

# The Constitution & Bill of Rights:

**CRF**



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## Equal Protection

Windows Version

***The Constitution and Bill of Rights: Equal Protection  
and  
Gratz v. Bollinger: A U.S. Supreme Court Case***

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***The Constitution and Bill of Rights: Equal Protection  
and  
Gratz v. Bollinger: A U.S. Supreme Court Case***

Overview

This PowerPoint lesson contains two presentations: ***The Constitution and the Bill of Rights: Equal Protection*** and ***Gratz v. Bollinger: A Supreme Court Case***. The lesson begins with *The Constitution and Bill of Rights: Equal Protection* presentation to introduce and provide background on the concept of equal protection under the law. Using animated graphics, this presentation provides a visual medium to accompany the teacher's oral narrative. It is designed to provide flexibility for teachers to focus on key concepts most appropriate for their courses and students.

The PowerPoint lesson also includes a moot court activity, *Gratz v. Bollinger: A Supreme Court Case*. In this activity, students apply their knowledge about the 14<sup>th</sup> Amendment equal protection clause as they prepare for and present a mini-moot court case. The PowerPoint presentation provides graphics and sound effects. The talking points for this presentation provide teachers with procedures for conducting the activity using the slides as cues for the students. A student handout is included to help students prepare for the case.

**Getting Started**

1. Place the CD in the CD reader of your computer.
2. This presentation was developed using PowerPoint 97. If PowerPoint isn't already running on your computer, launch it now.
3. In PowerPoint click on File and then Open from the menu bar.
4. Navigate to the drive assigned to the CD reader. The two presentations will be listed in the Open dialog box.
5. Select the presentation you want to open and double click or click on Open in the dialog box to open your selection.
6. Once the presentation is opened, click on Slide Show and then View Show on the menu bar to start the presentation.

### Suggested Presentation Strategy

1. Preview the two presentations: *The Constitution and the Bill of Rights: Equal Protection* and *Gratz v. Bollinger: A Supreme Court Case* and review the talking points for each.
2. Prepare a narrative presentation to accompany *The Constitution and the Bill of Rights* based on your interests and student needs. You may want to provide additional depth on specific topics.
3. Following the presentation, explain to students that they are going to have a chance to participate as attorneys and justices in a Supreme Court case.
4. Using PowerPoint, guide students through the activity, *Gratz v. Bollinger*. Step-by-step procedures are included in the talking points. You may want to explain that the case is named after the students who were applying to get into the University of Michigan, Jennifer Gratz and Patrick Hamacher, and the President of the University of Michigan, Lee Bollinger.

### Tips for Conducting a Moot Court Activity

The quickest and easiest method for assigning roles is to leave the students seated where they are and divide the room into three sections, with the students sitting in each section taking one of the roles: justices, attorneys for the appellant, attorneys for the respondent.

Counting off by 3s is another quick method, but the students will have to physically regroup.

If you choose to use the Participatory Method described below, the class will need to be divided into groups of seven students each. . In either case, there should be two attorneys for each side. One can be in charge of presenting the arguments, the other in charge of answering questions from the justices.

Two methods for conducting the moot court activity:

#### A. Time-Efficient Method

Students work with others within their attorney/justice groups to prepare for the case. A few minutes before the moot court is to start, the teacher asks each group to select a team of attorneys and justices to present the case in front of the class. After the presentation and decision, the teacher asks the other student attorneys what arguments they might have included, and the other justices how they might have decided the case differently.

#### B. Participatory Method

Divide the class into groups of seven students. Within each group, assign three students to play justices, two will be attorneys for the appellant, and two will be attorneys for the respondent. All of the justices, and each set of attorneys then regroup to help each other prepare and work with any outside resource people available.

When it is time for the courts to be in session, the students return to their original groups of seven and present the case. Each set of justices deliberates and decides its own case. Then each set shares its decision and rationale with the rest of the class. The students who were attorneys discuss the most compelling and weakest arguments they think they made.