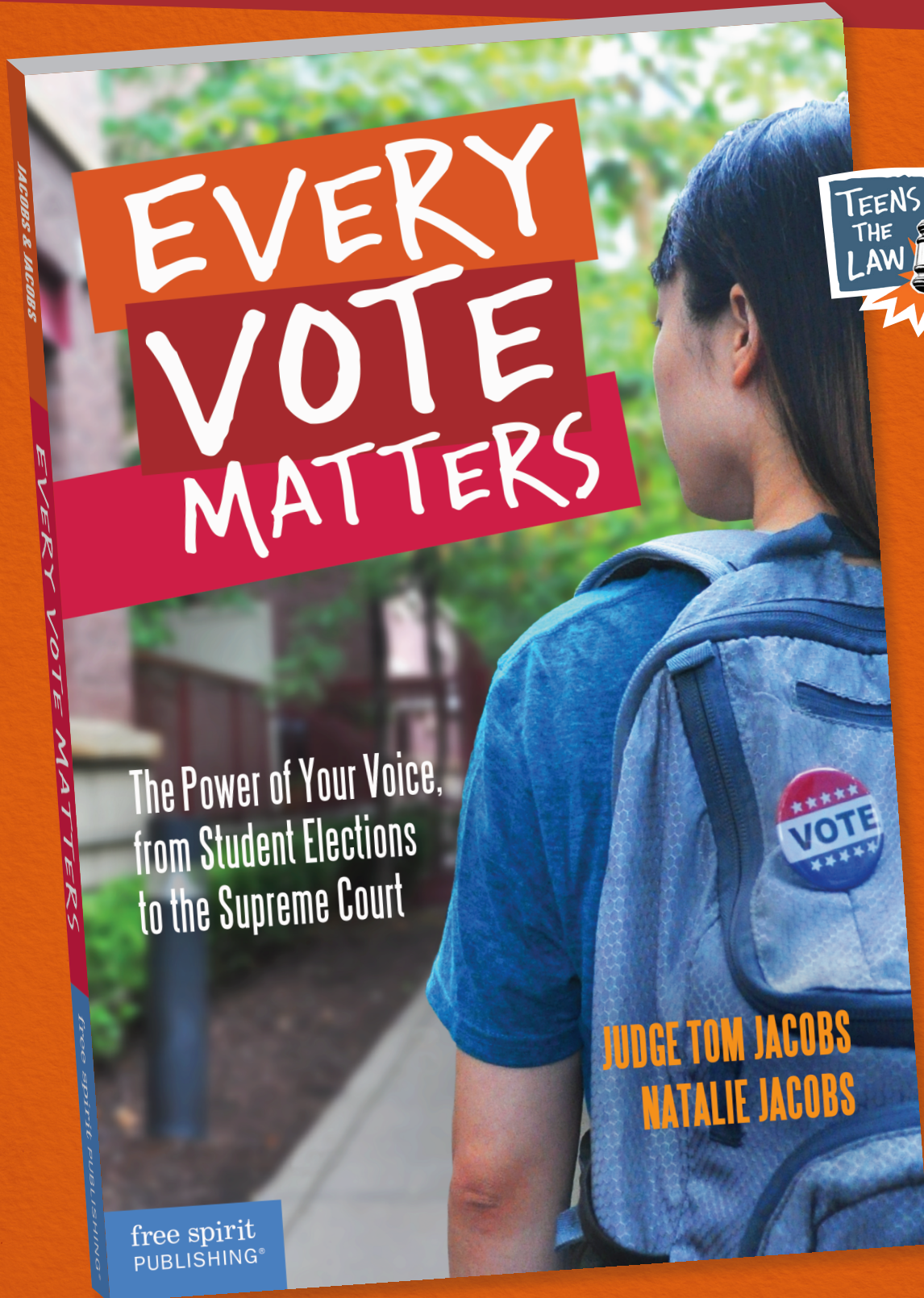


A LESSON PLAN GUIDE TO



This Lesson Plan Guide was written by Liz Bergren to accompany the book *Every Vote Matters* by Thomas A. Jacobs, J.D., and Natalie C. Jacobs, J.D.

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Free Spirit Publishing Inc.
6325 Sandburg Road, Suite 100
Minneapolis, MN 55427-3674
(612) 338-2068
help4kids@freespirit.com
www.freespirit.com

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A Note to Teachers, Leaders, and Other Adults

Many of us remember the historic results of the 2000 election between George W. Bush and Al Gore: Gore won the popular vote, while Bush claimed the electoral college with 271 votes to Gore's 266. A controversy in Florida led to a recount, ultimately leading to Bush's victory. However, some research has found a difference of less than .01 percent between the number of votes won by the two candidates in Florida. Events like this one underscore the power of every vote and emphasize how crucial it is that future voters understand that power. As adults in teens' lives, it's our responsibility to help students realize that even one vote or one voice can make a difference—in matters ranging from student council seats or local government initiatives to presidential elections or Supreme Court justice appointments.

In *Every Vote Matters: The Power of Your Voice, from Student Elections to the Supreme Court*, Tom Jacobs and Natalie Jacobs examine critical Supreme Court cases decided by 5–4 votes, as well as related cases and important facts and statistics. Through this lens, the book offers a powerful tool for social studies, government, and civics teachers.

Included in this free downloadable resource are ready-to-use lesson plans for students ages thirteen and up based on key topics from each of the book's highlighted Supreme Court cases. Most of the lessons require the use of a research device and access to the internet. Students will get to take part in a mock trial, conduct a Socratic seminar, create infographics, and much more, all while critically examining their own thoughts and values regarding important topics.

As you approach sensitive topics in these lessons, such as white privilege, racism, and LGBTQ rights, be mindful of your own implicit bias and how it may impact your ability to teach or lead from a neutral stance. The lessons in this guide merely touch on some of these sensitive subjects and may require further exploration. Also note that the sensitivity of some of these topics require classroom environments where students feel safe having these courageous conversations. Students will learn best from a facilitator who works to build relationships and rapport with and among students. To help everyone feel safe and comfortable, establish ground rules for discussions prior to the lessons.

Thank you for integrating these lessons into your curriculum. Enjoy exploring these important ideas with your students!

Lesson 1

THE SUPREME COURT, THE LAW, AND THE POWER OF ONE VOTE

Introduction

This lesson is designed to familiarize students with several fundamentals of US government, particularly voting rights and the function and structure of the Supreme Court.

Essential Questions

What is the job of the Supreme Court?

What are some barriers to voting, and what possible solutions exist?

Objectives

1. Students will be able to explain the three branches of government.
2. Students will understand the job of the Supreme Court.
3. Students will be able to define and discuss challenges to fair representation and access to voting.

Suggested Vocabulary

Supreme Court

certiorari

jurisdiction

amicus briefs

disenfranchise

Suggested Time

One 50- to 60-minute class period

Suggested Materials

if available, a digital device for each student

internet access

personal notebooks

whiteboard

markers

Background

This lesson requires students to read Part I of *Every Vote Matters* on pages 7–26. You can choose to assign this as homework prior to the lesson or you can spend time in class reading it together or individually.

Activity

NOTE: To correspond to first part of the book, this lesson starts with basic government definitions. You may have already covered these ideas depending on where you are in your unit. If desired, feel free to skip the introductory parts and move on to the digital activity in Step 3.

