Ann DeChenne

**Subject:** 20th Century U.S. History B

**Grade:** Primarily 10th Grade **Date:**  5/22/17

**Lesson:**  Students will explore 10 supreme court cases that directly affect them as a teenager. Students will develop Public Service Announcement (PSA) posters that will be hung in the main hallway of the school allowing other students to see.

**The rationale:**  We will next move into the civil rights unit. While we had exposure to the supreme court during our Japanese Internment unit, I want the students to get a better idea of what the supreme court is and how their decisions affect everyone not just adults. The civil rights unit deals a lot with the Supreme Court.

**The Lesson:**

1. Student are asked what the Supreme Court is and what its role in society is. They are encouraged to speak with partners or table mates.
2. After students struggle over the definition of the Supreme Court, a class discussion is held on the definition and role of the court.
3. Students are asked to form a group of no fewer than 2 no more than 3 students. Each group is given a Supreme Court case that directly affects them as students and or as a minor.
4. Students are given time to read the court case and discuss the main points of the case.
5. As a whole class we go over what a PSA is and what it should contain. The students return to their groups and plan their PSA.

1. Students are given poster paper and markers/colored pencils to develop their PSA.
2. Presentation: students present their PSA’s to the class as a whole. They give the back ground and ramifications of the case. Students are prepared to answer questions.
3. Posters are hung in the main hall way until the end of the school year.

**Reflection:**  Even though we had discussed the Supreme Court many times throughout the term, I was surprised to discover that many students still did not have any idea what it was other than a high court. It was a good opportunity for me to be reminded that I have to be careful of committing assumicide. I realized I needed to be very clear about what I wanted and what that would look like.

The posters turned out really well with a lot of color and information. Students enjoyed the project and were motivated to do a good job. The reason for the motivation I believe are because:

1. The cases affect them and cover situations that they can relate to allowing for buy-in.
2. They were able to work with groups that they chose.
3. The final project would be displayed for a much bigger audience.