

# VOICES OF JUSTICE

## Educator + Student Mini-Guides

U.S. Government Focus | Grades 9-12

Aligned to DC Social Studies Standards (OSSE), C3 Framework, and CCSS Literacy in History/Social Studies

### **Projects included:**

1. 1) Voices of Justice: Who Gets to Decide?
2. 2) Voices of Justice: Rights at Street Level

Prepared for: Paul Laurence Dunbar High School – Eleanor Holmes Norton Law & Public Policy Academy

In partnership with: HumanitiesDC (Voices of Justice project)

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## How to Use These Mini-Guides

Each project includes (1) an educator section with a ready-to-teach mini-sequence and facilitation notes and (2) student pages/handouts that can be printed as a packet. Both mini-guides are designed for 3–5 class periods (45–60 minutes each) but can be expanded into a longer unit.

### Core Learning Outcomes (Both Projects)

- Students analyze rights, power, and participation using constitutional principles and DC as a case study.
- Students practice disciplinary literacy: sourcing, corroboration, close reading, and evidence-based argument.
- Students engage in civil discourse (Socratic seminar or structured debate) and propose an informed civic action.

Standards alignment below references the District of Columbia OSSE adopted social studies standards for the high school Government and Civics course (GC. \*) and the District of Columbia History and Government course (DC. \*). C3 indicators and CCSS literacy standards are included for planning, documentation, and cross-curricular alignment.

## PROJECT 1 MINI-GUIDE

# Voices of Justice: Who Gets to Decide?

This mini-guide uses seven core government concepts - power, representation, jurisdiction, policy-making, media, protest, and home rule - to help students analyze how decisions are made in Washington, DC and the United States. Students read the exhibit panels, connect them to constitutional principles and DC governance structures, and build an evidence-based claim in a seminar or debate.

### Featured Exhibit Panels (1st Period)

- Access to Voice
- Voting and Representation
- Where Power Sits / How to Influence
- Home Rule and Congressional Riders
- Protest and Press

### Standards Alignment (Project 1)

Framework	Standard(s)	How it shows up in this mini-guide
DC Social Studies (OSSE) – Government & Civics	GC.1, GC.2, GC.5, GC.7; GC.23–GC.27; GC.30–GC.33; GC.36, GC.37, GC.39, GC.40, GC.49	Constitutional tensions; how laws are made; digital/media literacy; civic engagement; voting rights; policy + advocacy.
DC Social Studies (OSSE) – DC History & Government	DC.41, DC.43, DC.44, DC.48, DC.51	Federal–District relationship, DC government structure, ways residents influence DC government, and civic change strategies.
C3 Framework – Inquiry Arc & Civics	D1.1–D1.5; D2.Civ.1–D2.Civ.14; D3.1–D3.4; D4.1–D4.8	Develop questions, evaluate sources, argue with evidence, and take informed action about a DC governance issue.
CCSS Literacy in History/Social Studies (9-10 & 11-12)	RH.9-10.1, RH.9-10.2, RH.9-10.6, RH.9-10.7; RH.11-12.1, RH.11-12.6; WHST.9-10.1/2/7/8; WHST.11-12.1/2/7/8; SL.9-10.1; SL.11-12.1	Close reading, source analysis, evidence-based writing, research, and structured discussion/debate.

### Compelling Question

- Who gets to decide what happens in Washington, DC - and how can residents (including young people) influence those decisions?

### Supporting Questions

- How do federalism and DC's unique status shape local decision-making?
- What does representation mean, and what does it look like in DC?
- How do media, protest, and public testimony influence policy?
- Where does power sit (school, DC government, Congress, federal agencies) for a specific issue?

#### Key Vocabulary

- home rule
- Congressional rider
- representation
- jurisdiction
- public testimony
- advocacy
- civil discourse
- media literacy
- policy change

#### Educator Guide: 4-Day Mini-Sequence (Project 1)

Day	Learning Target	Core Experience	Product/Assessment
Day 1	I can identify where power sits in DC and describe how decisions move from problem to policy.	Gallery walk of panels + quick mini-lesson on DC governance and federal oversight; students complete a 'Power Map' for an issue.	Power Map + 3-2-1 exit ticket (3 facts, 2 questions, 1 connection).
Day 2	I can evaluate representation and participation in DC using evidence from the panels and foundational documents.	Close reading protocol + source set: Home Rule Act excerpt, DC representation overview, selected constitutional text (Art. I, 23rd Amendment).	Evidence log (quotes/paraphrase + analysis).
Day 3	I can engage in civil discourse about who should decide and how residents should respond to limits on local control.	Socratic seminar or structured academic controversy using student-prep questions; optional fishbowl.	Seminar speaking/listening rubric + reflection.
Day 4	I can propose an informed action that is realistic, legal, and connected to a decision-maker.	Students draft an action product: testimony, op-ed, infographic, or advocacy letter; peer feedback and revision.	Final action product + claim-evidence-reasoning paragraph.