This lesson requires student understanding of the voting process. Students also need a basic

understanding of the following terms prior to teaching this lesson: *democracy, partisan, nonpartisan, Democrat, Republican, and incumbent*.

1. Define each of the vocabulary terms on the board. To build student engagement, ask for volunteers to write the definitions on the board, or do a pair share, with pairs of students looking up each word in the book and/or a dictionary and defining it in their notes. Check for understanding by asking questions to clarify the word's context and definition, either in pairs or as a full group.
2. A mind map can be a helpful tool for students to visualize the branches of government. Depending on the age of your students and how much time is available for this lesson, you can expand this lesson into a creative way for students to express their understanding of the branches of government. Browse Pinterest or other websites to view examples of traditional and artistic versions of mind maps for this topic.
3. FairVote (www.fairvote.org), one of the resources provided by the authors on page 25, is a helpful site to use when teaching about voting. Divide your group in half and assign each group one of the following problems and solutions to study on FairVote: polarization and ranked-choice voting; or gerrymandering and the Fair Representation Act.
4. Have members of the group individually read about their assigned problem and solution and take notes on their findings. Individuals should be responsible for sharing with their group one question that came from their research. After students have done their individual work, have them come together as a group to share their questions. Have the group choose two individual questions from what was shared to pose to the class for discussion.

Assessment

End the class with each student responding to an exit ticket question. Using small slips of paper to represent "tickets," choose a question to formatively assess students' understanding of any of the topics discussed in the lesson or in the section of the book students read for the lesson. Some examples may be:

- Tell me what the three branches of government are.
- What does the Supreme Court do?
- How can ranked-choice voting address polarization?
- Why is gerrymandering a problem?

Homework for Lesson 2

Read Case 1: *Evan Miller v. Alabama* (2012) on pages 28–37.

Lesson 2

CASE 1: *Evan Miller v. Alabama* (2012)

Introduction

This lesson is designed to help students understand influential factors that play a role in prison terms for minors. Students will learn how brain research was used in the decision-making process for the cases in this chapter. They will also learn about the Eighth Amendment.

Essential Question

How does the Supreme Court treat minors with severe offenses in the justice system?

Objectives

1. Students will be able to identify the parts of the brain that play a role in decision-making and behavior regulation.
2. Students will understand how the Eighth Amendment impacts court rulings with minors.
3. Students will understand the differences between the juvenile and adult justice systems.

Suggested Vocabulary

truancy
criminal mischief
felony murder
Eighth Amendment
rehabilitation
excessive sanctions
commuted
extricate
moratorium
capital punishment
due process
dissenting opinion

Suggested Time

Two 50- to 60-minute class periods

Suggested Materials

if available, a digital device for each student
internet access
personal notebooks

Background

This lesson requires students to read Case 1 on pages 28–37 of *Every Vote Matters*. You can choose to assign it as homework prior to the lesson or you can spend time in class reading it together or individually.

Activity

1. Have students define the lesson's vocabulary terms in their notes and/or on the board.
2. Prior to this lesson or during it, have students watch the video "The Teen Brain: Under Construction" by Discovery News on YouTube ([youtube.com/watch?v=f9Ya0mHsIgM](https://www.youtube.com/watch?v=f9Ya0mHsIgM)).
3. After watching the video, have students respond to the following questions in pairs or small groups: When is the human brain fully developed? What is neuromaturation? What functions are underdeveloped? What are reward centers sensitive to?
4. Next, turn the group's attention to Case 1 in the book. Tell students to take the next five minutes to respond to the following question in a quick write: What connections do you see between adolescent brain development and the cases described in the chapter? After students are finished writing, have them talk in pairs or small groups about their responses.
5. Divide the class into four groups. Assign each group one of the states from cases discussed in the chapter:
 - Alabama (*Evan Miller v. Alabama*)
 - Kentucky (*Stanford v. Kentucky*)
 - Missouri (*Roper v. Simmons*)
 - Georgia (*Furman v. Georgia*)
6. Have students investigate legislation on juvenile sentencing in their assigned state. Assign each group member one of the following questions to research. (If your groups are large, have pairs work together to answer assigned questions.)
 - ◇ At what age does your assigned state consider an individual an adult?
 - ◇ What is the current legislation for juvenile sentencing in your assigned state?
 - ◇ Is your assigned state currently considering new legislation in relation to the issue?
7. After students have finished their research, have each group choose a reporter to share their findings with the large group. Depending on how much time you have and how in-depth you'd like to take this lesson, you could also invite groups to create posters or digital presentations to accompany their reporting of their findings.

Extension (optional)

Have students develop summaries of the prosecution and defense cases in *Evan Miller v. Alabama* and try the case in front of a peer jury.

Assessment

Ask students to respond to the following question on an exit ticket or with a brief written summary in their notebooks: Do you agree with the stance on juvenile sentencing in the states we studied? Why or why not?

Homework for Lesson 3

Read Case 2: *United States v. Antoine Jones* (2012) on pages 38–47.

Lesson 3

CASE 2: *United States v. Antoine Jones* (2012)

Introduction

Using a fishbowl activity, this lesson is designed to help students understand their Fourth Amendment rights.

Essential Question

What is the Fourth Amendment, and what protection does it provide?

Objectives

1. Students will be able to define the Fourth Amendment.
2. Students will be able to evaluate cases for violation of the Fourth Amendment.
3. Students will be able to identify the Fourth Amendment's protections for minors.
4. Students will understand when and how their own school can search belongings.

Suggested Vocabulary

Fourth Amendment
indictment
concurring opinion
probable cause
reasonable suspicion

Suggested Time

One 50- to 60-minute class period

Suggested Materials

if available, a digital device for each student
internet access
personal notebooks
enough chairs for half of the students to sit in a circle during the fishbowl activity

Background

This lesson requires students to read Case 2 on pages 38–47 of *Every Vote Matters*. You can choose to assign it as homework prior to the lesson or you can spend time in class reading it together or individually.

This lesson also uses a fishbowl format to discuss a case involving the Fourth Amendment. In a fishbowl activity, one group of students sits in a circle (“inside the fishbowl”) while the rest of the students stand around the seated students (“outside the fishbowl”). Students inside the fishbowl conduct a discussion, following certain guidelines (such as no interruptions allowed), while those outside silently observe and perhaps take notes. Then the roles switch.

