

## Lesson plan: Terry v. Ohio (1968)

Theme: Privacy

Skills: Reading, writing

1. Warm up: Elicitation of ideas on privacy, activating background knowledge
2. DDL task 1: Noticing features related to presenting parties' arguments
  - a. Filter the opinion to show only sentences tagged Recalling an argument.
  - b. Students read the filtered extracts and are asked to fill a small table that includes reporting verbs and their examples ("it is argued," "it is contended," "the State has characterized the issue as..."), distancing devices ("it is urged that...", "there is some suggestion that...") or cognition nouns, that is, nouns summarizing positions ("this scheme is justified...", "the heart of the Fourth Amendment, the argument runs...").
  - c. Students are asked to reflect on the different functions these features may have to support the Court's argumentative strategy.
3. DDL task 2 : Explore "Rejecting an argument/reasoning"
  - a. Now students filter the opinion with the "Rejecting an argument/reasoning" rhetorical filter
  - b. They are asked to extract expressions of rejection ("We emphatically reject this notion.", "We cannot agree.", "There are two weaknesses in this line of reasoning, however.", "Petitioner's reliance on ... is thus misplaced.").
  - c. Students notice common features and are asked to observe which other steps generally precede or follow a rejection.
4. DDL task 3: Focus on "Recalling a source"
  - a. Students use the corresponding rhetorical filter to highlight sentences in plain text.
  - b. Students are asked to identify typical citation frames
  - c. They are asked to decide whether each citation is used to:
    - i. support the party's argument, or
    - ii. support the Court's own reasoning in rejecting/accepting an argument.
5. Matching arguments and rejections

Students are asked to create a worksheet with two columns: Column A = sentences of Recalling an argument; Column B = sentences of Rejecting an argument.

Students try to match each recalled argument with the rejection that likely responds to it.

6. Mini-opinion writing

Students are asked to write a paragraph about a petitioner's argument not mentioned in the original text, as if they were the Court, and to reject it, searching for appropriate sources. They may use an AI to find a good corresponding source of authority. They highlight reporting verbs, stance markers of rejection, citation frames.