

Arizona & U.S. Constitution Jeopardy

Lesson Plan

Grades 9-12

| |
|---|
| Essential Questions |
| <ul style="list-style-type: none"> • How does Arizona’s Constitution compare and contrast to that of the United States Constitution? • What are some of the guiding principles of Arizona’s and the United State’s government? • How have individuals at both the state and national level impacted government? |
| Overview |
| This lesson will review students’ knowledge of the U.S. Constitution and the Arizona Constitution, including guiding principles and the impact individuals have had on state and national government. |
| Objectives |
| <p>At the conclusion of this lesson:</p> <ul style="list-style-type: none"> • Students will be able to recognize the similarities and differences between the U.S. Constitution and the Arizona Constitution. • Students will be able to explain the impact certain individuals have had on both state and national government. • Students will be able to compare the guiding principles of the U.S. Constitution and with those of the Arizona Constitution. |
| Arizona Social Studies Standard Alignment (Grades 9-12) |
| SSHS-S3C2-PO3, SSHS-S3C2-PO5, SSHS-S3C2-PO6, SSHS-S3C2-PO7, SSHS-S3C2-PO8, SSHS-S3C2-PO9 |
| Lesson Timeframe |
| <ul style="list-style-type: none"> • 40 minutes: Introduction & “Jeopardy” style game • 10 minutes: General Q & A |
| Materials Needed (Teacher Responsibility) |
| <p>Select an option for how the attorney/judge shall implement a “Jeopardy” style activity with your students. Based on the option selected, prepare appropriate materials.</p> <p>Option #1 - PowerPoint, provide attorney/judge:</p> <ul style="list-style-type: none"> • Laptop, LCD projector and screen or Smart board • Load PowerPoint (available online as a separate file named “AZ & U.S. Constitution PowerPoint” – see below under the Handouts section) onto laptop <p>Option #2 - Transparency, provide attorney/judge:</p> <ul style="list-style-type: none"> • “Jeopardy” style game board (available online as “AZ & U.S. Transparency” – |

| |
|---|
| <p>see below under the Handouts section) – printed on transparency film</p> <ul style="list-style-type: none"> • Document camera or overhead projector with game board on overhead transparency • Use paper tabs to hide questions and answers <p>Option #3 - Flipchart Paper/White Board:</p> <ul style="list-style-type: none"> • Draw a grid using the “AZ & U.S. Transparency” document on a white board or flipchart paper. Do not write the answer on the board/flipchart paper. • Cover each question with sticky notes that have the answer on the back of the sticky notes hidden from the students. <p>Clue Cards</p> <ul style="list-style-type: none"> • Print and cut a set of cards for each group • Note 1: There are extra clue cards not relevant to the Jeopardy questions & answers. • Note 2: A clue card has not been included for the final question. <p>Introduction/Game Scoring</p> <ul style="list-style-type: none"> • White Board or Flipchart Paper • Markers <p>Final Game Question</p> <ul style="list-style-type: none"> • One piece of paper and pencil per team <p>Prizes for winning team (Optional)</p> |
| <p>Classroom Set-Up (Teacher Responsibility)</p> <ul style="list-style-type: none"> • Students will be divided into small groups of 4-5 (no more than 5 students in a group) • Organize classroom in pods or rounds providing students the opportunity to interact using a cooperative learning style |
| <p>Prior to the Attorney/Judge Arrival (Teacher Responsibility)</p> <ul style="list-style-type: none"> • Communicate with the attorney/judge regarding visit logistics (date, time, location, materials needed, lesson plan, etc.) • Determine with attorney/judge what type of materials are needed (decide whether to utilize powerpoint activity or transparency) • Review activity, PowerPoint or transparency and clue cards • Ensure all materials are prepared. • Have students think of and/or write down any questions they may have for the attorney/judge (i.e. questions about the law, court system, their jobs, etc.). Time will be provided at the end of the lesson for general Q & A. • Optional: Prepare students by reviewing and explaining the concepts on the clue cards. |
| <p>Prior to the Attorney/Judge Arrival (Attorney/Judge Responsibility)</p> |

