

Teaching American History Grant: Learning Experience 2005
(Susannah Renzi: Dutchess County BOCES)

Topic Title: Does the Supreme Court Affect Teens?: A Survey of Court Cases

Grade Level: General Equivalency Diploma (GED) Social Studies DATE: July 2005

Overview of the Learning Experience:

- This lesson will be used during Chapter 7: Power, Authority and Governance in the McGraw-Hill GED Social Studies book.
- Students will define key vocabulary.
- Students will read and restate (i.e.-put in their own words) the Ten Amendments of the Bill of Rights.
- Students will analyze Supreme Court cases using the Bill of Rights.
- Students will make predictions about how the Supreme Court might have decided each case.
- Students will evaluate how Supreme Court decisions affect their rights as teenagers.
- Students will be performing NYS Standard #1 (History of the United States and New York), Key Idea 3 (students will study about the major social, political, economic, cultural, and religious developments in New York State and United States history which involves learning about important roles and contributions of individuals and groups), Commencement level.
- Students will be performing NYS Standard #5 (Civics, Citizenship, and Government), Key Idea 2 (The state and federal governments established by the Constitution of the United States...embody basic civic values...principles, and practices and establish a system of shared and limited government.)

Essential Question(s):

- What rights does the Bill of Rights give you as a U.S. citizen?
- How have Supreme Court decisions affected the rights of teenagers?

Time Allotment (classroom time): 2-45 minute class periods.

Vocabulary (key terms):

Abridge	Infringe	Compensation	Inflicted
Redress	Affirmation	Impartial	Enumeration
Grievance	Capital	Ascertain	Construe
Militia	Indictment	Excessive	Disparage

Depending on what court cases you use, you may have more vocabulary. This list covers vocabulary in the Bill of Rights.

Materials/Resources: (Please include all documents containing directions for students)

- What materials/resources are needed by students?
 - Access to a computer with internet access (or a SmartBoard, if desired)
 - Copy of the Bill of Rights (either from a textbook or the www.archives.gov website below)
 - Copies of Supreme Court decisions (I am using *Miranda v. Arizona*, *New Jersey v. T.L.O.* and *Tinker v. Des Moines*, but you can choose any you want.) (www.landmarkcases.org has nice summaries for different reading levels)

- What materials/resources are needed by teachers?
 - Access to a computer (with a projector or SmartBoard, if desired)
 - You may want to use the following websites:
 - www.gedsocialstudies.com
 - http://www.archives.gov/national_archives_experience/charters/bill_of_rights_transcript.html
 - www.landmarkcases.org
 - http://highered.mcgraw-hill.com/sites/0809222299/student_view0/chapter7/ged_practice_quiz.html
 - Dictionaries or www.dictionary.com
 - Attached are sample worksheets you can use with your students for each part.

Procedure:

Day 1

- Students will define vocabulary words on the vocabulary list (in any method a teacher chooses). You may include more or less vocabulary depending on your students and/or cases chosen.
- Students will read and restate each Amendment in the U.S. Bill of Rights.
- The class will discuss each of the Amendments to make sure students understand their rights under each one.

