

Title: Civil Rights and the Supreme Court

Author: Diane Haywood

Course: Government

Time Frame: One to two days for research and preparation and two to three days for presentations. Time at home for preparation. Presentations usually take 3-5 minutes per student with some additional time for clarification and questions. As an essay project, two to

Subjects:

Civil Rights

Grade Levels:

9, 10, 11, 12

Classroom/Homework Activity to be performed:

- This lesson is an individual assignment with the student researching, evaluating and presenting a Landmark Supreme Court Case. The lesson can focus on cases concerning only various civil rights or cross the space of US history tracing all the pivotal cases of US history and the growth of the Court as an equal branch of our government. The student will be given time to research an assigned case, write up a "brief" of case information and either present the case to the class or write up the case as a research paper. If you are using the presentation model-a different case for each student is ideal. If you choose to cover only a few cases, the report model might serve best. The students will use actual Supreme Court decisions to draw conclusions.

Rationale:

- This lesson will allow students to analyze Court cases and use cases and the US Constitution to understand how our Judicial Branch functions as an equal part of our government. This is an especially relevant way to show growth and change within the Supreme Court. This can be used in either a government class as part of the Judicial Branch or as part of a US history class on civil rights.

Lesson objectives - the student will:

- Research US Supreme Court Case
- Analyze US Supreme Court Case
- Present (or write up as a essay) a Supreme Court Case

District, state, or national performance and knowledge standards/goals/skills met:

- MO Standards Goal 1:2-analyze information and present date
- MO Standards Goal 2:1-develop a presentation
- Mo Standards Goal 4-2-apply rights of US citizens
- Common core CCSS ELA Literacy RH11-122
- Common Core CCSS ELA Literacy SL 9-104

Secondary materials (book, article, video documentary, etc.) needed:

- Sunnylands video (optional) I use "Jury Selection: Edmonson v Leesville Concrete Company"-22 minute video as an introductory video to teach how to

write their "brief" and present to class. www.SunnylandsClassroom.org

- Any Supreme Court Case studies.

Primary materials (book, article, video documentary, etc.) needed:

- Supreme Court cases-lists attached (the first list is limited to civil rights cases-the second is Landmark cases in chronological order-I always do presentations in chronological order to show growth and change of the Court)
- www.oyez.org is a great site-all cases are available by year/case name and topic
- www.casebriefs.com
- Internet search of case (encourage students to look for edu and org sites) or teacher handout of each case.

Full description of activity or assignment:

- Begin by explanation of assignment (choose either presentation model or essay model). If using essay model-choose cases you will give to students. Use either a limited number or a small list for class. If using the presentation model, it is ideal to have one case per student. When I want all cases presented, I present the extra cases so that all classes have needed data. Assign (or allow volunteers) cases, hand out all worksheets and explain requirements and scoring guide. I have individual copies of basic case law for each of my cases for students to use and return as a starting point for them (the case studies secondary sources). Either play video and model a presentation of the case to class or read a short case as a class and model to class. (I have discovered the modeling allows my students to create better projects and require less prompting). Provide internet time and/or time with paper cases for students to research and create their "brief". Teacher is available for questions, assistance and direction. After time for at home or in school preparation of either paper or presentation-collect or begin presentations. For classes of 20-26 I usually need 2-3 days for presentations. During presentations, each student is required to keep a log of cases including case, date, Constitutional question, vote, Majority decision, and implications on US law.

Full explanation of the assessment method and/or scoring guide:

- Because I use the presentation model, I use the attached scoring guide. If you choose a written model, use an essay scoring guide of your choice.
- Final class discussion or written question-As we studied these cases, explain what you discovered about how our Justices interpreted the Constitution to expand and support civil rights for US citizens?

