

Lesson Template for James Madison Foundation

Recommended Grade/Ability Level

10th Grade High School Students in a standard level United States History class.

Recommended Lesson Length

The recommended length of time for this lesson is one 55-minute class period. However, options have been provided in planning section that would allow a teacher to easily extend the lesson should they have the time.

Central Engagement Question/Essential Question

The big question of this lesson is: “To what extent are the constitutional rights of students affected when they attend school?”

Overview

This lesson allows to students to see how the Constitution of the United States has been interpreted and applied over time. After students have learned the basics of the Constitution they can apply those understandings by studying landmark Supreme Court cases. As students have an inherit interest in issues that may affect them, encouraging them to study landmark Supreme Court cases that have been about students offers a unique perspective to engage all learners.

Materials*

For this lesson teachers will need a copy of the following:

“The Bill of Rights” homework handout

“Supreme Court Timeline” handout

“Supreme Court Case Jigsaw Activity” handouts (*please note, while all handouts are provided, teacher will need to print and divide the handouts into groups before student arrival*)

“Supreme Court Jigsaw Review” handout

Objectives

1. Students will be able to review several Supreme Court decisions and summarize the court opinion.
2. Students will be able to evaluate the effect that the Supreme Court decision had on subsequent students.
3. Students will be able to explore the concept of continuity and change over time by examining several cases centered around students’ rights.

Standards

The following standards are from the NCSS (National Council for the Social Studies)
<http://www.socialstudies.org/standards>

II.F. use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues.

- V.C. identify examples of institutions and describe the interactions of people with institutions
- V. E. identify and describe examples of tensions between an individual's beliefs and government policies and laws
- V.F. give examples of the role of institutions in furthering both continuity and change
- VI. H. recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice

Background Information/Homework/Pre-Learning

Prior to this lesson, students should complete the "Bill of Rights" handout, and have the opportunity to briefly review their answers. This can be done through small group or as a full class discussion. Since the cases students look at during the lesson require knowledge of these amendments, it is vital that students fully understand the content within them. If students receive a court case that deals with a later amendment (e.g. the 14th amendment) they will know where to find it in the constitution based off of their homework.

Anticipatory Activity/Bell-Ringer

After students have the opportunity to review their homework the teacher will write a prompt on the board: To what extent are students constitutional rights protected while in school?

Depending on time and resources available teachers may wish to post this on an online message forum so that students can have a silent "think/share" on the topic. This is similar to a modern day "chalk talk" activity. If teachers bring the prompt to a full class discussion they may wish to highlight sections of their "class rules" or "student handbook" rules from the school if applicable to discussion. Much of the discussion may center around the First Amendment, but it will start students in thinking about how the constitution is interpreted by and applied in schools.

Activity (Activities)

1. Complete homework review and the anticipatory activity from above. (10 minutes)
2. Since this is a jigsaw activity, students will be meeting with two groups. The first group they will meet with is their "Court Case" group. Teachers may wish to establish these groups and also place the "Supreme Court Case Jigsaw Activity" handouts on the desks ahead of time for a more efficient work period. While a group of four is ideal per case with this jigsaw, teachers with larger classes may wish to partner students up for a section they feel might require more interpretation or critical thinking. As students are in their "Court Case" groups, they will use www.oyez.org to find background information on their case. They will work together to fill out the front of their handout which includes a table looking at four key points surrounding each case. (10 minutes- teachers may enjoy projecting time via <http://www.online-stopwatch.com/> on the board so that students can keep track of time independently)
3. After 10 minutes students will flip over their worksheet and see that they are one of the four key points. They will meet with the students from other cases who have the same key point (e.g. all students who have "time period" will meet together). In their new groups, students will discuss all of the cases within the context of their key issue. This will allow them to discuss different perspectives of the cases and also examine concepts of continuity and

change over time. (10 minutes- teachers may enjoy projecting time via <http://www.online-stopwatch.com/> on the board so that students can keep track of time independently)

4. Teachers will distribute the “Supreme Court Jigsaw Review” handout and project the “Supreme Court Timeline” handout.
5. As the court cases are reviewed, student experts (key points) will share important points about each case with the class. Teachers will facilitate this discussion and check for student understanding on constitutional issues. Teachers may also wish to refer to the “Supreme Court Timeline” as necessary (20 minutes- teachers may enjoy projecting time via <http://www.online-stopwatch.com/> on the board so that students can keep track of time independently).

