

You Have the Right to Remain Silent: *Miranda v. Arizona* (1966)

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Grade Level	8 and High School
Duration	3-4 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 2: Places and Regions

6. How culture and experience influence people's perceptions of places and regions.

Element 6: The Uses of Geography

17. How to apply geography to interpret the past.

AZ Standards

ELA

Reading

Key Ideas and Details

8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Integration of Knowledge and Ideas

11-12.RI.9 Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.

Arizona Social Studies Standards

GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

8.G1.1 Use geographic tools and representations to analyze historical and modern political and economic issues and events. Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology

HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions. Key tools and representations such as maps, remotely sensed and other images, tables, and graphs

HS.G1.2 Use geospatial tools and related technologies to construct relevant geographic data to explain spatial patterns and relationships. Key tools and representations such as Google Earth, story mapping, wayfinding apps, and other geospatial technologies

Human-environment interactions are essential aspects of human life in all societies.

8G2.2 Evaluate how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

HISTORY

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

8.H3.3 Compare how individual rights, freedoms, and responsibilities have evolved over time around the world.

CIVICS

Civic virtues and democratic principles are key components of the American political system

8.C1.1 Analyze ideas and principles contained in the founding documents of the United States,

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including the Declaration of Independence and Constitution, and explain how they influence society and political systems.

HS.C1.4 Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.

Citizens have individual rights, roles, and responsibilities

8.C2.2 Explain specific roles, rights and responsibilities of people in a society.

HS.C2.3 Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.

DISCIPLINARY SKILLS AND PROCESSES

HS.SP3.3 Analyze the relationship between primary sources and the secondary interpretations made from them including possible limitations in various kinds of evidence and differing secondary interpretations.

Overview

U.S. Supreme Court rulings have a bigger impact on society than just the immediate case that is being tried. It is important for students to understand how the judicial branch has influenced the past and its impact on the present and future in guaranteeing that citizens' Constitutional rights are protected.

Purpose

In this lesson students will learn to understand the role of the U.S. Supreme Court by analyzing the *Miranda v. Arizona* (1966) case while also examining their rights as guaranteed by the Fifth Amendment.

Materials

- Primary and Secondary Source lists and materials
 - U.S. Bill of Rights, Original (image)
 - U.S. Bill of Rights, Transcription (excerpt)
 - Images of Ernesto Miranda
 - Letter from Justice William Brennan, Jr. to Chief Justice Earl Warren
 - Take a Journey: From the Bill of Rights to Miranda
 - U.S. Supreme Court Hearing

- The Miranda Warning by Steve Mount
- Learn It! Discussion and Analysis worksheet and answer key
- Map It! Through Time and Place worksheet and answer key
- Across the Atlantic maps and answer key
- Say It! Miranda Rights Cards
- Say It! Crossword Puzzle and answer key
- Classroom Atlas
- Internet access/projector (to show Miranda Rights clip).

Objectives

The student will be able to:

1. Analyze primary and secondary sources to learn more about the *Miranda v. Arizona* case and its impact on the U.S. judicial system.
2. Evaluate the Bill of Rights and its geographic and chronological relationship to the *Miranda v. Arizona* case.
3. Examine the role of the U.S. Supreme Court in ensuring that citizens' Constitutional rights are upheld.
4. Recite the Miranda Rights and understand their importance in making the accused aware of their Fifth Amendment rights.

Procedures

SESSION ONE (Learn It!)

1. Anticipatory set- Write “Bill of Rights” on the board/overhead and the numbers 1-10 in a vertical list. Ask students to raise their hand and tell you any of the first ten Constitutional Amendments. Write down all the ones students know from prior knowledge.

2. Hand out and have students read/look over the Primary and Secondary Source lists and materials (9 pages).

Note: These materials may also be gone over as a class but plan an extra day for the Learn It! part of this lesson if that is the case.

3. Hand out the Learn It! Discussion and Analysis worksheet.

4. Ask students to proceed to completing the Learn It! Discussion and Analysis section. Remind them that they will need to refer back to the Primary and Secondary Source materials.

Note: Having students work in pairs or small groups will allow for more discussion and synthesis of the materials.

5. Assessment- Go back to the board/overhead and call on students to fill in any missing/blank Constitutional Amendments on the “Bill of Rights” list. Add any details to the Fifth Amendment that may have been left out at the beginning of class.

SESSION TWO (Map It!)

1. Anticipatory set- Ask students to go back through the Learn It! Primary and Secondary Source materials and highlight any dates and places that are identified.