NAME _____

LEGAL BRIEF

COURT CASE _____ DATE _____

FACTS OF THE CASE

CONSTITUTIONAL QUESTION

COURT VOTE _____

MAJORITY DECISION WRITTEN BY: _____

DISSENTING OPINION YES ____ NO ____ (If there is a dissenting opinion-share here-include author) _____

HOW DID OR WILL THIS CASE DECISION CHANGE SOCIETY

REFLECT ON WHAT YOU HAVE LEARNED ABOUT HOW THE CONSTITUTION HAS BEEN USED BY THE SUPREME COURT JUSTICES TO CRAFT AND CREATE EQUALITY/CHANGE IN US LAW VIA JUDICIAL REVIEW OF THE SUPREME COURT

PRESENTATION SCORING GUIDE FOR SUPREME COURT CASE STUDY

VOICE LEVEL

3	1-2	0
Good volume-easily heard for all of presentation	Can be heard for most of presentation	Student cannot be heard even when signaled by teacher

EYE CONTACT

2	1	0
Student looks to audience	Mostly looks to audience	Eyes do not leave notes

PREPARED

4-5	2-3	0-1
Case prepared and on time	Shows evidence of some Preparation-on time	Not presented on time

FACTS OF CASE

8-10	4-7	0-3
Facts of case well explained	Case facts generally clear and organized	Case facts incorrect or poorly shared with class

NAME AND DATE OF CASE

3	1	0
Given	One shared-but not both	Needed teacher to give to class

VOTE

2	1	0
Vote given	given with prompt by teacher	vote unable to be shared by student

CONSTITUTIONAL QUESTION

8-10	4-7	0-3
------	-----	-----

Section of Constitution used clearly understood and shared with class	Able to share section of Constitution with help	No clear understanding of where in Constitution the Justices looked for decision
---	--	--

DECISION

4-5	2-3	0-1
Decision given/dissent shared well explained	Decision or dissent shared explanation requires some assistance from teacher	Decision or dissent shared not well explained

RESULT ON SOCIETY

8-10	4-7	0-3
Student gives plausible effects and real examples	Student gives plausible effects but not examples	No effects of this decision given

WRITTEN REPORT

LIST OF CIVIL RIGHTS CASES (others can be substituted by a search by category of the Court's cases)

Dred Scott v Sanford	Stanton v Stanton
Plessy v Ferguson Missouri	Duram v
Brown v Board of Education	Orr v Orr
Gideon v Wainwright	
Loving v Virginia	
Heart of Atlanta Motel v US	
Miranda v Arizona	
Regents of U of C v Bakke	
Plyler v Doe	

Roberts v US Jaycees

Reed v Reed

International Union UAW v Johnson Controls

Shaw v Reno

Board of Kyris Joel School Dist v Grumet

Miranda v Arizona

Phillip v Marin Marietta

Frontiero v Richardson

Pittsburgh Press V Pittsburgh Com Human Relations

Geduldig v Ariollo

Kuhn v Shevin

Corning Glass v Breman

Weinberger v Wwissenfield

Cleveland Board of Ed v LaFleur

Taylor v Louisiana

LANDMARK CASES-GROWTH AND POWER OF THE COURT

Marbury v Madison
Felton

Aguilar v

Martin v Hunter's Lessee

Hazelwood School Dist v Kuhlmeier

McCulloch v Maryland

Texas v Johnson

Dred Scott v Sanford

Board of Ed Westside Comm Schools v
Mergens

Reynolds v United States

Board of Ed Kiryas Joel School District
v Grumet

Lochner v New York

Madsen v Women's Health Center

Plessy v Ferguson

Schenck v United States

Youngstown Sheet and Tube Co v Sawyer

Brown v Board of Education

Gideon v Wainwright

Miranda v Arizona

Loving v Virginia

Tinker v Des Moines Independent Public School

Wisconsin v Yoder

Roe v Wade

US v Nixon

Gregg v Georgia

Regents of U CA v Bakke

Plyler v Doe

Roberts v US Jaycees

Central Hudson Gas & Electric v Public Service Commission