

Time Needed: Approx. 3 class periods

Materials:

Extension Pack presentation (available via [Google Slides](#))

Access to iCivics.org for game play

Interactive whiteboard (*optional but ideal*)

Handouts:

Case Notes Graphic Organizer

Activities (*3 pages; class set*)

Mini-Quiz (*1 page; class set*)

Vocabulary Activities (*3 pages; class set*)

Lesson Objectives: The student will...

- Explore the nature of court cases about constitutional rights
- Analyze the kinds of support used to argue a constitutional rights case
- Identify appropriate arguments for landmark Supreme Court cases

****View the English Language Learner (ELL) Extensions after the Follow-up Activity Menu.****

Step by Step

Preparation

Familiarize yourself with the game and its built-in ELL supports. Then access the [Google Slides presentation](#). It contains all the activities you'll need, but you can also print and distribute the paper versions included in this PDF if you wish. The Vocabulary activity pages can be used before or after game play. Please keep in mind that Argument Wars has 9 different cases. Cases may include words not listed in the Extension Pack glossary.

1. Starter Activity

Display the "What's a right?" slide to activate prior knowledge. Have students explain what a right is in their own words and then go over the term constitutional right. Move on to "Match these rights". Have students use the images to guide them. Then work through the "Constitutional Rights" slide.

2. Mini-Lesson

Ask How does a court decide whether a person's rights were violated? Discuss the question with students. Then go over the "Supporting Argument" slides. These reflect the different types of argument cards in the game. Pause to clarify and explain as needed. Distribute the Supporting Arguments Guide and have students add their own illustrations and student-friendly descriptions. Then discuss "Deciding Constitutional Rights". Present each question and answer, pausing for discussion. If you wish, have students work together to complete the activity on their worksheets before doing the slide version.

3. Game

Direct students to iCivics.org and have them play the game [Argument Wars](#). Alternatively, try having the class play as a group using your interactive whiteboard or use our ELL Supports to enrich and enhance game play. Distribute the Case Notes graphic organizer for students to use while playing. (Note that 5 of the cases have voice over audio which is a great way to incorporate listening practice for ELLs.)

4. Post-Game Activities

Complete 2-3 activities, as time allows. All of the activities are included in the Extension Pack [Google Slides](#) and as paper handouts in this plan. There is also a "Discussion Questions" slide for post-game play.

5. Assessment

Work through the "Mini Quiz" slides, pausing to discuss and review. **Distribute** and assign the paper assessment if you wish.

This lesson was created with all students in mind, including English language learners. The game level is most appropriate for grades 8 and above. For ELL students, please keep in mind that the language level is intermediate/advanced.

Starter Activity

You can adapt the Starter Activity to adjust for different English proficiency levels. Try these strategies: using electronic dictionaries or translation tools, providing a word bank or sentence starters, and asking students to discuss the illustrations on the slides.



Intermediate For slides "What's a right?" and "Match these rights", begin with choral reading or have students read the text aloud in pairs and groups.

For the matching activity, encourage students to explain their thinking and reasoning to their classmates. *This is the ___ Amendment because it says ____, and in the picture, _____* (explain what is happening in the picture to support that right).

After students identify each image, use sentence starters to reinforce the definition for right:

- *They can't stop me from _____* (plug in one of the rights) *because _____* (encourage students to reinforce the meaning of right).
- *They can't force me to _____* (plug in one of the rights) *because _____* (encourage students to reinforce the meaning of right).

Advanced Discuss the importance of rights with students using the images as a conversation starter. Ask: *Why do you think this right is an important one to have?* Encourage students to use experiences from their own life or examples from class, the news, or TV.

Mini-Lesson

Introducing the nature of complex arguments that are used in arguing Supreme Court Cases can be difficult. As you go through the slides, ask questions and have students read the text.

We recommend introducing one kind of supporting argument at a time. After each argument type, have pairs of students discuss its use. Listen for evidence of student understanding. This will help students know when best to use each argument in the game. Use these sentence frames for support.

- *I would use _____* (type of argument) *to show _____.*
- *_____* (type of argument) *is best to use when _____.*

Game

See the [Game Guide](#) for more information on how to navigate the game.

- Allow students to play in pairs or small groups. If possible, place them in mixed-ability groups. While advanced students can play by themselves, we recommend partner play for increased speaking and listening opportunities.
- Encourage the use of the game's reference materials for support – glossary, decision support tool, repeated voice over, etc. The game is available in Spanish, consider using translating tools in other languages as needed.



Intermediate

Ask students to play in pairs, deciding a role for each student. One student can be in charge of filling out the Case Notes organizer. The other can be the main lawyer and control the computer. Then they switch.

Advanced

Have these students play independently. Make reference materials available as needed. Have these students fill out the Case Notes organizer while they play the game.

[Click here to access our ELL Guide for more tips on game-based learning and ELL.](#)