Activity

1. Have students define the lesson's vocabulary terms in their notes and/or on the board. Assess your students' knowledge and understanding of the legalities of the Fourth Amendment. Discuss any questions they have about the *United States v. Antoine Jones* case or any of the chapter's related cases.
2. Let students know that you're going to expand the conversation about search and seizure and focus on a different kind of search. Visit the United States Courts website to read a fictional scenario based on the case *New Jersey v. T.L.O.* (1985) at the following link: uscourts.gov/educational-resources/educational-activities/fictional-scenario-new-jersey-v-tlo. Have students read the details of the fictional scenario. Then divide your class into two groups for a fishbowl activity. The students who start inside the fishbowl will represent Brittany from the fictional scenario, and the students on the outside will represent Mr. Martin. After students have read the scenario, have each student write down points to share during the fishbowl conversation that best represent the case for their group's assigned role of either Brittany or Mr. Martin. You can choose to have students wait to share their discussion points with each other until you start the fishbowl activity, or they can gather in their group to discuss prior to the activity.
3. For those new to a fishbowl, explain the guidelines, such as not permitting anyone to interrupt the person speaking; requiring each person inside the fishbowl to share at least once; and allowing but not requiring those outside the fishbowl to take notes. Additionally, let students know that after about five to ten minutes, you'll rotate students from inside the fishbowl to outside.
4. Place the group representing Brittany inside the fishbowl to discuss Brittany's case. As needed, prompt students with questions such as "How do you think Mr. Martin may have violated the Fourth Amendment?" After five to ten minutes of discussion, switch the groups, moving the group representing Mr. Martin to the inside of the fishbowl. As necessary, provide prompts such as "Do you think Mr. Martin had probable cause or reasonable suspicion to search Brittany's things?"
5. After both sides have shared and listened, open up the discussion to the whole group. Conclude the fishbowl activity with a vote to determine whether or not students believe the search was reasonable or unlawful.
6. Spend some time having students explore your school's rules regarding search and seizure.

Assessment

Ask students to respond to the following question on an exit ticket or with a brief written summary in their notebooks: If the police have strong evidence against someone, how important do you think technicalities about the exact terms of a warrant should be?

Homework for Lesson 4

Read Case 3: *Camreta v. Greene* (2011) on pages 48–56.

Lesson 4

CASE 3: *Camreta v. Greene* (2011)

Introduction

This lesson is designed to help students understand how the Supreme Court functions. This background will help students understand why various cases or issues might be considered by the Court to be “ripe for review,” “stale,” or “alive.”

Essential Question

What cases are eligible to reach the Supreme Court?

Objectives

1. Students will be able to identify the basic structure of the Supreme Court.
2. Students will understand how a case can get to the Supreme Court.
3. Students will create infographics to visually represent the structure and operation of the Supreme Court.

Suggested Vocabulary

Fourth Amendment

certiorari

vacate

Miranda warnings

Suggested Time

One 50- to 60-minute class period

Suggested Materials

if available, a digital device for each student

internet access

personal notebooks

poster board, markers, and colored pencils (optional)

Background

This lesson requires students to read Case 3 on pages 48–56 of *Every Vote Matters*. You can choose to assign it as homework prior to the lesson or you can spend time in class reading it together or individually. Rather than focusing primarily on Fourth Amendment violations and illegal interviews of minors, this lesson will explore the function of the Supreme Court and why certain cases are heard by the justices and others are not. (*Miranda* warnings are discussed in Lesson 16.)

Activity

1. Have students define the lesson’s vocabulary terms in their notes and/or on the board. Discuss any questions students have about the *Camreta v. Greene* case or any of the

chapter's related cases. Also ask students what they think about the Supreme Court's power to choose which cases it will and will not consider.

2. Tell students that they will be creating infographics to help explain the structure and function of the Supreme Court, including how cases reach the Court and how the Court chooses whether to hear a case. This assignment can be done individually or in pairs or small groups. Doing this assignment individually may help with retention of the information.
3. Give students class time to research how the Supreme Court works. Their internet searching can be controlled by using preselected sites or they can be free to search on their own. Older students usually can evaluate online information for validity. Have students cite their sources. The website judiciallearningcenter.org has several pages on the role and organization of federal courts that might be useful for research.
4. An infographic is a visual representation or document used to present information quickly. It tells a story and is visually appealing, accurate, and well-researched. You can find examples of infographics on the branches of the government and how the Supreme Court works at usa.gov/branches-of-government. Depending on your students' interests and skills, you can let them draw their infographics on poster board or create digital graphics. Online resources, such as piktochart.com, are available to help students create digital infographics.
5. Have students present their infographics to the large group. Discuss the different ways they've visualized the information. What did they choose to highlight and why? Expand the discussion to talk about what students have learned about the US Supreme Court. How did their research illuminate the reasons the Court might hear (or not hear) a case?

Assessment

Ask students to respond to one of the following questions on an exit ticket or with a brief written summary in their notebooks:

- How do cases reach the Supreme Court?
- What makes a case or issue "alive" and eligible to be reviewed by the Supreme Court?

Homework for Lesson 5

Read Case 4: *Morse v. Joseph Frederick* (2007) on pages 57–67.

Lesson 5

CASE 4: *Morse v. Joseph Frederick* (2007)

Introduction

This lesson explores the First Amendment and its role regarding students' right to free speech in schools.

Essential Question

Does the First Amendment protect students' rights to free speech in school?

Objectives

1. Students will be able to define the terms of the First Amendment.
2. Students will be able to identify the five freedoms under the First Amendment: freedom of religion, freedom of speech, freedom of the press, freedom of assembly, and freedom to petition the government.
3. Students will be able to make personal connections to the five freedoms.

Suggested Vocabulary

Tinker disruption test

First Amendment

Suggested Time

One 50- to 60-minute class period

Suggested Materials

if available, a digital device for each student

internet access

personal notebooks

five pieces of poster board

markers

Background

This lesson requires students to read Case 4 on pages 57–67 of *Every Vote Matters*. You can choose to assign it as homework prior to the lesson or you can spend time in class reading it together or individually.

Additionally, this is a gallery walk activity that asks students to get up and move around. Before teaching this lesson, write the five freedoms at the top of a piece of poster board (one freedom on each board) and place the five posters around the room.

Activity

1. Have students define the lesson's vocabulary terms in their notes and/or on the board. Discuss questions students have about the *Morse v. Joseph Frederick* case or any of the chapter's related cases.

2. Using firstamendmentschools.org/freedoms/freedomsindex.aspx have students independently look up the definitions of the five freedoms or instruct them on the basic facts of each using your own resources.
3. Divide the class into five groups for the gallery walk activity. Assign each group a five freedoms poster to start at.
4. Give groups 30 to 60 seconds to write on the poster, listing ways in which they benefit from, act on, or appreciate the relevant freedoms. After the chosen amount of time, rotate groups to the next poster to list their ideas.
5. Once all groups have written on all five posters, have each group share what is listed on their poster. As a whole class, discuss these ideas. Do students have any new appreciation for or understanding of their First Amendment rights? Do they have questions about how these freedoms apply to them?

Extension (optional)

Assign each of the five groups one of the five freedoms and have the groups visit firstamendmentschools.org/freedoms/freedomsindex.aspx. Each freedom link includes a lengthy list of key court cases. Have each group select two court cases related to their freedom to research further and report their findings to the class in any of the following ways: a written report, an oral presentation, a moderated discussion, a poster or other visual display, a web page, or other digital presentation.

Assessment

Ask students to respond to the following on an exit ticket: Without using your notes, list and define the five freedoms guaranteed by the First Amendment.

Homework for Lesson 6

Read Case 5: *McCreary County v. American Civil Liberties Union (ACLU)* (2005) on pages 68–78.

Lesson 6

CASE 5: *McCreary County v. American Civil Liberties Union (ACLU)* (2005)

Introduction

This lesson will use a Socratic seminar to discuss freedom of religion in government buildings.

Essential Question

Does a display of the Bible's Ten Commandments in public buildings violate the First Amendment?

