

Lesson plan: Mapp v. Ohio (1961)

Theme: Privacy, police power, and the exclusionary rule

Skills: Speaking, summarizing, expressing opinions, debating democratic values

1. Introduction

1.1 Activating background knowledge on privacy, police search, illegally obtained evidence, with possible references to French legislation

1.2. Pre-teaching of some vocabulary words and concepts (search & seizure, warrant, probable cause, illegally obtained evidence, exclusionary rule)

1.3 Introducing basic facts of the case and legal issue with the Youtube video Can the Police Use Evidence They Got Illegally? | Mapp v. Ohio

(<https://www.youtube.com/watch?v=dPpLL9fBIZM>)

2. Reading the text (printed copy)

Used mainly for fact-finding, scanning/skimming and close reading for speaking.

2.1. Scan the text for dates, figures, and key factual elements

Students read the text and are asked to find factual elements . Class discussion follows.

2.2. Skim the text to answer general questions

Students are asked to answer comprehension questions. Class discussion.

2.3. Read the text in detail to answer specific questions

Students are asked to answer targeted comprehension questions requiring textual evidence (about arguments from the parties, sources of authority put forward by the Court, tipping point for the Court).

2.4. Provide opinions on topics raised in the text (paired or small groups)

Students discuss in pairs; teacher circulates and notes strong or interesting arguments for whole-class debrief.

3. Debate

3.1 Introduction of the opposing viewpoint: Justice Thomas's concurrence in *Collins v. Virginia* (2018)

Using an excerpt of the dissent, students are asked to underline the parts that show value judgments.

3.2. Structured Debate

Group A: Defend Mapp v. Ohio; Group B: Support Justice Thomas (Collins concurrence)

Debate is run in rounds: Opening statements, rebuttals, free discussion, final vote