

Title: “Students’ Rights in School – An Analysis of Landmark Cases,” Kim Jakovics, Anne Arundel County Public Schools

Grade Level: 9

Content Area/ Subject: US Government

Core Learning Goal 1 - The student will demonstrate an understanding of the historical development and current status of ideals, institutions, and processes of political systems.

- Expectation 1.2 - The student will evaluate how the United States government has maintained a balance between protecting rights and maintaining order.
- Indicator 1.2.1 – The student will analyze the impact of landmark Supreme Court decisions on governmental powers, and rights and responsibilities of citizens in our changing democracy.
- Indicator 1.2.3 - The student will evaluate the impact of governmental decisions and actions that have affected the rights of individuals and groups in American society and/or have affected maintaining order and safety.

Objective: The student will be able to articulate the significance of landmark Supreme Court cases and apply them to novel situations in at the school level.

Materials Needed / Resources for Teacher Preparation

- Case summaries
- Website (www.oyez.com)
- Team Organizer (see attachments)
- Access to technology
- Select overheads
- Overhead projector

Student Preparation

- Background knowledge required of – Supreme Court, Landmark decisions, judicial review, Bill of Rights, use of cases
- Vocabulary – Precedent
- Read assigned cases

Lesson Development

Warm up - Quote interpretation

- Put the following quote on the overhead:
“Freedom is not limited to things that do not matter much. That would be a mere shadow of freedom. The test of its substance is the right to differ as to the things that touch the heart of the existing order.”
- Justice Robert Jackson
- Have Students explain the meaning and importance of the quotation.
- Discuss – What issues touch the “heart of the existing order” for students?

Activities

1. Beliefs Spectrum

- Set places in the room for Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
- Ask students to stand at the point in the spectrum that represents their view on issues – see BELIEFS SPECTRUM – Attachment #1.

2. School Case Research

- Focus Task: In schools, explain how authorities protect rights and maintain order. Have examples of cases to hand out.
- Jigsaw – Divide students into groups by cases. Each group must read and brief the case (key issue, decision, significance of decision). *Ensure that students have the background experience with cases to complete this task. Model and scaffold the activity as necessary.*
- Divide students into heterogeneous groups. Each person will share the basics of their case.

Closing/ Summary

End with the BELIEFS SPECTRUM again. Pose the following statement: Considering the landmark Supreme Court cases, in schools, protecting rights of students is as equal of a priority as maintaining order. Students will take their place in the spectrum. They must then participate in a group writing activity that requires them to cite specific cases and decisions from their projects to support their belief (outline format). Groups present their persuasive arguments. Students in other groups can move if they are persuaded.

Thoughtful Application/ Assessment: Project creation

Task – Students must create a guide for ninth grade students as they enter high school. The guide must explain the rights of students in school in the areas of speech, press, extracurricular affiliations, reciting the pledge of allegiance, drug testing, searches and peer grading. The guide must include the name of the ‘case’, key issue, decision, and application to the high school (example). The guide must include a questionnaire/assessment activity for students to test their understanding of the issues incorporated within the student guide.

- Students divide tasks among the group (see TEAM PLANNING FORM, attachment #2).
- Groups decide the medium that they want to use for delivery of information.
- Students complete guides. After completion, groups participate in a peer review of each group.

Possible Extension Activities and/or Differentiation

Have students interview administrators, parents, teachers, community members and students to obtain multiple perspectives on maintaining order and protecting rights in schools.

Attachments

BELIEFS SPECTRUM, Group planning form, Students Rights Orientation Guide, research log

Directions – Read each statement below. For each, ask students to stand in an identified area of the room that represents Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.

1. Students have the same rights in school as they do in the community.
2. It is necessary for administrators to limit the rights of students in school.
3. There should be more restrictions on students in school.
4. I should be able to say anything I want in school.
5. Only the police should be able to search a student in school.
6. Schools should be allowed to conduct drug tests on student athletes.
7. All students should have to say the pledge of allegiance in school.

	Beginning	Developing	Accomplished	Exemplary	Score
	1	2	3	4	
Content	Content is incomplete and incorrect. Some required elements are addressed. Application shows no understanding.	Content is incomplete with some misconceptions. Most required elements are addressed. Application shows minimal understanding.	Accurate and complete with few/no misconceptions. All required elements are addressed. Application shows understanding.	Accurate and complete, no misconceptions. All required elements are addressed thoroughly. Application shows understanding and insight.	
Writing Style Purpose: Writing to Inform	Writing purpose is unclear and ineffective. Writing is unorganized and wordy. There are many grammatical and editorial errors.	Writing purpose is vague. Writing lacks conciseness and organization. There are several grammatical and editorial errors.	Writing purpose is somewhat clear and effective. Writing is mostly concise and organized. There are few grammatical and editorial errors.	Writing purpose is clear and effective. Writing is concise and organized. There are no grammatical or editorial errors.	
Product Design	Layout choice is ineffective. Design is unprofessional and confusing. Graphics are inappropriate and detract from design.	Layout choice neither adds nor detracts from presentation. Design is somewhat disorganized and amateur. Graphics are appropriate and neither add nor detract from the design.	Layout choice provides an effective presentation. Design is mostly organized and professional. Graphics somewhat enhance the design.	Layout choice provides an outstanding presentation. Design is professional and organized. Graphics are used effectively and enhance design.	
Scenario	Scenario did not test the correct information.	Scenario was vague and slightly related to the information.	Scenario was accurate, but simplistic.	Scenario was accurate and effectively tested student understanding.	

Student Rights Orientation Guide

Part 1 - Fill in your team members and the topics for which each is responsible.

Student Name	Research Topics
1.	Speech
2.	Publications
3.	Searches
4.	Organizational Affiliation
5.	Drug Testing
6.	Pledge of Allegiance
7.	Peer Grading

Part 2 – What are your deadlines?

Research complete –

Graphics found –

Organization of information –

Layout complete –

Editing and spelling –

Part 3 – Design Experts – Who will be responsible for the following?

Task	Student
Chief Editor – Oversee entire process and make final decisions; final review before submission	
Assistant Editor – Check all spelling and grammar; ensure there are no typos	
Assistant Editor – Same	
Layout Chief – Organize and place all information and graphics	
Layout Assistant – assist layout chief	
Graphics – design cover and find/ save graphics for product to disk	

Team Research Log

Issue	Case and Key Question	Precedent	Explanation	Scenario
Speech				
Student Publication				
Searches				
Organizations				

Issue	Case and Key Question	Precedent	Explanation	Scenario
Drug Testing				
Peer Grading				
Pledge of Allegiance				