Objectives

1. Students will understand how the First Amendment protects the right to practice religion.
2. Students will understand what the American Civil Liberties Union is.
3. Students will learn the process of Socratic seminars and how seminars can help students understand ideas, issues, and values.

Suggested Vocabulary

Establishment Clause
neutrality
Ten Commandments
secular

Suggested Time

One 50- to 60-minute class period

Suggested Materials

if available, a digital device for each student
internet access
personal notebooks
classroom seating in a circle for a Socratic seminar

Background

This lesson requires students to read Case 5 on pages 68–78 of *Every Vote Matters*. You can choose to assign it as homework prior to the lesson or you can spend time in class reading it together or individually.

This lesson uses the Socratic seminar format. A Socratic seminar is a student-led discussion that enables you to help facilitate independent and critical thinking, discussion, and reasoning by the students. This method is also good for the use of the gradual release of responsibility method (I do, we do, you do). If you have used Socratic seminars with your students before, you can skip the guidelines given in the following step 3 and move directly into the seminar. (If you have never run a seminar before, this Edutopia article provides an overview, as well as a rubric for scoring: edutopia.org/blog/socratic-seminars-culture-student-led-discussion-mary-davenport.)

This lesson also asks students to annotate text. Instruction on annotation may be necessary before this lesson if your students are unfamiliar with it. Further, a major topic of this case is religion, which can be a sensitive topic. Before starting the lesson, set ground rules with your students to ensure that all opinions and religious differences are respected.

To prepare for the seminar, distribute copies of or project on the board the article “ACLU Challenges Oklahoma State Capital Ten Commandments Monument” (aclu.org/news/aclu-challenges-oklahoma-state-capitol-ten-commandments-monument).

Activity

1. Have students define the lesson’s vocabulary terms in their notes and/or on the board. Discuss questions students have about the *McCreary County v. American Civil Liberties Union* case or any of the chapter’s related cases.
2. Have students read the ACLU article and tell them this will be the topic of today’s Socratic seminar. Give students a few minutes to prepare before the seminar by annotating the text of the article and preparing questions.
3. If necessary, set and discuss guidelines for the group discussion. Some examples might be: don’t interrupt, don’t criticize the ideas of another student, and keep the discussion focused on the text and topic. Remind students that the purpose of the seminar is not to argue their points but to help one another further understand the topic.
4. Begin the seminar with an open-ended question posed either by you or by a selected student leader. For example: How could Oklahoma’s Ten Commandments Monument be considered unconstitutional?
5. The seminar can take anywhere from fifteen to thirty minutes depending on the age of your students. Be prepared for some periods of silence, which may be awkward, but which also provide important pauses for reflection on discussion points. If necessary, however, you may facilitate and prompt discussion with questions to keep the group on topic. Such questions might include: What does this phrase mean? How does this quote reflect the person’s ideas or belief system?

Assessment

Throughout the seminar, assess understanding of the case’s content. Additionally, to reflect and evaluate the seminar itself, ask students to respond to the following questions either in writing or out loud:

- How has your understanding of the case been impacted by the ideas presented in the seminar?
- What did you find most interesting about the discussion of this case?
- What did you like or not like about the Socratic seminar format?
- What might you as an individual do differently next time a seminar is used in class?

Homework for Lesson 7

Read Case 6: *Board of Education v. Lindsay Earls* (2002) on pages 79–88.

Lesson 7

CASE 6: *Board of Education v. Lindsay Earls* (2002)

Introduction

This lesson gives students a chance to participate in a debate about drug testing in schools, using the four corners method. Each student will research the pros and cons of drug testing in schools and think critically about their own stance on the issue.

Essential Question

Should public schools randomly drug test students?

Objectives

1. Students will understand the pros and cons of drug testing in schools.
2. Students will be able to identify key issues regarding prevention of drug use among adolescents.
3. Students will be able to critically evaluate their own stance on a public issue.

Suggested Vocabulary

Fourth Amendment

in loco parentis

probable cause

zero-tolerance

Suggested Time

One or two 50- to 60-minute class periods

Suggested Materials

if available, a digital device for each student

internet access

personal notebooks

four pieces of poster board

markers

Background

This lesson requires students to read Case 6 on pages 79–88 of *Every Vote Matters*. You can choose to assign it as homework prior to the lesson or you can spend time in class reading it together or individually.

This lesson uses the four corners debate method, which helps students critically evaluate their own stance on an issue. If you are unfamiliar with the four corners debate method, see the following lesson plan from Education World: educationworld.com/a_lesson/03/lp304-04.shtml.

Before conducting this lesson, write the following positions on a piece of poster board (one position on each board) and place the four posters around the room (roughly in four corners, if possible):

Strongly agree
Agree
Disagree
Strongly disagree

Activity

1. Have students define the lesson's vocabulary terms in their notes and/or on the board. Discuss questions students have about the *Board of Education v. Lindsay Earls* case or any of the chapter's related cases.
2. Prior to the debate, give students time to research the topic of random drug testing in school and to write a well-supported paragraph stating their position on the following statement: Public schools should randomly drug test students. In the interest of internet safety and depending on the age of your students and their website evaluation skills, you may want to provide preselected sites for students to use for their research. If students are finding their own resources, have them cite and turn in their sources for credit. Here are three suggested resources to help students form their educated responses to the debate:
 - ◇ "The Effectiveness of Mandatory-Random Student Drug Testing"
(ies.ed.gov/ncee/pubs/20104025/index.asp)
 - ◇ "The National Debate on Drug Testing in Schools"
([jahonline.org/article/S1054-139X\(07\)00360-6/fulltext](http://jahonline.org/article/S1054-139X(07)00360-6/fulltext))
 - ◇ "The School Drug-Testing Dilemma"
(districtadministration.com/article/school-drug-testing-dilemma)
3. Once students have prepared their individual stances, have them move to the corner of the classroom where they see their position posted on the wall.
4. Provide students with a selected amount of time to share their thoughts with peers within the group representing their position. Depending on the size of your class, ten minutes should be enough time for this discussion.
5. Next, have each group appoint one person as the speaker to represent their position to the full class.
6. Once each speaker has stated his or her case, allow students who have changed their minds to move to different corners, and provide a few more minutes for discussion and note-taking on ideas raised by the debate.
7. To conclude the activity, ask each student to write a paragraph summarizing their stance on the topic based on both their initial research and the arguments that were shared during the debate.

Extension (optional)

Divide the class into two groups: one group representing the pros of drug testing in schools and the other the cons. Have each group thoroughly research their position and then have the two

groups perform a debate on the subject. If desired, you could choose a third, smaller group of students to judge the debate and decide who presented a stronger argument.

Assessment

Ask students to respond to the following question on an exit ticket: How did you notice your opinions change as the different sides of the issue were presented?

Homework for Lesson 8

Read Case 7: *Boy Scouts of America v. James Dale* (2000) on pages 89–98.

Lesson 8

CASE 7: *Boy Scouts of America v. James Dale* (2000)

Introduction

This lesson will explore significant cases involving the Boy Scouts of America (BSA) organization and discrimination against those who identify as LGBTQ. Using current information, this lesson will also help students understand the evolution of the organization regarding LGBTQ individuals and their rights.

Essential Question

How has the Boy Scouts of America organization evolved regarding inclusion of individuals who identify as LGBTQ?

