

Social Studies Education

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Lesson Title: The History of Policing the Police in a Federal Government (American Government 6)

Grade Level: 9-12

Essential Question: Does the United States have the tools to police the police?

Lesson Foundations

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| Content Standards | Ohio American Government (6): The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States. | | |
| Learning Objective(s) | <p>LO 1: Students will be able to demonstrate understanding of positions from the assigned article by defending viewpoints in a class activity/simulation</p> <p>LO 2: Students will be able to apply the principles of a federal government (federal government separate from state/local) to the current uncertainty pervading police reform in the United States</p> | <p>Assessment(s)</p> <p>Include LO being addressed</p> | <p>-Class Handouts (LO1)</p> <p>-Plickers (LO2)</p> <p>-Discussion-based lecture (LO1, LO2)</p> <p>-Exit ticket (LO1, LO2)</p> |
| Materials & Resources | <p>Teacher: Smart phone with Plickers app, 30 QR code sheets for Plickers assessment (https://plickers.com), supplemental PowerPoint (PPT), State handouts (24), President handout (6), Policing the Police article</p> <p>Students: Writing utensil, note-taking materials</p> <p>Photos from PowerPoint: https://www.flickr.com/photos/jimkiernan/16025062105, <i>The Odyssey</i>, Govloop.com, https://www.hccla.org/wp-content/uploads/2015/06/Neww-gang-thumb-150x150.jpg, https://cdn.shopify.com/s/files/1/1171/4404/products/Police_Flag.jpg?v=1480031319</p> | | |

Instructional Procedures/Steps

| | Teacher will... | Student will... |
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| Opening <u>7</u> Minutes | 1) Set up <ol style="list-style-type: none"> a. Set Plicker card on each desk b. Have supplementary PowerPoint ready on projector c. Have state and president worksheets printed and ready for students d. Have smartphone with Plickers app e. Write EQ and LOs on board 2) Introduction of LOs/class goals (3 min) <ol style="list-style-type: none"> a. Introduce LO2, and tie it to content regarding federalism and Policing the Police article b. Set goals for class, including introduction of perspective activity, and discussion of how powers are separated within US 3) Separation of powers preliminary discussion (4 min) <ol style="list-style-type: none"> a. Ask for what students know about federalism/separation of powers b. Use ideas to lead into activity | 1) Set up <ol style="list-style-type: none"> a. Take seats b. Have writing utensils and note-taking materials ready c. Get Plickers card 2) Introduction of LOs/class goals (3 min) <ol style="list-style-type: none"> a. View LO2, and listen to connection to content and Policing the Police b. Listen to goals for class, asking any questions about activities as needed 3) Separation of powers preliminary discussion (4 min) <ol style="list-style-type: none"> a. Answer question about separation of powers by raising hand b. Listen to transition to activity, utilizing information given by students |
| Instruction <u>35</u> Minutes | 1) Instruct on Federalism Simulation (7 minutes) <ol style="list-style-type: none"> a. Inform students that they are about to participate in a political situation based on the setup of the United States Government b. Divide students into groups of 4-6 (depending on class size) so that there are four groups of students with one student remaining who is comfortable with working alone and speaking in front of the class <ol style="list-style-type: none"> i. Work to pair struggling readers with competent readers in groups together c. Pass out the four different state handouts to | 1) Instruct on Federalism Simulation (7 minutes) <ol style="list-style-type: none"> a. Listen to instructions on the simulation b. Divide into groups of 4-6, moving bags and desks to get into position with group members |

