

**Title of Lesson:** American Citizenship: Majority Rights Versus the Minority Rights

Length of Time: Students will need one class period to research the Supreme Court case unless this part is assigned to be done at home. They will need at least part of one class period to prepare the group's presentation. Depending on the time element, the teacher can assign from one to six of the groups of cases.

**Do Now:** The students will take three minutes to answer the question, "What are the rights of citizenship and what limits can be placed on these rights?"

**Lesson Objective:** After analyzing Supreme Court cases and decisions, the students will explain American concepts of the rights of citizenship and how the meaning has changed in different periods of time.

**GLE:** Contrast past and present events or ideas in U.S. history, demonstrating awareness of differing political, social, or economic context (H-1A-H1).

**Anticipatory Set/ Essential Question:** Does citizenship as stated in the 14th Amendment make you one of "the People"? Can the majority of the people infringe on the rights of minorities?

**Materials Required:**

- Teacher-made guide for research (attached)
- Internet - students can find the information by conducting a search on the internet by using the name of the case or use the books listed below.
- Library - several books are available with these Supreme Court cases
- Promethean Board with objectives and agenda; constructive response questions for the assessment.
- Hall, Kermit J. and James W. Ely (Ed.). *The Oxford Guide to United States Supreme Court Decisions* (2nd Edition). New York: Oxford University Press, 2009.
- *Supreme Court Case Studies: Civics: Responsibilities and Citizenship*. New York: Glencoe, 1996.
- *U.S. Supreme Court Case Studies*. New York: Holt, 2006.
- Walch, J. Weston. *Cases and Controversies in U.S. History*. Portland, Maine: J. Weston Walsh, 1993.
- The United States Constitution - usually found in the student's textbook

**Supreme Court Cases:**

Group # 1 *Dred Scott v. Sanford* (1857) - citizenship, *Plessy v. Ferguson* (1896), *Brown v. Board of Education*; *Yick Wo v. Hopkins* (1886) -equal protection

Group # 2 *Schenck v. United States* (1919) - 1st Amendment; *Tinker v. Des Moines School District* (1969)- 1st Amendment - Free Expression for Students

Group # 3 *Korematsu v. United States* (1945), *Hirabayashi v. United States* (1943) - Racial discrimination;  
*Hamdi v. Rumsfeld* (2004) and *Rasul v. Bush* (2004) - terrorism

Group # 4 *Baker v. Carr* (1963), *Reynold v. Sims* (1964), *Wesberry v. Sanders* (1964), *Shaw v. Reno* (1993)  
- redistricting by race - one person one vote

Group # 5 *In Re Gault* (1967) - rights of a juvenile, *Lau v. Nichols* (1974) - Chinese discrimination,  
*Washington v. Davis* (1976) - Test discrimination

Group # 6 *Rostker v. Goldberg* (1981) - women and registering for the draft; *Roe v. Wade* (1973)

### **Instructional Strategies Used:**

1. Research and organization
2. Presentation and discussion with guided questions
3. Critical thinking and constructive responses

### **Guided Practice/Steps of the Lesson:**

1. After a description by the teacher of the purpose and process of the activity, the students will be divided into groups to research assigned Supreme Court cases following a teacher-made format.
2. Students will use internet sites and books from the library to research the assigned cases.
3. In groups the students will prepare a presentation to the class describing facts and background of each case, the majority decision of the court and if pertinent the minority dissention.

### **Process or Activity Period:**

1. The each group will make its presentation to the class.
2. All members of the class will take notes from the presentations ( title of the case, brief background, and the decision).
3. After each presentation, the class will discuss and summarize the issue and the impact of the cases.
4. Following the discussion, the students will answer (individually and in writing) a constructive response question.

### **Assessment:**

1. After each presentation, students will have one constructive response question to answer.

Group #1 - How did these cases determine the meaning of "equal protection of the laws" for all Americans?

Group # 2 - Are there any factors that prevent people from fully exercising their right to free speech? Under the 1st Amendment should teenagers in school have as much freedom of speech as adults. Why or why not?

Group #3 - Did the government violate the Equal Protection Clause of the 14th Amendment by singling out a racial group and forcing them to leave their homes and move to camps hundreds of miles away? How can the court's decision be compared to the German removal of Jews to concentration camps during the same period?

To what extent should the government's fight against terrorism infringe on a citizen's right of due process?

Group #4 - Do you agree with the majority in this case, or with the dissenters? Why? What does the Constitution say about drawing up Congressional districts (Article I, Section 2)? How does this differ from the Senate (Article 1, Section 3)?

Group #5 - Do you think that juveniles should have any special privileges before the law that adults do not have? How were the decisions in the *Lau* and *Washington* cases conflicting? Which do you feel was the correct decision? Why?

Group #6 - Since the Constitution guarantees equal protection under the law, should women as well as men be required to register when reaching the age of eighteen, and drafted in time of war? Explain your reasoning.

**Closure Activity:**

Reading of volunteer constructive response answers.

Your Name \_\_\_\_\_

Supreme Court Case & Date \_\_\_\_\_

(Do not write any more than the space allowed on this sheet)

Historical Background

Facts of the Case

Supreme Court Decision and Reasoning (Which part of the Constitution or Amendments were used.)

Minority Dissention