Objectives

1. Students will identify key cases involving the BSA and LGBTQ individuals.
2. Students will be able to discern between anti-discrimination laws and violations of the First Amendment.
3. Students will be able to identify changes within the BSA organization that have made it more inclusive.

Suggested Vocabulary

discrimination
First Amendment
LGBTQ

Suggested Time

One 50- to 60-minute class period

Suggested Materials

if available, a digital device for each student
internet access
personal notebooks

Background

This lesson requires students to read Case 7 on pages 89–98 of *Every Vote Matters*. You can choose to assign it as homework prior to the lesson or you can spend time in class reading it together or individually.

NOTE: This lesson covers sensitive topics that may be concerning for your school or district. An alternate lesson is included after the activity. Feel free to adapt your instruction as needed.

Activity

1. Have students define the lesson's vocabulary terms in their notes and/or on the board. Discuss questions students have about the *Boy Scouts of America v. James Dale* case or any of the chapter's related cases.

2. Talk with students about their knowledge and understanding of LGBTQ rights and LGBTQ discrimination throughout history. If you like, you can print or share the information from the CNN article “LGBT Rights Milestones Fast Facts,” which provides an overview of important facts and history: cnn.com/2015/06/19/us/lgbt-rights-milestones-fast-facts/index.html.
3. Divide your class into six groups. Each group will be responsible for researching one of the following cases (or others of your choosing) involving the Boy Scouts of America and LGBTQ individuals and reporting their findings to the class:
 - ◇ *Timothy Curran v. Mount Diablo Council of the Boy Scouts of America*
 - ◇ *Charles Merino v. San Diego County Council of Boy Scouts*
 - ◇ *R.D. Pool & M.S. Geller v. Boy Scouts of America*
 - ◇ *Chicago Area Council of Boy Scouts of America v. The City of Chicago Commission on Human Relations, G. Keith Richardson*
 - ◇ *Winkler v. City of Chicago*
 - ◇ *Cradle of Liberty Council v. City of Philadelphia*
4. Groups can use questions and prompts such as the following to guide their research and presentations:
 - ◇ Who is the plaintiff? Who is the defendant?
 - ◇ Describe the background of the plaintiff in the case.
 - ◇ Describe the background of the defendant in the case.
 - ◇ Provide a bulleted list of the key facts of the case.
 - ◇ What aspects of the case are considered unconstitutional by either side?
 - ◇ What was the majority ruling on the case?
5. Have groups present their research to the class, and hold a brief discussion following each presentation. What were students surprised to learn? How do they feel about the ruling in the case? What similarities and differences do they see among the cases?

Extension (optional)

Divide the class into four to six groups and have each one research a topic or court case in the news (assigned by you or chosen by students) related to the First Amendment, such as controversial speech in a demonstration, hate speech, or the rights of private organizations. (As necessary, provide students with appropriate resources for research. For example, the following link provides a list of student-friendly online news sources: commonsense.org/education/top-picks/best-news-websites-for-students.) Have each group prepare a poster or digital presentation on their topic using the questions in step 4 of the activity. Invite a brief discussion following each presentation.

Assessment

Ask students to respond to the following questions on an exit ticket: Does our school feel like a safe place where students can express their individuality? Why or why not? If you feel our

school should provide more options for students to feel free and safe to express their identities, what can you suggest?

Homework for Lesson 9

Read Case 8: *Texas v. Gregory Lee Johnson* (1989) on pages 99–107.

Lesson 9

CASE 8: *Texas v. Gregory Lee Johnson* (1989)

Introduction

This lesson invites students to examine both sides of the flag burning issue: free speech versus protection of the flag. Some say that we need to develop a Constitutional amendment to protect the flag. Others believe it is our right to destroy the flag as a symbolic act.

Essential Question

Should the US Constitution protect the flag?

Objectives

1. Students will understand the historical relevance of flag burning.
2. Students will be able to analyze the issue of flag burning and the First Amendment right to freedom of expression.
3. Students will know how to conduct research and carry out small-group debates on the topic.

Suggested Vocabulary

desecration
First Amendment
freedom of expression

Suggested Time

One or two 50- to 60-minute class periods

Suggested Materials

if available, a digital device for each student
internet access
personal notebooks

Background

This lesson requires students to read Case 8 on pages 99–107 of *Every Vote Matters*. You can choose to assign it as homework prior to the lesson or you can spend time in class reading it together or individually.

This lesson will use small-group debates on the issue, in which four individuals will thoroughly explore their assigned positions.

Activity

1. Have students define the lesson's vocabulary terms in their notes and/or on the board. Discuss questions students have about the *Texas v. Gregory Lee Johnson* case or any of the chapter's related cases.

2. Query your students on their understanding of flag burning in history. If you like, you can print or share the information from “ACLU History: Flag Burning” (aclu.org/other/aclu-history-flag-burning), which provides a brief overview of the issue.
3. Divide the class into groups of four students and tell them that each group will hold a debate about flag burning, free speech, and the idea of a Constitutional amendment protecting the flag. Two students in each group will take the position of wanting to protect the flag, and the other two will argue to prioritize the protection of free speech. Give students time to thoroughly prepare their arguments for the debate. They might use questions such as the following to guide their research and preparation:
 - ◇ Is the government allowed to prohibit the act of flag burning?
 - ◇ Should flag burning as a symbolic act be permitted?
 - ◇ Should an amendment to the Constitution be introduced protecting the flag?
 - ◇ Does freedom of speech outweigh personal objections to the desecration or destruction of the flag?

Additional materials that may be helpful to students include:

- ◇ statements made by Senator Dianne Feinstein in support of flag protection: feinstein.senate.gov/public/index.cfm/press-releases?ID=7929f3f6-7e9c-9af9-724e-cdb0a4c99188
 - ◇ a letter from General Colin Powell in opposition to the proposed flag protection amendment: aclu.org/other/letter-colin-powell
4. Give each group a set amount of time to debate the issue. After both sides have presented their findings, ask students to vote on what side they ultimately agree with. Going around the room, have each group share their conclusions with the class.

Extension (optional)

Using the letter written by Colin Powell as an example, have students choose a side and write their own letter to defend their beliefs on the issue. Ask for volunteers to share their writing with the class.

Assessment

Ask students to respond to the following question on an exit ticket: How have your views changed—or strengthened—after learning more about each side of this issue? Explain your response.

Homework for Lesson 10

Read Case 9: *Island Trees School District v. Steven Pico* (1982) on pages 108–118.

Lesson 10

CASE 9: *Island Trees School District v. Steven Pico* (1982)

Introduction

Students will explore the issue of banned and challenged books and demonstrate their creativity and technology skills through a classroom video project.

Essential Question

Is banning books from schools considered an act of censorship?

Objectives

1. Students will understand the constitutionality of censorship.
2. Students will explore the issue of censorship and the challenging or banning of books in schools.
3. Students will be able to defend frequently challenged books using a persuasive video assignment.

Suggested Vocabulary

banned book
censorship
persuasion

Suggested Time

Two 50- to 60-minute class periods

Suggested Materials

if available, a digital device for each student
internet access
personal notebooks
video equipment (smartphones are most effective for this activity)

Background

This lesson requires students to read Case 9 on pages 108–118 of *Every Vote Matters*. You can choose to assign it as homework prior to the lesson or you can spend time in class reading it together or individually.