- Communicate with the teacher regarding visit logistics (i.e. date, time, location, materials needed, lesson plan, etc.)
- Determine with teacher what type of materials are needed (decide whether to utilize powerpoint activity or transparency) and prepare materials.
- Review activity, powerpoint or transparency and clue cards

On the Day of the Attorney/Judge Arrival (Teacher Responsibility)

- The teacher should divide students into small groups of 4-5 (no more than 5 students in a group) before the attorney/judge arrives
- Distribute one set of clue cards to each group (shuffle each set of cards)

Attorney/Judge & Teacher Roles during the Activity

- The attorney/judge will serve as the facilitator for the game.
- The teacher will serve as the score keeper and assist the attorney/judge when needed ensuring students are following classroom rules and respectfully listening.

Activity

Attorney/Judge:

1. Ask students what they already know about the United States Constitution and the Arizona Constitution (if students have notes or study guides to review, they may use them).
2. Write down the students responses on the board.
3. Have each group create a team name and assign a captain.

Teacher

4. Write the team name on white board or flipchart paper in order to keep score.

Attorney/Judge:

5. Explain the game rules:
 - Every team has an opportunity to answer each question (for the exception of the daily double).
 - The team may utilize their clue cards to answer the questions. Extra clue cards have been included.
 - When a team knows the answer to the question, the team captain shall call out their team name to have an opportunity to answer the question (the team captain should only call out their name if the team knows the answer).
 - The team captain shall confirm the answer with their team before answering a question.
 - When answering a question, the team captain should answer in a form of a question.
 - Points shall be awarded to each correct answer and deducted for each missed answer. (Note: Deduct points for teams who do not answer in a form of a question and gently remind the students of this procedure).
 - If the team answers the question correctly, they select the next category and points (i.e. Important Arizonans for \$500).
 - Daily Double: The team who selects the “Daily Double” question can bid less than or equivalent to the amount of points they have accumulated (amount not

| |
|---|
| <p>to exceed their current point totals). If they answer correctly, their points will be doubled.</p> <ul style="list-style-type: none"> - Final Question: Every team can bid less than or equivalent to the amount of points they have accumulated (amount not to exceed their current point totals). If they answer correctly, their points will be doubled. - The team with the most points WINS!!! <ol style="list-style-type: none"> 6. Facilitate the game and clarify any questions or answers. Questions that students are unable to answer will need to be explained. When students are answering the questions, extra information may be provided. 7. Once all questions have been answered, all teams will participate in the Final Question where they will bid an amount of points less than or equal to their current totals. Captains will confer with their team members and write the answer on a sheet of paper and how much they are bidding. 8. Optional: provide prizes to winning team. 9. Once the game is complete, ask the class to highlight information on how the Arizona Constitution is similar and different from the U.S. Constitution. 10. Provide students an opportunity to ask general questions about the law, the court system or your occupation. |
| <p>Extended Activities (Teacher Optional)</p> <ul style="list-style-type: none"> • Students create a Venn diagram (sample Venn diagram available online – see below under the Handouts section) to show similarities and differences between Arizona government/constitution and that of the United State government/constitution. <i>This can be given as a take home assignment so students can further research or be done as an immediate follow up activity to the lesson.</i> • Students can be given the task of identifying additional individuals who had an impact on Arizona and/or the nation. (Poston, Goldwater, Udall, Babbitt, McCain, etc.) • Research Marbury v. Madison (judicial review) and the significance this court case has had on American law. |

Handouts available online at _____:

AZ & U.S. Constitution Powerpoint
 AZ & U.S. Constitution Transparency
 Clue Cards
 Final Question
 Venn Diagram Sample

Background information on the Arizona Constitution:

<http://www.azleg.gov/Constitution.asp>
http://en.wikipedia.org/wiki/Arizona_Constitution

Background information on the United States Constitution:

<http://www.constitutionfacts.com/>

The Words We Live By, by Linda Monk

The Bill of Rights: A User's Guide, by Linda Monk

Background information on important people from Arizona:

<http://www.e-referencedesk.com/resources/state-famous-people/arizona.html>

<http://www.womensheritagetrail.org/>