Day 2

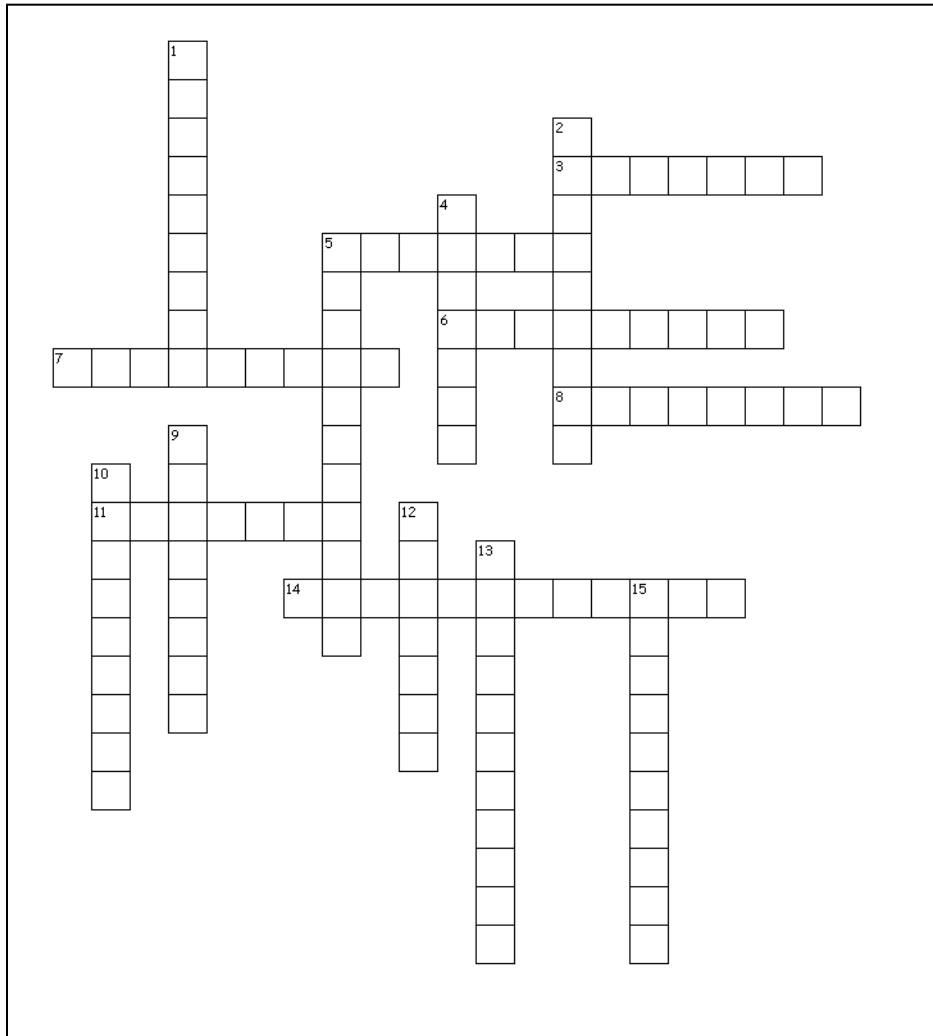
- Students will read the Supreme Court decisions chosen by the teacher.
- Students will analyze which Amendment(s) in the Bill of Rights was/were involved in the case.
- Students will predict how the Supreme Court might decide, then look at the actual results of the cases.
- Students will assess how these court cases might affect them (i.e.-discuss freedom of speech under the Tinker case; what can they wear to school?)

To Differentiate Instruction-you can pair students up with each other (placing a more able student with a less able student, or if you have an SSP in your room, s/he can work with less able students). You can also have students work in small groups to restate the Bill of Rights and/or analyze the cases using the Bill of Rights. For more motivated students, use some of the extensions listed at www.landmarkcases.org.

Assessment:

- Students will be assessed on their class assignments in whichever way the teacher chooses.
- Students will demonstrate their ability to read and analyze court cases using the quiz at: http://highered.mcgraw-hill.com/sites/0809222299/student_view0/chapter7/ged_practice_quiz.html
- Students will ultimately take the national GED exam.

Bill of Rights Vocabulary Crossword



Abridge
 Infringe
 Compensation
 Inflict
 Redress
 Affirmation
 Impartial
 Construe
 Grievance
 Capital
 Ascertain
 Disparage
 Militia
 Indictment
 Excessive
 Enumeration

Across

3. to set right; remedy or rectify
5. to cut short; curtail
6. unprejudiced
7. to make certain, definite
8. explain the meaning of; interpret
11. deal (mete out) something punishing; impose
14. something, such as money, given or received as payment or reparation, as for a service or loss

Down

1. exceeding a normal, usual, reasonable, or proper limit
2. an actual or supposed circumstance regarded as just cause for complaint
4. an army composed of ordinary citizens rather than professional soldiers
5. something declared to be true
9. exceed the limits of
10. to speak of in a disrespectful way
12. extremely serious
13. to list
15. a formal written statement that charges a person or persons with an offense

Name:

Understanding the Bill of Rights

Directions: Restate each Amendment of the Bill of Rights in your own words.