Activity

1. Have students define the lesson's vocabulary terms in their notes and/or on the board. Discuss questions students have about the *Island Trees School District v. Steven Pico* case or any of the chapter's related cases.
2. Share the American Library Association's lists of frequently challenged books (ala.org/advocacy/bbooks). Ask students if they are familiar with books in their own personal libraries or in your class, school, or public library that are frequently challenged or have been banned in some schools. Discuss these ideas briefly.

3. Divide the class into groups of four to six students. Tell students that each group will collaborate to create a persuasive video defending a banned or challenged book against censorship. You can assign books or allow each group to choose a title from one of the ALA lists. (In either case, be sure there are no duplicates.) Guide students to do careful research on their book: why it has been banned or challenged; the First Amendment's protections; and other relevant issues. Encourage students to use this research along with creativity and persuasive writing to prepare an outline of what they intend to say, show, and communicate through their video, as well as writing a script that ensures all group members have a part. If you like, you can also have groups create storyboards prior to filming.
4. Once students have finished filming their videos, view them as a group and discuss. You may also have students publish their videos on a site such as YouTube or Vimeo.

Extension (optional)

Place students in pairs and have them role-play a persuasive conversation between a student and a school leader in which the student tries to convince the adult that a book is being unfairly banned or challenged at school, while the adult argues that the decision is valid. Using their understanding of censorship and the First Amendment, have each pair write out a script and then act out the scenario in front of the class. Invite follow-up discussion. Was the student or the adult more convincing in each role play?

Assessment

Ask students to respond to the following question on an exit ticket or with a brief written summary in their notebooks: How is banning books a violation of the First Amendment?

Homework for Lesson 11

Read Case 10: *Plyler v. Doe* (1982) on pages 119–127.

Lesson 11

CASE 10: *Plyler v. Doe* (1982)

Introduction

This lesson uses a mock Supreme Court to explore the question of whether a state may deny public education to children of undocumented immigrants.

Essential Question

Does the Equal Protection Clause of the Fourteenth Amendment guarantee education to children who are not legal citizens of the United States?

Objectives

1. Students will be able to identify the principles of the Equal Protection Clause.
2. Students will be able to apply the case of *Plyler v. Doe* to current events.
3. Students will understand how to lead and facilitate a mock Supreme Court hearing.

Suggested Vocabulary

Equal Protection Clause
Fourteenth Amendment
immigrant
Supreme Court justices

Suggested Time

One or two 50- to 60-minute class periods

Suggested Materials

if available, a digital device for each student
internet access
personal notebooks

Background

This lesson requires students to read Case 10 on pages 119–127 of *Every Vote Matters*. You can choose to assign it as homework prior to the lesson or you can spend time in class reading it together or individually.

This lesson uses a simulation of a Supreme Court hearing. If you haven't conducted a mock trial before or if you want additional guidance beyond what is given in the activity steps, visit the following site: landmarkcases.org/en/landmark/teaching_strategies/moot_court.

Activity

1. Have students define the lesson's vocabulary terms in their notes and/or on the board. Discuss questions students have about the *Plyler v. Doe* case or any of the chapter's related cases.

2. Divide your class into three groups and let them know they'll be participating in a mock Supreme Court hearing using the *Plyler v. Doe* case. Assign each group one of the following roles:
 - ◇ the attorneys for the Tyler Independent School District
 - ◇ the attorneys for the immigrant children
 - ◇ the justices of the Supreme Court (be sure this group has an odd number of students)
3. Print or project the following fact sheet from the American Immigration Council to give students further reading on the case: americanimmigrationcouncil.org/research/plyler-v-doe-public-education-immigrant-students. Based on the facts of the case in the chapter and the fact sheet, each of the two groups representing the attorneys should develop five to ten arguments to present for their side. Those who are role-playing the Supreme Court justices should choose a leader or chief justice and prepare questions for the attorneys.
4. Arrange your space and desks to accommodate the three groups for the mock session. Facilitate the hearing by having the chief justice invite each side to present their arguments. The other justices are allowed to interrupt to ask questions. Leave time for rebuttals from the opposing team of attorneys. Once both sides have presented their arguments, the justices will discuss their vote and the chief can announce the decision.

Assessment

Ask students to respond to the following question on an exit ticket or with a brief written summary in their notebooks: How is the case *Plyler v. Doe* relevant to current events and issues regarding immigration?

Homework for Lesson 12

Read Case 11: *Regents of the University of California v. Allan Bakke* (1978) on pages 128–137.

Lesson 12

CASE 11: *Regents of the University of California v. Allan Bakke* (1978)

Introduction

This lesson explores the topic of affirmative action using the *Regents of the University of California v. Bakke* case and other relevant cases.

Essential Question

Does it violate your equal protection rights if a college or university creates an admissions quota system that is based on race?

Objectives

1. Students will be able to identify key concepts associated with affirmative action.
2. Students will understand social contexts surrounding cases and controversies related to affirmative action.
3. Students will be able to apply principles from the case to current stories and events.

Suggested Vocabulary

affirmative action
civil rights
discrimination

Suggested Time

One 50- to 60-minute class period

Suggested Materials

if available, a digital device for each student
internet access
personal notebooks

Background

This lesson requires students to read Case 11 on pages 128–137 of *Every Vote Matters*. You can choose to assign it as homework prior to the lesson or you can spend time in class reading it together or individually.

This lesson draws on the related cases presented in this chapter of the book. Students will need to have background information on the concept of affirmative action prior to the lesson.

Activity

1. Have students define the lesson's vocabulary terms in their notes and/or on the board, being sure that students understand the idea of affirmative action. Discuss questions students have about the *Regents of the University of California v. Allan Bakke* case or any of the chapter's related cases.

2. Read aloud the following quotes related to affirmative action, or print them and hand them out to students. Ask students to discuss in pairs or small groups how each quote is connected to affirmative action as a strategy for equality and their thoughts on the subject. Do students agree with the idea of affirmative action? Do they think it is still relevant today?
 - ◇ “You do not take a person who, for years, has been hobbled by chains and liberate him, bring him to the starting line of a race and then say, ‘you are free to compete with all the others,’ and still justly believe you have been completely fair. . . . We seek not just freedom but opportunity. We seek . . . not just equality as a right and a theory but equality as a fact and equality as a result.”—President Lyndon B. Johnson, from a 1965 commencement speech at Howard University
 - ◇ “Started by missionaries in 1841, Punahou [Academy] had grown into a prestigious prep school. . . . It hadn’t been easy to get me in, my grandparents told [my mother]; there was a long waiting list, and I was considered only because of the intervention of Gramps’s boss, who was an alumnus (my first experience with affirmative action, it seems, had little to do with race).”—Barack Obama, *Dreams from My Father: A Story of Race and Inheritance*
3. Divide the class into four groups. Assign each group one of the four related cases from the chapter: *Gutter v. Bollinger*, *Fisher v. University of Texas*, *Schuetz v. Coalition to Defend Affirmative Action*, and *Equal Employment Opportunity Commission (EEOC) v. Abercrombie & Fitch*. Have each group research the facts of their case and report their findings to the class. Guide students to be sure their reports address the following questions: What role did diversity, discrimination, or equality play in this case? What two sides were presented in the case? How did the court rule? What factors did the court consider in making its decision?

