch of government that decides disputes filed in United States courts. Of all the courts in the United States, the Supreme Court is the most powerful. The Supreme Court is the final authority in all appellate cases and establishes the boundaries of power between the state and nation, state and state, and government and citizen.

The Supreme Court is comprised of one Chief Justice, and a number of Associate Judges fixed by Congress. Currently the Chief Justice is John G. Roberts, Jr. and the Associate Judges are John Paul Stevens, Antonin Scalia, Anthony M. Kennedy, David H. Souter, Clarence Thomas, Ruth Bader Ginsburg, Stephen G. Breyer, and Samuel A. Alito, Jr.

Sandra Day O’Connor is a recently retired Associate Judge. Did you know Sandra Day O’Connor grew up on a ranch in Arizona? That is why the United States District Court for the District of Arizona was named the Sandra Day O’Connor United States Courthouse.

Cases typically involve a presiding judge, opposing parties sometimes called the plaintiff and defendant, lawyers representing the parties, and other individuals including clerks, bailiffs, and maybe witnesses and a jury.”



“Let’s look at a real case!”

New Jersey v. TLO
Supreme Court of the United States, 1985
469 U.S. 325, 105 S.Ct. 733.

Procedural history:

First, the case went to New Jersey juvenile court where the judge decided **the search was reasonable**.

Next, the case was appealed to the New Jersey Appellate Division affirmed the decision, but _____.

Then, the case was appealed to the New Jersey Supreme Court. Here the decision was _____.

Finally, the Supreme Court of the United States decided the case.

“Predict how the Supreme Court decided the case.”
_____.

The Fact Pattern:

One day, Tammy, a 9th grade student at Piscataway High School in New Jersey, was caught smoking in the bathroom. Since smoking in the bathroom was a violation of school rules, Tammy was taken to the Vice Principal’s office. When questioned by the Vice Principal, Tammy denied that she had been smoking and claimed that she did not smoke at all. The Vice Principal demanded to inspect Tammy’s purse and when he opened it he found a pack of cigarettes. As he reached into the purse for the cigarettes, he discovered a small amount of drugs and other evidence of drug use. The Vice Principal called the police and Tammy was taken to the police headquarters. Tammy was eventually charged with delinquency and was sentenced to year’s probation. Tammy appealed her case all the way to the U.S. Supreme Court and claimed that the Vice Principal violated her rights when he searched her purse so the drugs that he found should not have been used as evidence against her.

Plaintiff’s Position:

1. Circle your answer: The Vice Principal’s search of Tammy’s purse was reasonable or unreasonable.

2. Arguments that help Tammy:

3. Facts that support Tammy’s arguments:

Argument	Major Detail	Minor Detail
1.		
2.		
3.		
4.		
5.		

The Defendant's Position:

1. Circle your answer: The Vice Principal's search of Tammy's purse was reasonable or unreasonable.

2. Arguments that support the Vice Principal:

3. Facts that support support the Vice Principal's arguments:

Argument	Major Detail	Minor Detail
1.		
2.		
3.		
4.		
5.		

“Do you know that a large part of being a lawyer is writing well? Lawyers must write clearly and directly. Here is a strategy you can use to write a clear and organized paragraph.”

Paragraph Organization

Sentence 1: State the main idea and topic sentence.

Sentence 2: Major supporting detail which explains the Sentence 1. Signals words for Sentence 2: one, another, also, first, second, third, besides, to begin with, moreover, further more, additionally