Amendment I-Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

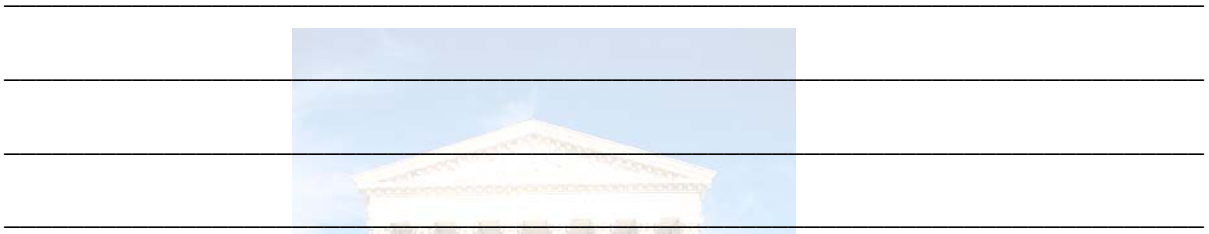
Amendment II-A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III-No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

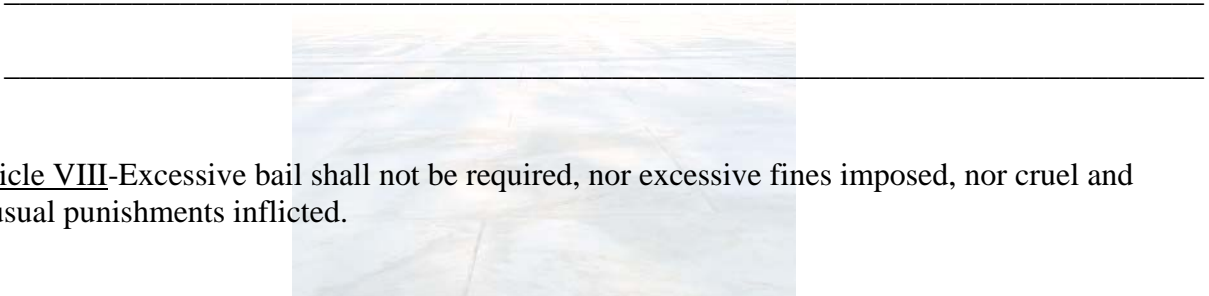
Amendment IV-The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V-No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI-In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.



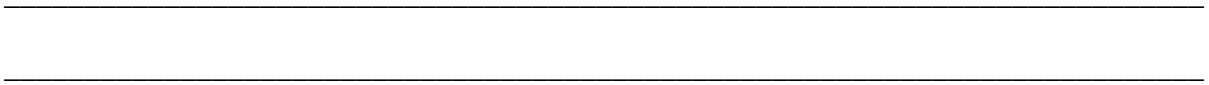
Amendment VII-In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.



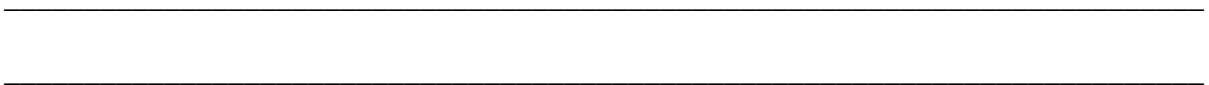
Article VIII-Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.



Article IX-The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.



Article X-The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.



Name:

Supreme Court Cases: Do They Affect You?

Directions: For each of the Supreme Court cases given to you, answer the questions using the Bill of Rights and your own knowledge.

Case #1- _____

1. Summarize the case.
2. Which Amendment(s) of the Bill of Rights was/were involved in this case? Why did you choose it/them?
3. How do you think the Supreme Court ruled on the case?
4. After reading the actual ruling, how might the results impact you as a teenager? Give at least one (1) example.

Case #2- _____

5. Summarize the case.
6. Which Amendment(s) of the Bill of Rights was/were involved in this case? Why did you choose it/them?

7. How do you think the Supreme Court ruled on the case?

8. After reading the actual ruling, how might the results impact you as a teenager? Give at least one (1) example.

Case #3-_____

9. Summarize the case.

10. Which Amendment(s) of the Bill of Rights was/were involved in this case? Why did you choose it/them?

11. How do you think the Supreme Court ruled on the case?

12. After reading the actual ruling, how might the results impact you as a teenager? Give at least one (1) example.