Extension (optional)

Have each group create and share with the class a PowerPoint presentation about their assigned case.

Assessment

Ask students to respond to the following question on an exit ticket or with a brief written summary in their notebooks: Do you think affirmative action has helped bridge the gap in diversity where historically there has been a lack of equal opportunity? Why or why not?

Homework for Lesson 13

Read Case 12: *Ingraham v. Wright* (1977) on pages 138–147.

Lesson 13

CASE 12: *Ingraham v. Wright* (1977)

Introduction

This lesson addresses the issue of corporal punishment in public schools.

Essential Question

Should public school students be free from cruel and unusual punishment under the Eighth Amendment?

Objectives

1. Students will understand the concept of corporal punishment and its history.
2. Students will be able to identify states that allow corporal punishment in its schools.
3. Students will research corporal punishment and explain its effects.

Suggested Vocabulary

corporal punishment
Eighth Amendment
cruel and unusual punishment

Suggested Time

One 50- to 60-minute class period

Suggested Materials

if available, a digital device for each student
internet access
personal notebooks

Background

This lesson requires students to read Case 12 on pages 138–147 of *Every Vote Matters*. You can choose to assign it as homework prior to the lesson or you can spend time in class reading it together or individually.

Activity

1. Have students define the lesson's vocabulary terms in their notes and/or on the board, being sure that students understand the idea of corporal punishment. Discuss questions students have about the *Ingraham v. Wright* case or any of the chapter's related cases.
2. Provide information for students on states or districts in which corporal punishment is currently used. Explore the stipulations, if any, that apply to the practice. Discuss students' thoughts on these policies and practices.

3. Read, print, or project onscreen the following statements supporting or opposing corporal punishment in schools:
 - ◇ Corporal punishment is acceptable when used in moderation.
 - ◇ Corporal punishment has long-term physical and mental health consequences.
 - ◇ Corporal punishment motivates children to behave in school.
 - ◇ Corporal punishment disrupts the school environment, leading it to feel unsafe and violent.
 - ◇ When students can choose between corporal punishment and suspension or detention, most will choose corporal punishment.
 - ◇ Corporal punishment is harmful to a child's education and academic success.
4. Break the class into six groups and assign each group one of the previous statements. Have groups research information related to their assigned statement (whether they personally agree with it or not). As students research, provide support as needed to ensure they are finding and using reliable, relevant sources. Useful sites to point students to include the American Psychological Association (apa.org); National Institutes of Health (nih.gov); Human Rights Watch (hrw.org); ScienceDaily (sciencedaily.com); and the articles "Corporal Punishment in U.S. Public Schools: Prevalence, Disparities in Use, and Status in State and Federal Policy" (ncbi.nlm.nih.gov/pmc/articles/PMC5766273) and "Corporal Punishment in Schools" ([jahonline.org/article/S1054-139X\(03\)00042-9/fulltext](http://jahonline.org/article/S1054-139X(03)00042-9/fulltext)).
5. After students have had time to research their statements, ask for representatives from each group to share what they found about their statements. Based upon the information presented, hold a class vote on whether students think corporal punishment in schools should be legal or illegal. Ask for volunteers to explain how they reached their conclusion.

Extension (optional)

Divide the class into two groups, one representing support of corporal punishment in schools and the other representing opposition to the practice. Using the information that each group researched and presented in the main activity, hold a respectful debate on the subject, allowing for questioning and rebuttals. Once again, conclude with a class vote. Did the debate format change anyone's mind?

Assessment

Ask students to respond to the following question on an exit ticket or with a brief written summary in their notebooks: Do you feel corporal punishment should be used in schools as an alternative to other forms of discipline such as detention? Why or why not?

Homework for Lesson 14

Read Case 13: *Goss v. Dwight Lopez* (1975) on pages 148–157.

Lesson 14

CASE 13: *Goss v. Dwight Lopez* (1975)

Introduction

This lesson explores the concept of due process as it applies to disciplinary measures against students.

Essential Question

Do students have the right to due process before receiving a disciplinary sentence at school?

Objectives

1. Students will be able to define due process.
2. Students will be able to apply due process to their own discipline scenarios.
3. Students will be able to identify the suspension criteria in their own school as well as other surrounding schools in the local area.

Suggested Vocabulary

due process
class action
delinquent

Suggested Time

One 50- to 60-minute class period

Suggested Materials

if available, a digital device for each student
internet access
personal notebooks

Background

This lesson requires students to read Case 13 on pages 148–157 of *Every Vote Matters*. You can choose to assign it as homework prior to the lesson or you can spend time in class reading it together or individually.

Activity

1. Have students define the lesson's vocabulary terms in their notes and/or on the board, being sure that students understand the idea of affirmative action. Discuss questions students have about the *Goss v. Dwight Lopez* case or any of the chapter's related cases.
2. Ask for volunteers to share stories of times when they or someone they knew was disciplined at school. Have them connect these examples to the ideas in the chapter and to the concept of due process. Discuss whether students feel these cases of discipline were fair or not.

3. Divide students into pairs. Ask each pair to create and write down a hypothetical school discipline scenario in which due process might be relevant. To get students thinking about what their due process scenarios might look like, share this example from the American Bar Association's website (americanbar.org): "Reggie is accused of cheating on a math test, while Reggie's friend, Robin, is accused of helping him. There is a policy at Reggie and Robin's school that anyone caught cheating or helping someone cheat on a test will be suspended for three days. After some questioning by Ms. Smith, the math teacher, both Reggie and Robin admit to cheating on the math test. Ms. Smith fills out a report about the incident and submits it to the school office. Based on the report, Reggie is suspended for cheating, while Robin is not."
4. After students have generated their scenarios, have each pair swap scenarios with another pair. Have pairs read each other's scenarios and look for possible infringement of a student's due process rights. Have each group decide if they agree with the school's disciplinary action. If not, how might they adjust the punishment so as not to infringe on due process and to be more suitable to the offense? If time allows, reconvene as whole class and have each pair read aloud the scenario they received and share their conclusions.

Extension (optional)

Have students research disciplinary procedures for their school as well as other districts in the area, focusing particularly on the criteria for suspension and expulsion. As a group, discuss whether students agree with the procedures and criteria and what problems they could foresee arising from them (regarding due process or otherwise).

Assessment

Ask students to respond to the following question on an exit ticket or with a brief written summary in their notebooks: If you were in charge of discipline in your school, how would you set up the procedures?

Homework for Lesson 15

Read Case 14: *Hazel Palmer v. Thompson* (1971) on pages 158–169.

Lesson 15

CASE 14: *Hazel Palmer v. Thompson* (1971)

Introduction

This lesson will use the main case and topics from the chapter to explore racism and privilege.

Essential Questions

What do the cases in this chapter reveal about the history of racial discrimination in the United States?

What is privilege in the context of racism and social justice?

Objectives

1. Students will be able to identify and define the concept of privilege.
2. Students will be able to provide examples of how privilege plays out in their own lives or the world in which they live.
3. Students will be able to define and understand the concepts of bias and implicit bias.

Suggested Vocabulary

privilege

bias

segregation

marginalization

Suggested Time

One or two 50- to 60-minute class periods

Suggested Materials

if available, a digital device for each student

internet access

Background

This lesson requires students to read Case 14 on pages 158–169 of *Every Vote Matters*. You can choose to assign it as homework prior to the lesson or you can spend time in class reading it together or individually.

