*Florida Civic Literacy Support Bellwork*

*USA PATRIOT Act (2001)*

How does the USA PATRIOT Act (2001) impact the United States today?

*An Activity for High School Civic Literacy Competency #4*

*Competency #4: Understanding of landmark Supreme Court cases, landmark legislation, and landmark executive actions and their impact on law and society*

***Benchmark and Benchmark Clarification Correlations***

SS.912.CG.2.6 Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.

*\* Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman’s desegregation of the army, Lincoln’s Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).*

*\*Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.*

SS.912.CG.2.4 Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.

*\*Students will examine situations when individuals’ rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).*

*\*Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.*

*\*Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response)*.

SS.912.CG.3.11 Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.

*\*Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Korematsu v. United States; Mapp v. Ohio; In re Gault; United States v. Nixon; Regents of the University of California v. Bakke; Hazelwood v. Kuhlmeier; District of Columbia v. Heller).*

*\*Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.*

*\*Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.*

***Activity Documents, Materials, and Handouts***

Materials and resources are located in the bellwork steps.

***Activity Vocabulary***

| **Patriot**- a person who vigorously supports their country and is prepared to defend it against enemies or detractors. |
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***Teacher Note***

This topic can spark debate in the classroom. It is important to carefully facilitate these discussions. Try not to exceed 15 min. to start the class.

***Lesson Steps***

**Bellwork: USA PATRIOT Act (2001)**

**Step 1: Direct students to complete a sticky note answering what students think a patriot is.**

**Step 2: Pick two or three 2 or 3 notes and read them out loud**

**Step 3: Ask why none of them talked about surveillance**

**Step 4: Give a small explanation as to what the USA PATRIOT Act is**

**Step 5: Students watch video 🡪**

[Remembering 9/11: The lasting effects of the USA PATRIOT - YouTube](https://www.youtube.com/watch?si=UKJjosBOMNh6IqlJ&v=OoSu7qhAIIc&feature=youtu.be)

And answer the following questions

1. Why would U.S. citizens want limits on government surveillance from their own government?
2. How were the 9/11 attacks used to justify the enactment of the USA PATRIOT Act?

**Enrichment suggestion**: –[The USA PATRIOT Act-History Channel](https://www.youtube.com/watch?v=KP9VklrXPZs) (5.25 minute video)