

Houston ISD Inquiry Design Model Blueprint Unit 6 - Civil Liberties & The Bill of Rights  
The US Supreme Court and the end of Preclearance & Affirmative Action

Compelling Question

Has Civil Rights in America so improved that the Supreme Court should hold the US Constitution does not allow any distinctions in law based on race, even if the purpose of those distinctions is to promote a more diverse, equitable and inclusive America?

[ALL RESOURCES FOR THIS LESSON CAN BE FOUND IN THIS FOLDER.](#)

TEKS & Objectives

**GOV.7C** Analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdictions and judicial review.

**GOV.8D** Explain how the U.S. Constitution limits the power of national and state governments.

**GOV.12A** Explain the roles of limited government and the rule of law in the protection of individual rights;

**GOV.12B** Identify and define the unalienable rights.

**GOV.12C** Identify the freedoms and rights protected and secured by each amendment in the Bill of Rights

**GOV.12G** Recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states through U.S. Supreme Court rulings and analyze the impact on the scope of fundamental rights and federalism.

**GOV.13C** Describe the voter registration process and the criteria for voting in elections.

**GOV.16A** Evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group such as the Civil Rights Act of 1964 and the U.S. Supreme Court cases of *Hernandez v. Texas* and *Grutter v. Bollinger*.

**GOV.16B** explain changes in American culture brought about by government policies such as voting rights, the Servicemen's Readjustment Act of 1944 (GI Bill of Rights), the Immigration and Nationality Act of 1965, the Immigration Reform and Control Act of 1986, affirmative action, and racial integration.

**GOV.19A** Analyze historical and contemporary political information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

**GOV.19C** Analyze and defend a point of view on a current political issue.

**GOV.19D** Analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference.

	<p><b>GOV.20A</b> Use social studies terminology correctly.</p> <p><b>GOV.20B</b> create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism.</p>		
Staging the Question	<p><b><u>Your Opinion - Canvas Discussion:</u></b> Go to Canvas and answer this question - <b>Are race relations in America today generally good or generally bad and why?</b> Additionally, reply to at least one other student's reply. If you are a Netizen you may use Netspeak.</p> <p><b><u>Vocabulary Exercise:</u></b> Go to Canvas and complete today's Vocabulary Exercise. Remember to <b>1) define the term, 2) find an illustration (political cartoons are worth extra credit) and 3) use it in a sentence.</b> Make certain you cite your sources so as not to plagiarize. If your work is plagiarized or AI created, you will receive no credit.</p>		
	Supporting Question 1	Supporting Question 2	Go to Supporting Question 3
	Are race relations in America today generally good or generally bad and why?	<p>2a) Why did the Supreme Court hold that the Section 5 of the 1965 Voting Rights Act as amended was unconstitutional?</p> <p>2b) Why did the Supreme Court hold that college admissions based on an race-conscious affirmative action program to be unconstitutional?</p>	<p>3a) Are the protections found in Section 5 of the Voting Rights Act (Preclearance) beneficial to race relations in the United States and why or why not?</p> <p>3b) Are affirmative action programs that consider race in college admissions beneficial to race relations in the United States and why or why not?</p>
	Formative Performance Task	Formative Performance Task	Formative Performance Task
	<p><b><u>Source Analysis</u></b></p> <p>1) Review the sources given in OneNote and complete the Canvas Source Analysis for each one.</p> <p>2) If you still need more resources to answer Supporting Question 1, please find additional Sources on your own and complete the Canvas Source Analysis for each one. To help you understand how analyze a source use the Source Criticism Skills Reference Sheet located in OneNote.</p>	<p><b><u>Case Brief and Short Answer Essay:</u></b></p> <p>Complete the following for 2a and then 2b.</p> <p>1) Using the case brief form in OneNote, go to Canvas and brief</p> <ol style="list-style-type: none"> <li><a href="#">Grutter vs. Bollinger</a></li> <li><a href="#">Students for Fair Admission v. Harvard</a></li> <li><a href="#">Fisher v. University of Texas</a></li> </ol> <p>2) Answer the Supporting Question in Canvas. You may use any creative writing style you wish so long as it is:</p> <ol style="list-style-type: none"> <li>Literate</li> </ol>	<p><b><u>Thrash Out:</u></b></p> <p>1) Review sources</p> <p>2) Go to Canvas and write a brief reply (less than 100 words) that clearly and completely answers both questions</p> <p>3) Four Corners: Based on your written answer, go to one of four corners –</p> <ol style="list-style-type: none"> <li>Yes to 3a &amp; 3b</li> <li>Yes to 3a &amp; no to 3b</li> <li>No to 3a &amp; Yes to 3b</li> <li>No to 3a &amp; No to 3b</li> </ol>