Wrap-Up

After completing the main activities for the lesson, teachers should open the floor up to questions on the cases that were studied. After that teachers will introduce the homework prompt on the back of the “Supreme Court Jigsaw Review” and assign it to students. This lesson will require a 10-15 minute debriefing session in the next class period once students have been able to complete their homework. Please see the next section for additional extension activities.

Assessment

Homework: Students will complete the question prompt on the back of the “Supreme Court Jigsaw Review Sheet” by using information gathered from the group presentations.

Extensions: If teachers are looking to extend this activity they may assign students additional research to find and summarize another court cases that affected students in school. Additionally, the homework prompt could be modified into a persuasive essay assignment by requiring students to pick a side and use court cases as evidence to support their argument.

Additional Resources

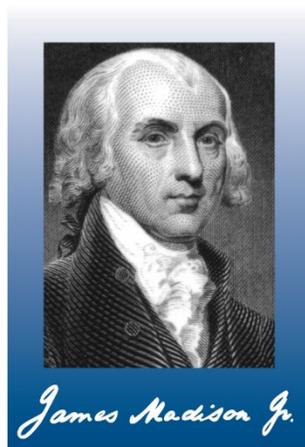
Oyez: www.oyez.org

Constitution of the United States: <https://www.archives.gov/founding-docs>

SCOTUS Blog: <http://www.scotusblog.com/>

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JAMES MADISON
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Court Case: *Brown v. Board of Education*

Name: _____

Period: _____

Today you will be researching some landmark Supreme Court Cases that dealt with issues in schools. You will work through a jigsaw activity, meaning that you will be with two groups. First you will be with your case group to collect important details on a particular case using the Oyez database (www.oyez.org). Then you will meet with your designated theme group (Time Period, Student Complaint, Constitution, or Court Opinion) to examine continuity and change over time regarding Supreme Court Cases involving students.

Time Period Summary

When was this? What else was occurring in the nation at this time?

--

Summary of Student Complaint

What was the constitutional question?

--

Constitution Summary

What amendment specifically had to be reviewed?

--

Summary of Court Opinion

What did the court decide? What was the composition of the court at the time?

--

Court Case: *Tinker v. Des Moines*

Name: _____

Period: _____

Today you will be researching some landmark Supreme Court Cases that dealt with issues in schools. You will work through a jigsaw activity, meaning that you will be with two groups. First you will be with your case group to collect important details on a particular case using the Oyez database (www.oyez.org). Then you will meet with your designated theme group (Time Period, Student Complaint, Constitution, or Court Opinion) to examine continuity and change over time regarding Supreme Court Cases involving students.

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Summary of Student Complaint

What was the constitutional question?

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Constitution Summary

What amendment specifically had to be reviewed?

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Summary of Court Opinion

What did the court decide? What was the composition of the court at the time?

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Court Case: *New Jersey v. T.L.O.*

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Period: _____

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Time Period Summary

When was this? What else was occurring in the nation at this time?

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Summary of Student Complaint

What was the constitutional question?

--

Constitution Summary

What amendment specifically had to be reviewed?

--

Summary of Court Opinion

What did the court decide? What was the composition of the court at the time?

--

Court Case: *Hazelwood v. Kuhlmeier*

Name: _____

Period: _____

Today you will be researching some landmark Supreme Court Cases that dealt with issues in schools. You will work through a jigsaw activity, meaning that you will be with two groups. First you will be with your case group to collect important details on a particular case using the Oyez database (www.oyez.org). Then you will meet with your designated theme group (Time Period, Student Complaint, Constitution, or Court Opinion) to examine continuity and change over time regarding Supreme Court Cases involving students.

