

The Bill of Rights Project

Task: To research a particular right found within the Bill of Rights and to examine how the Supreme Court has interpreted that right over time.

Product: An attractive, well-organized poster (**no handwriting!**). You may work with **one** other person on the project. I plan on hanging these posters in the hallway and/or in the classroom. **ALL WRITING MUST BE ORIGINAL! YOU MAY NOT COPY AND PASTE ANYTHING FROM THE INTERNET (OTHER THAN IMAGES)**

Your poster should include the following

- 1. Your research question**
- 2. Text of the Amendment** (nice and big!). If the amendment is long, bold or underline the sections that are relevant to your research
- 3. Approximately half a page** on the history of the amendment in question. You should address AS MANY (but maybe not all – depends on what sources you find) of the questions that follow:
 - a. What freedoms or rights** do you enjoy as a result of the amendment?
 - b. Why** did the authors of the Bill of Rights include this amendment?
 - c. What new issues** has the court had to consider with this amendment over the course of history (ex: after 9/11, whether or not the government could conduct electronic surveillance became a 4th amendment issue)
- 4. Supreme Court cases** that dealt with this particular right (see the list below). For each case you must include....
 - a. Name and year of the case
 - b. Background (facts of case)
 - c. Legal questions presented by the case (ie. what did the court have to decide?)
 - d. An explanation of the court's ruling – these cases were selected because they created a pretty important "standard" or "rule" that tells us what this amendment does and does not protect.
- 5. A reflective paragraph** in which you explain what you learned from the entire research process. What new information did you learn about this amendment, the freedoms contained in it, and the Supreme Court cases that you researched?
- 6.** A few images related to the amendment or case for visual appeal (this should be the last thing you do!!!)
- 7.** A properly formatted works cited page

First Amendment: Freedom of Speech, Religion, Press, Assembly

- Freedom of Speech
 - *Is offensive speech protected?*
 - i. Chaplinsky v. New Hampshire (1942)
 - ii. Brandenburg v. Ohio (1969)
 - iii. Texas v. Johnson (1981)
 - *Is obscene speech protected?*
 - i. Miller v. California (1973)
 - ii. Reno v. ACLU (1996)
 - *Do students have free speech rights?*
 - i. Tinker v. Des Moines (1968)
 - ii. Hazelwood v. Kuhlmeier (1988),
 - iii. Morse v. Frederick (2006)
- Freedom of the Press
 - *Can the press say anything they want?*
 - i. New York Times v. Sullivan (1963)
 - ii. New York Times v. U.S. (1970)
- Freedom of Religion
 - Establishment Clause: Freedom FROM government sponsored religion
 - i. *Is school prayer constitutional?*
 1. Engel v. Vitale (1961)
 2. Santa Fe Independent School District v. Doe (2000)
 - ii. *Are religious symbols allowed in public places?*
 1. Lynch v. Donnelly (1984)
 2. McCreary County v. ACLU of Kentucky (2005)

- Free Exercise Clause: Freedom TO practice religion
 - i. *Can I use “religious freedom” to defend any action I want?*
 1. Thornton v. Caldor (1985)
 2. Employment Division v. Smith (1990)
 3. Equal Employment Opportunity Commission v. Abercrombie & Fitch Stores (2015)

4. Freedom of Assembly

- *Are there any limits on the right of individuals to assemble?*
 - i. Lloyd Corporation v. Tanner (1972)
 - ii. Village of Skokie v. National Socialist Party (1978)
 - iii. Boy Scouts of America v. Dale (2000)

Second Amendment: Right to Bear Arms

- *To what extent can the government regulate the possession of firearms?*
 - i. United States v. Miller (1939)
 - ii. District of Columbia v. Heller (2008)
 - iii. McDonald v. Chicago (2010)

Fourth Amendment: Protection against “unreasonable searches and seizures”

- *Abortion – is it a constitutional right?*
 - i. Roe v. Wade (1973)
 - ii. Webster v. Reproductive Health Services (1988)
 - iii. Planned Parenthood v. Casey (1991)
- *Do students have the right to privacy in school?*
 - i. TLO v. New Jersey (1985)
 - ii. Veronia School District v. Acton (1995)
 - iii. Safford v. Redding (2008)
- *What limits does the fourth amendment place on police?*
 - i. Mapp v. Ohio (1961)
 - ii. Kyllo v. United States (2001)
 - iii. United States v. Jones (2012)