#### Discussion Questions (Seminar/Debate)

- Is DC's limited self-government compatible with democratic principles? Why or why not?
- What counts as 'representation' - voting, voice, influence, or outcomes?
- When is protest more effective than formal participation (testimony, elections, meetings)?
- How should young people ethically use media to influence public opinion and policy?
- Which decision-maker has the most power over your chosen issue - and how do you know?

Suggested Culminating Options (choose one)

- Write and deliver 2-3 minutes of mock testimony to the DC Council/SBOE on a youth issue.
- Create a one-page policy brief identifying the problem, stakeholders, and a recommended change.
- Design a 'Who Decides?' infographic that clarifies jurisdiction and how residents can take action.
- Draft an op-ed connecting a panel theme to a current DC issue (with evidence and a call to action).

Curated Source List (Teacher Reference)

- US Constitution (Articles I-III; Bill of Rights); 23rd Amendment
- District of Columbia Home Rule Act (Public Law 93-198) - overview/excerpts
- DC Council: public hearing testimony process (overview)
- DC Statehood background resources (nonpartisan explainers)
- Selected Supreme Court cases referenced in civics standards (as needed for context)
- Project exhibit panels (Voices of Justice - Who Gets to Decide?)

## Student Pages (Project 1): Who Gets to Decide?

### A. Gallery Walk Notes + Evidence Tracker

- Directions: Visit each panel. Write one key claim, one piece of evidence, and one connection to U.S. Government.

Panel	Key Claim (in your words)	Evidence (quote/paraphrase)	Govt/DC Connection (concept or standard)
Access to Voice			
Voting & Representation			
Where Power Sits			
Home Rule & Riders			
Protest & Press			

### B. Dialectical Journal (Claim–Reaction–Analysis)

- Choose two excerpts from any panel or source. Complete the chart.

Text/Idea (quote or paraphrase)	My Reaction (what I notice/feel/ask)	Analysis (government concept + why it matters)

### C. Seminar Prep: Build Your Claim

- Prompt: Who gets to decide in DC - and what should change (if anything)?

My claim: \_\_\_\_\_

Evidence #1 (panel/source): \_\_\_\_\_

Evidence #2 (panel/source): \_\_\_\_\_

Counterclaim: \_\_\_\_\_

My response to the counterclaim: \_\_\_\_\_

### D. Informed Action Plan (1 page)

Issue I care about (DC or school): \_\_\_\_\_

Decision-maker(s) with authority: \_\_\_\_\_

What I want to change (specific): \_\_\_\_\_

Best method (testimony/op-ed/meeting/protest/media): \_\_\_\_\_

Steps I will take (3): 1) \_\_\_\_\_ 2) \_\_\_\_\_ 3) \_\_\_\_\_

What success looks like: \_\_\_\_\_

## PROJECT 2 MINI-GUIDE

# Voices of Justice: Rights at Street Level

This mini-guide examines how constitutional rights operate in everyday life - especially in youth-centered spaces like schools, neighborhoods, and public transit. Students use the exhibit panels as a case study to analyze the 4th, 5th, 6th, and 8th Amendments, connect civil liberties to policing, courts, and oversight, and propose changes that strengthen rights and public safety.

### Featured Exhibit Panels (4th Period)

- Fourth Amendment
- Fifth and Sixth Amendments
- Eighth Amendment
- Policy and Oversight
- Youth Voice
- Youth Participation and Leadership
- Jurisdiction and Home Rule

### Standards Alignment (Project 2)

Framework	Standard(s)	How it shows up in this mini-guide
DC Social Studies (OSSE) – Government & Civics	GC.14, GC.16, GC.18, GC.20, GC.22; GC.30, GC.37, GC.38, GC.39; GC.40, GC.42	Bill of Rights protections; landmark cases (e.g., Gideon/Miranda); civil liberties for marginalized groups; advocacy + policy change.
DC Social Studies (OSSE) – DC History & Government	DC.37, DC.41, DC.44, DC.48	Home Rule powers/limits; federal-District relationship; civic influence pathways; evaluating methods for change in DC.
C3 Framework – Civics + Informed Action	D2.Civ.4–D2.Civ.14; D3.1–D3.4; D4.1–D4.8	Analyze rights and policy; weigh evidence; deliberate; communicate conclusions; take informed civic action.
CCSS Literacy in History/Social Studies (9-10 & 11-12)	RH.9-10.1, RH.9-10.4, RH.9-10.8; RH.11-12.1, RH.11-12.3, RH.11-12.8; WHST.9-10.1/4/7/8; WHST.11-12.1/4/7/8; SL.9-10.1; SL.11-12.1	Interpret legal texts, evaluate claims, write arguments, conduct research, and participate in academic discussion.