Time Period Summary

When was this? What else was occurring in the nation at this time?

--

Summary of Student Complaint

What was the constitutional question?

--

Constitution Summary

What amendment specifically had to be reviewed?

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Summary of Court Opinion

What did the court decide? What was the composition of the court at the time?

--

Court Case: *Vernonia v. Acton*

Name: _____

Period: _____

Today you will be researching some landmark Supreme Court Cases that dealt with issues in schools. You will work through a jigsaw activity, meaning that you will be with two groups. First you will be with your case group to collect important details on a particular case using the Oyez database (www.oyez.org). Then you will meet with your designated theme group (Time Period, Student Complaint, Constitution, or Court Opinion) to examine continuity and change over time regarding Supreme Court Cases involving students.

Time Period Summary

When was this? What else was occurring in the nation at this time?

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Summary of Student Complaint

What was the constitutional question?

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Constitution Summary

What amendment specifically had to be reviewed?

--

Summary of Court Opinion

What did the court decide? What was the composition of the court at the time?

--

Inquiry: *Time Period*

Name:

Period:

Now you will bring the knowledge you acquired with your case group to your content inquiry group. You should use your Constitution of the United States, your United States history textbook, and additional online research to answer the questions below. Your group will report their findings back to the class.

Create a timeline of the cases

**What were some other events going on in the country at that time?
To what extent do you believe these events influenced the case?**

Continuity and Change over Time: How can the times influence our interpretation of the Constitution?

Inquiry: *Student Complaint*

Name:

Period:

Now you will bring the knowledge you acquired with your case group to your content inquiry group. You should use your Constitution of the United States, your United States history textbook, and additional online research to answer the questions below. Your group will report their findings back to the class.

Summarize the Student Complaints

What were the constitutional questions?

To what extent do topics connect?

Continuity and Change over Time: Examining the court cases, what do you think emerged as a vital concern for students?

Inquiry: *Constitution*

Name: _____

Period: _____

Now you will bring the knowledge you acquired with your case group to your content inquiry group. You should use your Constitution of the United States, your United States history textbook, and additional online research to answer the questions below. Your group will report their findings back to the class.

Identify the areas of the Constitution that were in question by these cases.

What were the constitutional questions that prompted concerns from the students who brought forward these cases?

Continuity and Change over Time: To what extent did interpretation of constitutional rights by students change over time?

Inquiry: *Court Opinion*

Name: _____

Period: _____

Now you will bring the knowledge you acquired with your case group to your content inquiry group. You should use your Constitution of the United States, your United States history textbook, and additional online research to answer the questions below. Your group will report their findings back to the class.

Summarize the key court opinions in these cases. Did they tend to side with the schools or the students?

Conduct a brief analysis of the composition of the court. What were the interpretations of the Justices (strict, loose)?

Continuity and Change over Time: To what extent does the composition of the court affect decision outcomes?

Supreme Court Case Jigsaw Summary

Name: _____

Period: _____

Now that you have finished your group work in this jigsaw activity it is time to put all of the information together. As you hear about the different Supreme Court Cases write down a summary on this sheet. You will need all of the information to complete your homework assignment.

Brown v. Board of Educaton

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Tinker v. Des Moines

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New Jersey v. T.L.O.

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Hazelwood v. Kuhlmeier

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Vernonia v. Acton

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Supreme Court Timeline



Vernonia vs. Acton 1995

Court weighs in on whether H.S. athletes should be subject to random drug testing

Brown vs. Board

Education 1954

Should public schools be allowed to segregate by race?



New Jersey vs. TLO

1985

Search and seizure provisions for students



1950

1960

1970

1980

1990

Tinker vs. Des Moines 1969

Freedom of expression is threatened as students are disciplined for wearing anti-war arm bands



Hazelwood vs. Kuhlmeier 1988

Students oppose censorship of the school newspaper