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| | <p>the four major groups and the Presidential Handout to the lone student remaining in the class</p> <p>d. Prompt students to read the handouts given to them, pointing out the key sections to review and think about. Each State Handout will give students a description as to what their state name is, as well as what the majority cultural and political beliefs of the population is. These beliefs will have a strong emphasis on the role of police officers in communities. The lone student remaining will be given a sheet that says "POTUS: President of the United States". Along with this title the sheet will include the specific powers that the Chief officer of the executive branch has pertaining to controlling police actions in separate states.</p> <p>e. As students begin to read, instruct students to practice taking on the mindset and culture that they have been assigned via their handout</p> <p>2) Running the Simulation (20 minutes)</p> <p>a. Initiate the simulation by mentioning that a crisis has indeed been playing out in cities in each and every state in the room. Law enforcement officers have been shown to profile and act discriminately against citizens of color. These events have been protested against and the political climate of the nation is reaching the point where action must be taken.</p> <p>b. Prompt students to meet within their state groups and, considering their particular state cultures, draft a three sentence response to the shift in national political culture against police actions (responding to question one on their handout)</p> | <p>c. Read handouts given out to each group, focusing on playing the role portrayed in their specific handouts</p> <p>d. Ask questions when necessary</p> <p>2) Running the Simulation (20 minutes)</p> <p>a. Listen to the scenario described for the simulation</p> <p>b. Meet with state groups and use the information from their handouts to form a position regarding the scenario</p> <p>i. Discuss potential answers and draft a three sentence response to question one on their handout</p> |
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| | <ul style="list-style-type: none"> i. Simultaneously, ask the student playing President to complete their first question on the President of the United States Handout, check to ensure their understanding of the prompt c. Ask for some sample responses from various different states and then ask for the President's response to their first question. <ul style="list-style-type: none"> i. Make a point to highlight what states appear to be more polarized in the process ii. End with the response from the class "President", commenting that their response is an unofficial but still powerful mandate that states should strongly consider following d. Ask students to consider prompt two on their respective Handouts, collaborating (if possible) and then generate an answer <ul style="list-style-type: none"> i. Walk around the room and listen to groups as they discuss what their policy actions may or may not be, being sure to correct any overheard misunderstandings e. Reconvene the class after ensuring that each state is ready with a response <ul style="list-style-type: none"> i. Prompt each group to briefly detail what their actions may or may not be ii. Teacher will then look to the student in the presidential role to see what (if any) federal response may be needed/attempted to get everyone on the same page <p>3) Closing the Simulation (8 minutes)</p> <ul style="list-style-type: none"> a. Wrap up the simulation by emphasizing the | <ul style="list-style-type: none"> c. Offer responses to explain state positions towards the scenario <ul style="list-style-type: none"> i. Consider the nature of any polarized state viewpoints being articulated ii. Consider the input from the class "President" d. Work on prompt two of the Handouts, discussing answers amongst group members, taking into account the new information and topics of discussion that they heard when the class convened for the first time e. Bring attention back to class discussion, sharing each group's responses when necessary <ul style="list-style-type: none"> i. Listen carefully to the final remarks from the student playing class "President" <p>3) Closing the Simulation (8 minutes)</p> <ul style="list-style-type: none"> a. Listen to closing comments from teacher about |
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| | <p>limited power of the president to enforce federal legislation on state/local law enforcement, regardless of national support</p> <p>b. Ask class: Can the President really do anything to alter outcomes during this crisis? What more might be needed to help craft a national response?</p> <p>c. Administer a short assessment using Plickers to quickly scan student responses to multiple choice questions</p> <ul style="list-style-type: none"> i. Offer students a quick review of how to utilize the plickers technology in order to avoid confusion ii. Read the questions out loud to the class as well as projecting them in the front of the room <p>d. Review the correct answers</p> | <p>important takeaways on the realities of Federal government that played out during the simulation</p> <p>b. Respond to teacher questions, possible answers: The President can act to influence the nation during times of crisis, however he/she has much less actual power to wield than is apparent, A piece of legislation passed by Congress on the Federal level would be much more effective in creating a national response</p> <p>c. Participate in Plickers assessment</p> <p>d. Listen to review of answers</p> |
| <p>Closure <u>6</u> Minutes</p> | <p>1) Transition (1 min)</p> <ul style="list-style-type: none"> a. Tie together activity and discussion on federalism, asking for and answering final questions <p>2) Exit ticket (5 min) – Ask “Does the United States have the tools to police the police?”</p> <ul style="list-style-type: none"> a. Collect exit tickets as students finish and leave | <p>1) Transition</p> <ul style="list-style-type: none"> a. Listen to transition from lesson to closing, asking any final questions before starting exit ticket <p>2) Exit ticket (5 min) – Complete exit ticket, utilizing support from class and notes taking during discussion</p> <ul style="list-style-type: none"> a. Turn in exit ticket when done or on way out of class |
| <p>Modifications/Accommodations/Enrichment</p> | <p><u>Police & Federalism Simulation:</u></p> <ul style="list-style-type: none"> - Pair weaker readers with stronger readers in groups to help support interpretation of the State Handouts - Instruct all students on what parts of the State Handout to focus on in order to add clarification for those who are struggling - Allow for students to discuss answers within groups to build confidence before moving to overall class discussion <p><u>Plickers:</u></p> <ul style="list-style-type: none"> - Provide a review of how to use the technology - Read the questions and potential answers as well as projecting them on a screen for students to read | |