

Contextualizing the Cases: These lessons were originally planned for the in-person Constitution Day events held at the Chippewa County Courthouse. ___th grade students from across the Eastern Upper Peninsula attended. Facilitators were lawyers, legal aides, and judges familiar with the cases. This is a guide for any teachers implementing a discussion with students. Please feel free to make a copy and edit as best fits your needs.

Guiding Questions: *Consider using one of the following questions to guide discussion and the theme of the lesson.*

1. Should students' rights be the same as adults' rights?
2. Was justice served in this case?
3. Who benefits from the Supreme Court's decisions?

Lesson Plan:

5 minutes: Provide context for the discussion:

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5 minutes: Allow students to read the overview of the case silently or in pairs. Students can annotate cases as needed (unfamiliar terms, questions, connections)

2-3 minutes: Prompt students to turn and talk to a neighbor about the case and any immediate thoughts that come to mind regarding its content; could focus on how the case could potentially affect them as a student

15-20 minutes: Guided whole-group discussion from teachers using the case-specific questions:

1. How do you think the decision was received by the respondent and the petitioner?
2. How does the decision affect you as a student?
3. The decision resolved a dispute, but did it solve the source of the problem?
4. How would you have voted? Why?

2-3 minutes: Allow students to discuss with a partner the first "General Question": "Should students' rights be the same as adults' rights?"

5-10 minutes: Return to whole group discussion and have students share their responses from their partner-discussion

5 minutes: Wrap up the discussion with the question "Was justice served?" Could use this time to have students reflect independently, then share with a partner, then share with the whole group.

Facilitation Options: Number students off and have them answer the questions as mixed small groups, either verbally, or potentially in writing (writing utensils should be available).