### Compelling Question

- How do constitutional rights work at street level - and what should communities and governments do when rights and safety collide?

## Supporting Questions

- What limits does the Constitution place on searches, questioning, and punishment?
- How do due process and the right to counsel protect people in court?
- Who has authority in DC (local vs. federal agencies) and how does that affect accountability?
- What forms of oversight and youth leadership improve trust and outcomes?

## Key Vocabulary

- reasonable suspicion
- probable cause
- search and seizure
- due process
- right to counsel
- self-incrimination
- bail
- cruel and unusual punishment
- oversight
- jurisdiction

## Educator Guide: 4-Day Mini-Sequence (Project 2)

Day	Learning Target	Core Experience	Product/Assessment
Day 1	I can explain how the 4th Amendment applies to searches and stops in real-world scenarios.	Panel analysis + scenario sorting (legal/illegal/unclear) using evidence; mini-lesson on standards of suspicion.	Scenario evidence log + exit ticket: 'What would you want teens to know?'
Day 2	I can explain due process protections and evaluate why counsel and procedure matter.	Close reading of 5th/6th panel + case snapshot (e.g., Gideon/Miranda); students write a CER paragraph.	CER paragraph (claim-evidence-reasoning).
Day 3	I can analyze punishment, bail, and fairness using the 8th Amendment and policy/oversight tools.	Panel set: 8th Amendment + Policy/Oversight; students conduct a mini policy audit and identify an improvement.	Policy audit sheet + proposed change.
Day 4	I can propose a youth-informed solution that strengthens rights, accountability, and community safety.	Students create an oversight or rights-awareness product: youth bill of rights, PSA, training plan, or oversight memo.	Final product + reflection on feasibility and impact.

### **Discussion Questions (Seminar/Debate)**

- When (if ever) should safety justify limiting individual rights?
- What does 'reasonable' mean in searches, questioning, or punishment - and who decides?
- How do jurisdiction and Home Rule affect accountability in DC?
- Which oversight mechanisms are most effective, and what role should youth have?
- What policy change would most improve trust and rights protections for young people?

### **Curated Source List (Teacher Reference)**

- US Constitution: 4th, 5th, 6th, 8th Amendments
- Select Supreme Court cases: Mapp v. Ohio; Terry v. Ohio; Gideon v. Wainwright; Miranda v. Arizona
- DC agency oversight structures (nonpartisan overviews)
- Youth rights resources relevant to schools and public space (district guidance, know-your-rights materials)
- Project exhibit panels (Voices of Justice - Rights at Street Level)

## Student Pages (Project 2): Rights at Street Level

### A. Rights Tracker (Panels + Constitution)

Amendment/Topic	What it protects (in your words)	Example from panel or real life	Question/Concern I still have
4th Amendment			
5th Amendment			
6th Amendment			
8th Amendment			
Policy & Oversight			
Jurisdiction/Home Rule			
Youth Voice & Leadership			

### B. Scenario Analysis (CER)

- Choose one scenario discussed in class. Write a claim about whether rights were protected and support with evidence.

Claim: \_\_\_\_\_

Evidence (from panel/Constitution/case): \_\_\_\_\_

Reasoning (why the evidence supports the claim): \_\_\_\_\_

Counterpoint or alternative view: \_\_\_\_\_

Response to the counterpoint: \_\_\_\_\_

### C. Policy/Oversight Mini-Audit

- Pick one policy area (school searches, stops, body-worn cameras, curfew, court access, etc.).

Policy area: \_\_\_\_\_

What is the goal of the policy? \_\_\_\_\_

Who enforces it? \_\_\_\_\_

Who is most impacted? \_\_\_\_\_

What rights are involved? \_\_\_\_\_

What would you change (specific + realistic)? \_\_\_\_\_

#### D. Youth Solution Design

- Design one product: PSA, youth training, oversight memo, or community forum plan.

My product choice: \_\_\_\_\_

Audience (who needs it): \_\_\_\_\_

Message (what they should know/do): \_\_\_\_\_

Evidence I will use (2 sources): \_\_\_\_\_

Action step (what happens next): \_\_\_\_\_