Fifth Amendment: Right to Due Process of Law

Sixth Amendment: Right to a Jury Trial in Criminal Cases

- *What rights do people accused of crimes have?*
 - i. Gideon v. Wainwright (1963)
 - ii. Escobedo v. Illinois (1964)
 - iii. Miranda v. Arizona (1965)

Eighth Amendment: Protection Against Cruel and Unusual Punishments

- *Death Penalty – is it “cruel and unusual?”*
 - i. Furman v. Georgia (1971)
 - ii. Atkins v. Virginia (2002)
 - iii. Roper v. Simmons (2005)

Websites:

1. Start with Time Magazine’s coverage of the Bill of Rights: **Google “Time Magazine Bill of Rights”** and click the first link. You should watch a video on your particular amendment to learn about the history of the amendment. **BE SURE TO TAKE NOTES!** This will help with your half page write-up.
2. You then should research your particular right or amendment in one of the **databases** provided by Mrs. O’Toole to gain some additional background on the amendment.
3. You should Google the name of your cases. To make sure the websites you are using are reliable, look for the following:
 - Websites that end in .org, .gov, or .edu
 - Oyez.org and pbs.org will usually come up for most high-profile cases – these sites are highly recommended. **Remember, no cutting and pasting! All words must be yours!**

Timeline for the project.
Due date: Monday, October 17

Tuesday, October 11	Wednesday, October 12	Thursday, October 13	Friday, October 14
Goal: Research history of the amendment;	Goal: Write half-page on history of amendment; begin researching Supreme Court cases	Goal: Completing write-ups for Supreme Court cases; Format works cited page	Goal: Print images and assemble posters; print off final reflective paragraph
HW: read and annotate research articles	HW: Read and annotate Supreme Court case research articles	HW: Handwrite reflective paragraph	

Category	A = Excellent (88-100%)	B = Good (79-87%)	C = Satisfactory (65-78%)	D / F = Unsatisfactory (64% or below)
History / Background of the Amendment	Group demonstrated in-depth understanding of what the amendment means and why it was included in the Bill of Rights	Group demonstrated understanding of what the amendment means and why it was included in the Bill of Rights	Group demonstrated limited understanding of what the amendment means and why it was included in the Bill of Rights	Group demonstrated little to no understanding of what the amendment means and why it was included in the Bill of Rights
Supreme Court Case #1	Group demonstrated in-depth understanding of ALL aspects of court case	Group demonstrated understanding of ALL aspects of court case	Group demonstrated limited understanding of SOME aspects of court case	Group demonstrated little to no understanding of the court case. Key parts of the template may be missing or are copied
Supreme Court Case #2	Group demonstrated in-depth understanding of ALL aspects of court case	Group demonstrated understanding of ALL aspects of court case	Group demonstrated limited understanding of SOME aspects of court case	Group demonstrated little to no understanding of the court case. Key parts of the template may be missing or are copied
Supreme Court Case #3 (if applicable)	Group demonstrated in-depth understanding of ALL aspects of court case	Group demonstrated understanding of ALL aspects of court case	Group demonstrated limited understanding of SOME aspects of court case	Group demonstrated little to no understanding of the court case. Key parts of the template may be missing or are copied
Reflective Paragraph	Group learned a lot about the Bill of Rights from this project. Reflection demonstrates effort and insight.	Group learned something about the Bill of Rights from this project. Reflection demonstrates effort and insight.	Group learned something about the Bill of Rights from this project. Reflection lacks effort and/or insight	Group learned little about the Bill of Rights from this project. Reflection demonstrates little effort or is missing.
Works Cited	All sources are cited and reliable	All sources are cited and almost all are reliable	All sources are cited and some are reliable	No works cited page appears.
Quality of Poster	Poster is visually attractive, well-organized, and free of errors.	Poster is visually attractive, well-organized but may contain one or two errors	Poster is attractive in some parts but overall lacks neatness or organization. It also may have multiple errors	Poster is unattractive, disorganized, and reveals a lack of effort / interest in the project