

# Teacher Tool 18: Understanding the Miranda Warning

## Understanding the Miranda Warning

### Learning Objectives:

1. Students will defend a position related to Miranda v. Arizona.
2. Students will gain insight into the reasoning used by the Supreme Court in their Miranda V. Arizona decision.
3. Students will come to a better understanding of the Constitutional rights afforded to each person in the American system of justice.
4. Students will make real world connections to the Constitutional principles espoused in Miranda v. Arizona.

**Type of Teacher Tool:** Whole Class and Individual Activity

**Targeted Grade Level(s):** 7-12

**Targeted Curriculum Areas:** Social Studies

### Targeted Standards(s):

#### National Social Studies Standards:

### Resources/Materials Needed:

1. Law 17 “Miranda Overview”
2. Law 19 “Use Your Right to Silence”
3. Law 20 “Codified”
4. Law 21 “Was it Read?”
5. Law 22 “Miranda Warning”
6. Computer with Internet access and word processing software
7. Paper and pen for note taking

### Teacher Instructions:

1. Begin class discussion with some questions: Who has heard of the Miranda Warning? Where have you heard of it from? Do you know its purpose? Do you know how it came to be? Could you recite it?
2. Have students view the “Miranda Overview” video for background on the case and then lead a class discussion filling in any gaps to answer the first four questions above.
3. Based on what they can recollect about the Miranda Warning from hearing it on television programs, have students attempt to recite the Miranda Warning from memory orally or write it down on a piece of paper. Let them check for accuracy of their warnings by viewing the “Miranda Warning” video.
4. Decide if the rest of the activity will be done as a whole class discussion or as individual assignments. Then as a classroom or individually:
  - a. Have students view the “Codified” video. Ask them to answer the question: Do you believe that the Miranda Warning must be read, or should it be acceptable for a police officer to recite it from memory?
  - b. Have students view the “Was It Read?” video. Have students brainstorm ways of confirming that the Miranda Warning was read.
  - c. Have students view the “Use Your Right to Silence” video. Do they agree or disagree with the position espoused in the video? Why or why not? Have students brainstorm reasons someone might talk to police without using their rights.

5. End the activity by asking students to consider their connection to the Miranda Warning. Why does it matter to them? How would their lives and America's criminal justice system be different if it did not exist?

**Supplemental Materials:**

Students can learn more about the Miranda Decision in the videos listed below that are also available on Educate.Today. For students with a special interest in justice, the law, and related topics, consider developing enrichment/extension activities for students supplementing the issues discussed in these archived programs.

Law 7 "Constitution Day 2016: The Miranda Decision (afternoon program)"

Law 8 "Constitution Day 2016: The Miranda Decision (morning program)"

**Assessment/Evaluation Option:**

1. Individual student writings may be evaluated if you chose to have students answer the questions listed in #4 above through individual writings.