<p><b>3) Go back to the <a href="#">Canvas Discussion</a> and citing the sources, either <b>confirm or modify your original answer and replies and explain why?</b></b></p> <p><b>4) Literate writing matters!</b></p>	<p>b. Clearly and completely answers the question.</p> <p>c. Cites evidence and sources.</p> <p>d. Between 200 – 300 words long</p>	<p><b>4) Students appoint a Chair to moderate the internal debate as they discuss their reasoning for their common answer. <b>One or more individuals are assigned to advocate their viewpoint in at least one round of debate.</b> The Chair will introduce their speakers but will not act as an advocate.</b></p>
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Featured Sources	Featured Sources	Featured Sources
<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• We the People: Lesson 19. How Does the Constitution Protect Your Right to Equal Protection of the Laws?</li> <li>• We the People Lesson 21: How Does the Constitution Protect Your Right to Vote?</li> <li>• We the People: Lesson 25. What is the Role of the Supreme Court in the American Constitutional System?</li> <li>• We the People: Lesson 34. What is the Importance of Civic Engagement to American Constitutional Democracy?</li> </ul> <p><u>Source Analysis Sources</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Pew Research: Race in America 2019</a></li> <li>• <a href="#">Only 17% in US Say Race Relations Better One Year after Floyd's Murder, Poll Finds</a></li> <li>• <a href="#">Judge Refuses to Toss Discrimination Lawsuits over Georgia Voting Districts</a></li> <li>• <a href="#">Lawsuit: rights of Colerain Students Violated in Expulsions Over Rap Videos</a></li> <li>• <a href="#">Black Progress: How far we have come and far we have to go</a></li> </ul> <p><u>Voting Rights Act of 1965</u></p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• We the People: Lesson 19. How Does the Constitution Protect Your Right to Equal Protection of the Laws?</li> <li>• We the People Lesson 21: How Does the Constitution Protect Your Right to Vote?</li> <li>• We the People: Lesson 25. What is the Role of the Supreme Court in the American Constitutional System?</li> <li>• We the People: Lesson 34. What is the Importance of Civic Engagement to American Constitutional Democracy?</li> </ul> <p><u>Voting Rights Act of 1965</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Interactive Constitution</a></li> <li>• <a href="#">DOJ: About Section 5 of the Voting Rights Act</a></li> <li>• <a href="#">Voting Rights Act of 1965</a></li> </ul> <p><u>Supreme Court Cases</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Shelby County v. Holder</a></li> <li>• <a href="#">Grutter vs. Bollinger</a></li> <li>• <a href="#">Students for Fair Admission v. Harvard</a></li> <li>• <a href="#">Fisher v. University of Texas</a></li> </ul>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• We the People: Lesson 19. How Does the Constitution Protect Your Right to Equal Protection of the Laws?</li> <li>• We the People Lesson 21: How Does the Constitution Protect Your Right to Vote?</li> <li>• We the People: Lesson 25. What is the Role of the Supreme Court in the American Constitutional System?</li> <li>• We the People: Lesson 34. What is the Importance of Civic Engagement to American Constitutional Democracy?</li> </ul> <p><u>Source Analysis Sources</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Pew Research: Race in America 2019</a></li> <li>• <a href="#">Only 17% in US Say Race Relations Better One Year after Floyd's Murder, Poll Finds</a></li> <li>• <a href="#">Judge Refuses to Toss Discrimination Lawsuits over Georgia Voting Districts</a></li> <li>• <a href="#">Lawsuit: rights of Colerain Students Violated in Expulsions Over Rap Videos</a></li> <li>• <a href="#">Black Progress: How far we have come and far we have to go</a></li> </ul> <p><u>Voting Rights Act of 1965</u></p>

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Summative Performance Task	Argument	<p><b>Answer the Compelling Question</b> -- Has Civil Rights in America so improved that the Supreme Court should hold the US Constitution does not allow any distinctions in law based on race, even if the purpose of those distinctions is to promote a more diverse, equitable and inclusive America? Write an Argumentative Essay that clearly and completely the question. Use specific claims and relevant evidence from the primary sources provided in the lesson and at least two (2) primary sources not provided by the teacher.</p>	
	Extension	<p><b>Create one of the following work products that can be used to present your argument:</b></p> <ol style="list-style-type: none"> <li>A persuasive speech lasting from 10 - 12 minutes.</li> <li>A power point of 10 – 12 slides</li> <li>A recording of a podcast of 10 – 12 minutes</li> <li>An original work of art in the medium of your choice</li> <li>A piece of music of 2 – 4 minutes</li> <li>A piece of fiction with at least 5 characters that present differing viewpoints.</li> <li>An original interview with a person whose testimony supports your argument. You must videotape and transcribe the interview. It should last 10 – 12 minutes</li> <li>A project or writing of yor own choosing that you propose to me in writing and I accept.</li> </ol>	

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<b>Taking Informed Action</b>	Students who are either 18 or older or if younger than 18, have parental permission, may use the Teacher’s anonymous social media platform, to express opinions regarding the issues presented by this lesson. The teacher is the moderator of the site and is responsible for all postings and act in accordance with school and District policy	