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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Law, Public Safety, Corrections & Security |
| **Course Name** | Law Enforcement I |
| **Lesson/Unit Title** | Entry Into the System - Arrests |
| **TEKS Student Expectations** | **130.336. (c) Knowledge and Skills**(7) The student analyzes custody and interrogation as they relate to the U.S. Supreme court decision in Miranda v. Arizona. The student is expected to(A) demonstrate the application of the constitutional rights, using the Miranda warning requirements for both adult and juvenile suspects;(B) explain the additional requirements above the Miranda warnings for juvenile suspects, offenders, and witnesses; and(C) demonstrate a non-custodial and custodial interview and interrogation. |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | **Objectives**The student will be able to:* Advise a person of their constitutional rights using the Miranda warning requirements.
* Conduct a non-custodial and custodial interview.
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| **Rationale** | In this lesson, students will apply their understanding of the duties and responsibilities of law enforcement during arrests of suspects as required by established criminal procedure and case law. |
| **Duration of Lesson** | 4 – 6 hours |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Key Terms:*** **Arrest** – Taking a person suspected of committing a crime intocustody and curtailing the individual’s freedom to leave, until the person can be brought before a judge to answer the charges against him or her.
* **Arrest Warrant** – A court-ordered document giving law enforcementthe authority to arrest someone on a specific charge.
* **Due Process** – The constitutional rights of citizens againstgovernment actions that threaten the denial of life, liberty, or property. In criminal cases, arrests and trials must meet certain minimum standards of fairness, and laws cannot violate constitutional rights.
* **Reasonable Suspicion** – Warranted suspicion that a person may be engaged in criminal conduct. Not quite to the level of probable cause.
* **Probable Cause** – Reasonable suspicion or belief that a crime has been committed and that a particular person committed that crime.
* **Miranda Warning** – The warning given to suspects by law enforcement, advising suspects of their legal rights to counsel, to refuse to answer questions, to avoid self-incrimination, and other privileges. Named after the landmark case of *Miranda v. Arizona* (1966).
* **Fifth Amendment** – The right to a grand jury for a capital or serious crime; protection against double jeopardy; protection against self- incrimination; prohibition of the taking of life, liberty, or property without due process of law.
* **Self-incrimination** – Giving evidence and answering questions that would tend to subject one to criminal prosecution.
* **Right to Counsel** – The right to be represented by an attorney at critical stages of the criminal justice system.
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| **Materials/Specialized Equipment Needed** | **Materials Needed:*** Entry Into the System: Arrests Key Terms handout
* Attorney-Client Role Play Activity Instructions
* Attorney-Client Role Play Activity Client’s Story
* Legal pads
* Computers
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) |  |
| **Direct Instruction \*** | For reinforcement, students will list terms and explain how each term relates to the arrest process. Use the Individual Work Rubric for assessment.1. Arrest
	1. Without Arrest Warrant
		1. Officer observes crime being committed
		2. Officer establishes probable cause to arrest an individual
			1. Responds to a call
			2. Person at scene identified by a witness
	2. With Arrest Warrant
		1. After investigation
		2. Sufficient evidence of probable cause
2. Miranda Warning
	1. Right to remain silent
	2. Any statements can and will be used against the arrested person in a court of law
	3. Right to an attorney
	4. If someone cannot afford an attorney, one will be provided
3. Consequences of no Miranda Warning
4. Statement/Confession cannot be used against person in court
5. Evidence discovered based on statement/confession will likely be suppressed

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **Guided Practice \*** | * Attorney-Client Role Play Activity Instructions
* Attorney-Client Role Play Activity Client’s Story
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| **Independent Practice/Laboratory Experience/Differentiated Activities \*** |  |
| **Lesson Closure** |  |
| **Summative / End of Lesson Assessment \*** | * Arrest and Miranda Warning Quiz
* Discussion Rubric
* Individual Work Rubric
* Research Rubric
* Role Play Rubric
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| **References/Resources/****Teacher Preparation** | **Resources:**The Courts and Criminal Procedure, Instructional Materials Service, Trade and Industry Education*Criminal Courts: Structure, Process, & Issues* (2nd Edition), Dean JohnChampion, Richard D. Hartley, & Gary A. RabeOur Rights (1st Edition), David Bodenhamer http://www.sunnylandsclassroom.org/Asset.aspx?Id=1329The Annenberg Classroom http://www.annenbergclassroom.org Justice Learning http://www.justicelearning.orgDo an Internet search for findlaw. |
| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | Social Studies StandardsV. Effective CommunicationA. Clear and coherent oral and written communication1. Use appropriate oral communication techniques depending on the context or nature of the interaction.
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| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) |  |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)