

Miranda v. Arizona: A Lesson Plan using the TIME Magazine Archive Database from EBSCO

LESSON OVERVIEW			
Name: Danny Delgado	Grade: 10 – 12	Subject: AP Government	Location: Bogart, Georgia
<p>Context & Purpose</p> <p>This lesson introduces a unit that explores the judicial branch and how its design protects the Supreme Court's independence as a branch of government. This lesson highlights the practice of judicial review and how it remains a powerful judicial practice today. By using the Question Formulation Technique (QFT) to learn about a high-profile case, we hope students will generate questions that lead them to discovering the roles and significance of the judicial branch.</p> <p>Where the unit will fall: Roughly in the middle of an AP Government unit covering judicial branch topics such as judicial review and lifetime terms</p> <p>Priority learning objective: Using <i>Miranda v. Arizona</i> as a “case study” of the role and significance of the judicial branch in the United States Government</p> <p>Secondary learning objectives</p> <ul style="list-style-type: none"> • Introduce students to the judicial branch. • Assess student knowledge of the judicial branch and this specific court case. 			
<p>Standards</p> <p><i>AASL Standards Framework for Learners</i></p> <ul style="list-style-type: none"> • I.A.1. Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic. • I.A.2. Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning. <p><i>AP Government and Politics</i></p> <ul style="list-style-type: none"> • CON-5 The design of the judicial branch protects the Supreme Court's independence as a branch of government, and the emergence and use of judicial review remains a powerful judicial practice. <ul style="list-style-type: none"> ○ CON-5.A: Explain the principle of judicial review and how it checks the power of other institutions and state governments. ○ CON-5.B: Explain how the exercise of judicial review in conjunction with life tenure can lead to debate about the legitimacy of the Supreme Court's power. 			
<p>Lesson Procedure</p> <ul style="list-style-type: none"> • Before QFT: <ul style="list-style-type: none"> ○ Students will watch/discuss a video that introduces why supreme court justices serve lifetime terms. ○ Students will watch/discuss a video that introduces the concept of judicial review. • During QFT: Students will engage in a QFT about the Supreme Court using a primary source political cartoon on <i>Miranda v. Arizona</i>. • After QFT: Students will read “New Rules for Police Rooms” (AN 54034288) from the TIME magazine archive database from EBSCO. 			

Next Steps (i.e., how student questions will be used after the QFT)

First - Students will use their questions to conduct a close reading of the TIME article. As they read, they can see which questions can be answered by examining the article (these are typically questions that help students gain more knowledge and become familiar with the content). They can add new questions as they read the article.

Second – Teachers can use student questions requiring analysis and interpretation for formative assessments (exit tickets, class discussions, review assignments etc.) and summative assessments (homework, quizzes, exams, etc.)

Third - Students can use their priority questions in an end of unit project to create an advertisement poster that convinces others to be for or against lifetime appointments.

QUESTION FOCUS:



Political cartoon source:
"New Rules for Police Rooms." 1966. *TIME Magazine*, 87 (25): 53–54.
AN: 54034288

Reflect on your QFocus:

I wanted a court case that addressed concerns that students would be familiar with today. Since the catastrophic events surrounding George Floyd’s death, law enforcement and justice has been debated and regularly appeared on news networks. This political cartoon would almost certainly cause these events and their issues to surface in a learner’s mind.

In addition, this image’s simple design makes it a prompt which doesn’t contain too many stimuli, but it is also provocative. The sign, the trash can, and the hand coming out of the supreme court all send clear messages to an audience. But because there are so few objects, student-generated questions can stay somewhat focused and “on topic.”

Tailoring Instructions: *Share any adaptations or tailoring to the standard QFT process that you are planning.*

Questioning: I added an extra layer to the generating questions phase of the QFT. The phrase, “This cartoon was created after the 1966 *Miranda v. Arizona* supreme court case,” was included after the initial 7 minutes of questioning. Students were given two additional minutes to ask questions with the Q-focus image and phrase included.

Prioritization: Students were asked to select three questions they are most curious about.

Reflection: Students were asked, “What did you learn about asking questions?”

LESSON OUTCOMES

Student Questions (***) *were priority questions as chosen by the students*

Student A 1st round

1. Who created this flyer?
2. What time period was this created during?
3. Did an event spark the create of this flyer?
4. Did this appear in the newspaper?
5. Why wasn't the supreme court supporting local police?
6. Was the creator of the propaganda biased? ***
7. Was the creator of the flyer a police office or closely related to one?
8. Was there a particular supreme court ruling that removed funds/support for local police?
9. Was the supreme court discouraging support for local police, or did they implement a ruling that prohibited it? ***
10. Is there significance that the hand appears to be a man's?
11. Was it particularly local police or all police in general?
12. Was this directed towards Los Angeles specifically or the whole U.S.?

Student A 2nd round

1. What exactly did the supreme court rule in this case?
2. Was the miranda right to remain silent an effect of this case or the literal ruling?
3. How would the right to remain silent discourage support for local police?
4. What was the importance of this flyer's appearance in the newspaper?

Student B 1st round

1. Does the hand represent a judge?
2. Why is that statement being thrown away?
3. Does this relate to a specific judge or the supreme court as a whole?
4. Is this a specific event or ruling?
5. Is this more of a general idea?
6. What event caused this picture to be made?
7. Is there a reason the hand/pillar are so big compared to the trash can?
8. When was this made?
9. Why would the supreme court, the ultimate upholders of the law, throw away the idea of supporting other upholders of the law? ***

Student B 2nd round

1. Who is Miranda?
2. Arizona, as in the state?
3. What happened between the two that caused this picture? ***
4. Did the court support Miranda over the police? ***
5. What specific event is this image about?