2. Hand out the Map It! Through Time and Place worksheet and Across the Atlantic map (3 pages).

3. Explain to students that they will first use the dates highlighted to map the related events chronologically onto a timeline.

4. Next students will list the places that they highlighted and then identify and label them on the Across the Atlantic map.

5. Using the labeled map and place list, have students fill in the blank place names and calculate the distances between each.

6. Assessment- Have students calculate the total span of years and furthest distance mapped (YEARS: 1789-1967= 178 years; DISTANCE: England-Arizona= Approx. 5300 miles).

SESSION THREE (Say It!)

1. Anticipatory set- View a video clip of the Miranda Rights such as “Miranda Rights Origins” <http://www.youtube.com/watch?v=2QiFg7MJL3E> or “21 Jump Street, You Guys are Perfect” <http://www.youtube.com/watch?v=WRG3EnGiE>

[XA](#)

2. Hand out Miranda Rights cards to each student (provided in Say It! student worksheet) and have students read over silently to themselves.

3. As a class, recite the Miranda Rights out loud (repeat until the class can recite in unison).

4. Ask students to put away Miranda Rights cards (or collect).

5. Hand out Say It! Crossword worksheet (1 page).

6. Have students complete by filling in the missing words and placing the letters in the designated down/across areas.

Modification: You may choose to allow students to use Learn It! Primary and Secondary Source materials and/or Miranda Rights card to help fill in the blanks, if necessary.

7. Assessment- Ask class (or selected student) to recite the Miranda Rights as their “pass out the door”.

Assessment

- **Learn It! Discussion and Analysis:** Students will be able to satisfactorily answer 80% (or higher) of the questions with responses that are acceptable and relevant.
- **Map It! Through Time and Place:** Students will be able to satisfactorily map 80% (or higher) of the dates/events onto the timeline and places onto the map. Calculated distances should be +/- 50 miles.
- **Say It! Crossword:** Students should be able to satisfactorily identify and place 80% (or higher) of the missing associated words.

Note: An additional grade may be given for assessing the ability to verbally recite the Miranda Rights from memory with 80% (or higher) accuracy.

Extensions

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Math- Calculate the total distance of the entire path from the Bill of Rights to *Miranda v. Arizona*. England → New York → Philadelphia (PA), Phoenix (AZ) → Washington, D.C.

Science- Use the Scientific Process to Observe, Question, Hypothesize, Experiment, Conclude, and Communicate the evidence and case facts of the *Miranda* criminal and/or appeal trial.

Social Studies- Explore other significant U.S. Supreme Court cases and create similar mapping timelines and place locations. Determine which Constitutional Amendments were argued to be violated in these cases.

- *Marbury v. Madison*
- *Plessy v. Ferguson*
- *Brown v. Board of Education*
- *Gideon v. Wainwright*
- *Korematsu v. United States*

Note: Try using an online site to integrate technology and increase interest as students create interactive, illustrated timelines.

Writing- Write formal business letters to Chief Justice Warren and the other former U.S. Supreme Court Justices regarding their personal opinions about the outcome of the *Miranda v. Arizona* (1966) appeal case.

OR

Write formal business letters to current U.S. Supreme Court Justices regarding individual opinions about the *Miranda v. Arizona* (1966) appeal case and how that has influenced more recent cases.

Visual/Performing Arts- Use the Primary and Secondary Source materials to write a script and perform scenes about how the *Miranda* Rights supports Fifth Amendment rights at a school assembly during Constitution Week (Sept. 17-23).

Miranda v. Arizona: The Rights of the Accused, Larry A. Van Meter. 2007. (ISBN 9780791092590)

National Archives,
The Charters of Freedom: The Bill of Rights
http://www.archives.gov/exhibits/charters/bill_of_rights.html

United States Courts,
Miranda v. Arizona: An Overview
<https://www.uscourts.gov/educational-resources/educational-activities/facts-and-case-summary-miranda-v-arizona>

U.S. Constitution Online, The *Miranda* Warning by Steve Mount, *REPRODUCED WITH PERMISSIONS*
<http://www.usconstitution.net/miranda.html>

Images

Arizona State Library, Archives and Public Records, Images of Ernesto Miranda
<http://azmemory.azlibrary.gov/digital/collection/histphotos/id/25775/>

Library of Congress, Letter from Justice Brennan to Chief Justice Warren
<http://www.loc.gov/law/help/digitized-books/miranda-v-arizona/William%20J%20Brennan%20Memorandum%20to%20Earl%20Warren%20May%201966.pdf>

National Archives, Bill of Rights
http://www.archives.gov/exhibits/charters/bill_of_rights.html

Sources