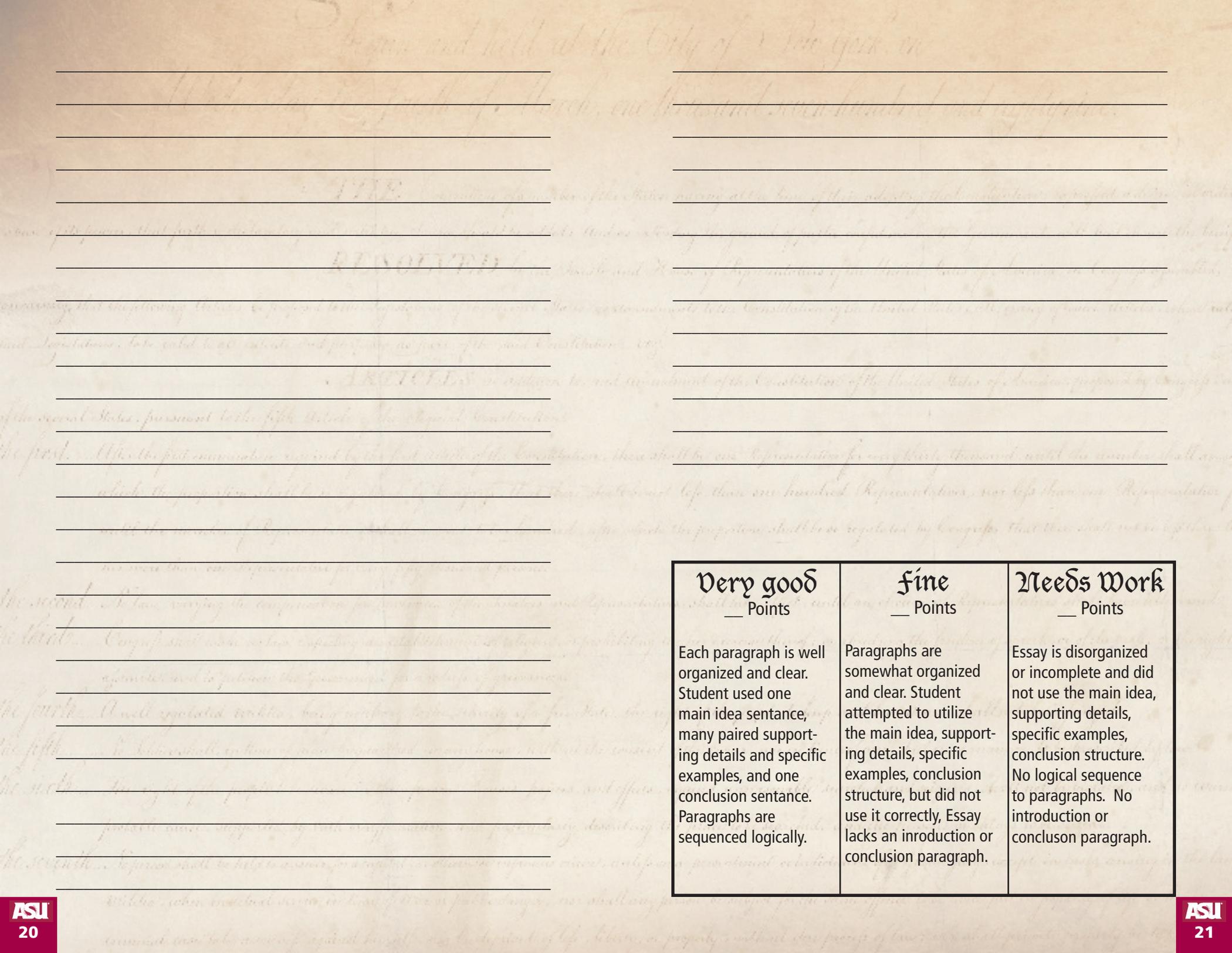
Sentence 3: Minor detail which explains or supports the Sentence 2. Signals for Sentence 3: specifically, in this case, here

Sentence 4: Conclusion.

Signals: In conclusion, Finally, Thus, Therefore,

“Here is an example of an organized paragraph.”

If you're interested in becoming a lawyer then you should know some of the educational requirements to get into law school. First, law school admissions require many years of school before application. Specifically, after completing high school a student interested in law school must graduate from college. Next, law schools require applicants take the Law School Admissions Test (LSAT). The LSAT is a long standardized test that evaluates reading comprehension, logical reasoning, and writing skills. Admissions committees look at more than just a student's LSAT scores. Admissions committees also consider a student's college grades, extra curricular activities, and general interests before admitting a student into their law school. Finally, after being admitted to law school a student must complete three years of law school and pass another standardized test called the bar exam before becoming a lawyer.



THE
REVOLVED

Very good __ Points	Fine __ Points	Needs Work __ Points
Each paragraph is well organized and clear. Student used one main idea sentence, many paired supporting details and specific examples, and one conclusion sentence. Paragraphs are sequenced logically.	Paragraphs are somewhat organized and clear. Student attempted to utilize the main idea, supporting details, specific examples, conclusion structure, but did not use it correctly, Essay lacks an introduction or conclusion paragraph.	Essay is disorganized or incomplete and did not use the main idea, supporting details, specific examples, conclusion structure. No logical sequence to paragraphs. No introduction or conclusion paragraph.