A safe classroom environment is essential for lessons on racism and privilege to feel purposeful and successful. Without this environment, some students may not feel comfortable sharing. On the other hand, students might be more inclined to dig in if they feel they have built a positive and mutually respectful relationship with you and with their peers. Additionally, language is important when teaching about these ideas, so it's also valuable to check your own biases as well as your level of comfort around these topics.

Activity

1. Have students define the lesson's vocabulary terms in their notes and/or on the board. Discuss questions students have about the *Hazel Palmer v. Thompson* case or any of the chapter's related cases.
2. Ask students to share their first experiences with racism, either those they've witnessed or personally experienced. To assess and clarify students' understanding and thoughts around racism and privilege, do a privilege walk. This experiential activity has been used by teachers and advocacy groups to help students understand privilege as well as marginalization. See peacelearner.org/2016/03/14/privilege-walk-lesson-plan for a detailed description of how to conduct a privilege walk.
3. Show your class this short video titled "Peanut Butter, Jelly, and Racism" from *The New York Times*: nytimes.com/video/us/100000004818663/peanut-butter-jelly-and-racism.html. Ask students to take notes on the video. After the video is over, have students form pairs (or place them in pairs) and share their notes with each other. Ask each pair to generate three or four questions for discussion. Example questions could include: Why does the video use peanut butter and jelly to explain implicit bias and racism? What did the video reveal to you about your own implicit bias? Next, have each pair find another pair (or assign pairs to each other). In these small groups, have students share the discussion questions they created based on the video. Give small groups time to discuss their questions and share responses.
4. Come back together as a full group and have each foursome share their questions and some main points from their discussions. Invite the class to explore some of the ideas and questions raised. Continue to moderate as needed to ensure a respectful and productive conversation.

Assessment

Ask students to respond to one of the following questions on an exit ticket or with a brief written summary in their notebooks:

- After learning about bias, what can you do to proactively work on your own biases?
- What did this chapter and lesson reveal to you about racial discrimination in the past and the present?

Homework for Lesson 16

Read Case 15: *Ernesto Miranda v. Arizona* (1966) on pages 170–179.

Lesson 16

CASE 15: *Ernesto Miranda v. Arizona* (1966)

Introduction

This lesson investigates *Miranda* warnings and Fifth Amendment protections.

Essential Questions

What are your rights when taken into custody by the police?

Objectives

1. Students will be able to define *Miranda* warnings and how they apply to citizens being taken into custody.
2. Students will be able to identify Fifth Amendment rights regarding police interviews.
3. Students will be able to identify cases involving *Miranda* warnings from around the country.

Suggested Vocabulary

Fifth Amendment
Miranda warnings
custody
interrogation

Suggested Time

One 50- to 60-minute class period

Suggested Materials

if available, a digital device for each student
internet access

Background

This lesson requires students to read Case 15 on pages 170–179 of *Every Vote Matters*. You can choose to assign it as homework prior to the lesson or you can spend time in class reading it together or individually. The chapter can be used as an introduction to the Fifth Amendment and *Miranda* warnings, or as a way to address related issues. (*Miranda* warnings are also discussed in Case 3: *Camreta v. Greene*.)

Activity

1. Have students define the lesson’s vocabulary terms in their notes and/or on the board. Discuss questions students have about the *Ernesto Miranda v. Arizona* case or any of the chapter’s related cases.
2. Poll students to see if they can recognize phrases and statements that law enforcement officials say to people before putting them under arrest. Have them think of movies or TV shows they’ve seen. (Answers should include: “You have the right to remain silent,” “anything you say can and will be used against you in a court of law,” “you have a right

to an attorney,” and so on.) Explain that those statements are described as *Miranda* warnings and they are the result of the case in this chapter.

3. Visit uscourts.gov/educational-resources/educational-activities/facts-and-case-summary-miranda-v-arizona to read the facts of the *Miranda v. Arizona* case. Either have students read this information independently, or invite volunteers to read part of the text.
4. Next, download the form at uscourts.gov/file/19161/download and hand out to students. This resource is designed to help students evaluate cases in which *Miranda* warnings would apply. Have students work in pairs or small groups to complete the form. Alternatively, break the class into four groups and assign each one a case from the form. Give students time to research the cases and discuss their answers.
5. Reconvene as a whole class and talk about students’ findings. Did groups run into any disagreements regarding the details of the cases or the applicability of *Miranda* warnings?

Extension (optional)

Assign small groups to do more research on the related cases from the chapter and have them share their findings with the class. What did these cases illuminate about *Miranda* warnings? Why is it important for juveniles to be given *Miranda* warnings?

Assessment

Ask students to respond to one of the following questions on an exit ticket or with a brief written summary in their notebooks:

- Why are *Miranda* warnings important?
- What are your thoughts on exceptions to the *Miranda* warnings?

About the Authors



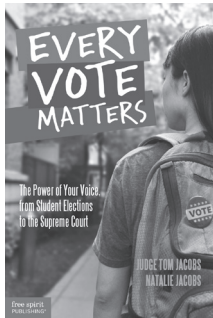
Thomas A. Jacobs, J.D., was an Arizona Assistant Attorney General from 1972 to 1985, where he practiced criminal and child welfare law. He was appointed to the Maricopa County Superior Court in 1985, where he served as a judge pro tem and commissioner in the juvenile and family courts until his retirement in 2008. He also taught juvenile law for ten years as an adjunct professor at the Arizona State University School of Social Work. He continues to write for teens, lawyers, and judges. Visit his website, Askthejudge.info, for free interactive educational tools that provide current information regarding laws, court decisions, and national news affecting teens. It's the only site of its kind to provide legal questions and answers for teens and parents with the unique ability to interact with Judge Jacobs as well as with other teens.



Natalie C. Jacobs, J.D., works with her father, Judge Tom Jacobs, on the teen rights website Askthejudge.info, which helps teens and their parents become better informed about youth rights and the laws affecting minors. Prior to joining her father in his work, Natalie worked as a criminal defense attorney. She has also volunteered with the Arizona Innocence Project, which investigates claims of innocence and works to exonerate people who have been wrongfully convicted. When she's not writing about youth-related issues or taking care of busy toddlers, Natalie enjoys relaxing evenings at home, cooking, reading, practicing yoga, hiking, traveling, having picnics, and just being outdoors with her family. She lives in the beautiful mountain town of Flagstaff, Arizona, with her husband Michael, her children Paige and Felix, and their beloved dogs.

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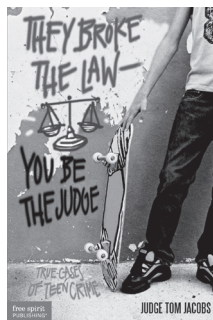


Every Vote Matters

The Power of Your Voice, from Student Elections to the Supreme Court

by Thomas A. Jacobs, J.D., and Natalie C. Jacobs, J.D.

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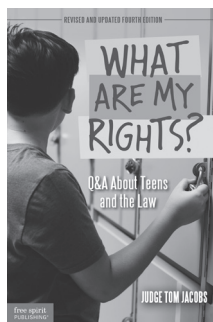


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