

Those Other Articles I-VII Lesson Plan

Recommended Grade/Ability Level

High School 9-12

Recommended Lesson Length

1 90 Minute lesson

Central Engagement Question/Essential Question

What power does the judicial branch have?
Why does the judicial branch take so long to make progress?
How does the judicial branch work?

Overview

Students will focus on the article III of the Constitution. They will analyze and evaluate the information in order to argue for or against electing public officials.

Materials

Copies of the Articles: http://www.archives.gov/exhibits/charters/constitution_transcript.html
Analysis Questions (Attached)
Loose leaf paper

Objectives¹

Students will analyze the fundamental ideas behind the distribution of powers and the system of checks and balances established by the Constitution.

Students will analyze the features of the Constitution and examine the influence of ideas.

Standards

Taken from the National Council of History Website:

- **Standard 3:** The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.
 - **3A:** The student understands the issues involved in the creation and ratification of the United States Constitution and the new government it established.

Background Information/Homework/Pre-Learning

What led to the formation of the Constitution (American Revolution, failure of the Articles Of Confederation, etc.) Students should also have had lessons about Articles I and II.

Anticipatory Activity/Bell-Ringer

Have students list all the things they know about the judicial branch and the court system.

Activity (Activities)

1. Review Article I and II about the Legislative and Executive branches.
2. Break students into groups of 2, 3, 4, or 5 students, based on your class size.
3. Give students copies of Article III and have them read through the article in their groups.
4. Then give students copies of the analysis questions to work on together. (Attached)

¹ Taken from the National Council of History Standards page.

5. After students answer in their groups, go through the answers together as a class.

Wrap-Up

1. Class discussion about the Article:
 - a. Why did the founders give the judiciary branch the power to declare laws and executive orders unconstitutional?
 - b. How does the role of a judge differ from that of a legislator or President? How is the role similar?
 - c. What is the conflict between popular sovereignty and protection of individual rights for judges?

Assessment

Give students the exit slip (BCR or ECR) to complete in the last 15-20 minutes of class answering the following prompt: Based on our analysis of the three branches of government, examine the pros and cons of electing public officials in the branches. Argue for or against electing public officials.

Extensions: Students can examine newspaper articles or court cases in which the courts have overturned legislation or executive orders.

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Article III Judicial Branch Analysis Questions

1. Article III has _____ sections.
2. Section I states that the _____ power of the United States will be given to one _____.
3. Judicial power is the power to do what?
4. Who or what creates the inferior courts?
5. Can federal judges pay be increased or decreases while they hold office? Why or why not.
6. Why would the founding fathers want judges to be free from political parties?
7. What does Section II say about federal court cases? What cases are heard?
8. Why would federal courts hear cases about public officials?
9. According to Article III, what is defined as treason?
10. How many witnesses are needed to testify in open court in order to be accused of treason?
11. Who hands down the punishment for treason?
12. What is the punishment for being guilty of treason?

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