Group 1st round

1. Why is there words going into a trash can?
2. Why is there a hand trying to get the words?
3. Why is it showing the big supreme court column?
4. Why did the guy draw this? ***
5. What does this represent?
6. When was this?
7. Do they not want to support the police?
8. Is it a judge hand?
9. It is throwing it away or trying to get it?
10. Why was this made?
11. Why is everything big compared to the trash can?
12. Why is it about the police?
13. Is this recent?
14. Who is Lou Grant
15. Is it on a rocky terrain?

Group 2nd round

1. What was the ruling?
2. What caused the case? ***
3. Is it similar to our country now?
4. Were the people in favor of supporting the police or not? ***
5. Whose hand could it be and who does it represent?

Student Reflections:

Student A – “I learned that questions build off each other; one question made me think of the next. My questions also got deeper the more I asked.”

Student B – “When we ask questions, it is because we don’t have enough information about what we are asking about. Context matters and there are also different types of questions.”

Group – “It was easier to think of questions when there was more information. It helps to learn when you evaluate and ask questions yourself.”

TEACHER REFLECTIONS

Reflect on your lesson design and how well it achieved your objectives.

Although I won’t be able to implement this lesson in a classroom setting until February, I was still able to ask several students to participate in the QFT process with my chosen Q-Focus. Ultimately, my intent for using the QFT to introduce topics such as judicial review and life terms was to **spark student curiosity about the judicial branch**. The recent regular appearance of news related to justice and law enforcement lead me to choose a high-profile court case that would grab the attention of today’s students. After briefly considering other cases such as *Roe v. Wade*, I settled on *Miranda v. Arizona* as an event that would stimulate student interest without igniting controversy. I believe the case of Miranda and its outcomes could serve as a launching pad for students to later ask / discuss questions such as, “How did we get here?” “What were the results?” “How has it shaped law enforcement today?”

Once I settled on a high-profile court case, I needed a rich database with access to primary sources surrounding the Miranda decision. In my case, I was able to use the TIME Magazine archives provided in EBSCO. When I searched “Miranda,” I was excited to see that multiple articles covering the court decision were available. What made it even more exciting is that several of the results were written immediately after the ruling in June 1966. My investigation landed on the June 24, 1966 issue of TIME where I found article entitled, “New Rules for Police Rooms.” It included reporting of the court decision, quotes from justices, and the reactions to the ruling across the country (including law enforcement and government officials). Reading the piece led me to the surprising conclusion that, contrary to what I and many others may believe today, this ruling was a divisive undertaking. Not only did it give me details about the case, but it gave me a sense of what someone living during that time may have conflicted feelings. This made the QFocus image even more poignant and introspective. I even found myself following rabbit trails through other articles that interpreted and speculated on the Miranda outcome. The database was easy to navigate and explore.

After three rounds of questioning with separate students, I believe their **questions could lead to a rigorous research journey that would meet national standards if strategically framed**. In other words, if students learned about the events surrounding *Miranda v. Arizona* and were asked to display their learning via project-based assignments on the practice of judicial review and debate whether justices should serve life terms on the Supreme Court, it could hopefully lead to thoughtful student discourse. Essentially, **how the teacher frames the follow up assignment once student questions are answered would determine how effective the QFT meets the required national standards**. Even if national standards aren’t perfectly addressed, having students motivated to dive into the complex and nuanced world of the judicial branch is a worthy objective to achieve in itself!

Which student questions stood out to you? Why?

Was the creator of the propaganda biased? Was the creator of the flyer a police officer or closely related to one?

Seeing this kind of question asked sparked a personal fire for further exploration! Though not directly addressing national standards, these questions reveal the potential of a primary source to bring history alive. As a priority question, this student could conduct research that allows them to deeply dive into the sentiments, emotions, and reactions from those who lived during the related events. No longer would history be seen as dry facts, but instead a story lived by real people with real lives. This primary source, along with the QFT method, sparked a question that would unlock what makes history so enriching.

How would the right to remain silent discourage support for local police?

The kind of rigor bottled into this question is almost unreal. Further exploration could be taken to analyze law enforcement methods, resources, justice systems, bias, prejudice, the Bill of Rights, precedents, etc. The different topics that could be covered are limitless.

Why would the supreme court, the ultimate upholders of the law, throw away the idea of supporting other upholders of the law?

This student is getting at perceived outcomes, which, in the study of history, can be like swimming in the deep end of a pool! Anyone who studies history understands that there are immediate reactions to events, and then there's the long-lasting impact that can only be determined with time. If students can realize, by using and questioning authentic primary sources, that how we perceive and interpret history can change with time (and that is a natural occurrence), we have secured a tremendous achievement!

Is it similar to our country now?

Now we are getting to how history relates to us TODAY. This kind of question and connection is, lamentably, missing in many classrooms covering social studies subjects. Learners of the past can draw comparisons to their own lives, if they are led to make the appropriate connections. Instead of students saying, "This has nothing to do with me today," this kind of question begs to be discussed and unpack how the past shapes what we see, hear, and experience today!

Overall, what did you learn from this experience? What questions do you now have?

What made the biggest impression on me was how a primary source artifact, when used skillfully, can make something like history, government, or anything related come to life right before a student's eyes. What I would ask next is, "What might a follow up assignment look like that uses these student questions, while at the same time addressing the required content standards?"