



Courtroom to the Classroom Program Facilitator Guide

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

(For Senior High School Presentation)

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 14th 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.

Time Estimations

Part I: The Constitution and the Bill of Rights: Equal Protection PowerPoint Presentation	10 minutes
Part II: Gratz v. Bollinger PowerPoint Presentation	10 minutes
Part III: Moot Court activity	20 minutes
Part IV: Share the Court's decision	<u>5 minutes</u>
	45 minutes

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

There are two recommended methods for conducting the moot court activity, “Time-Efficient” and “Participatory.” Before your classroom visit, determine which method you will utilize in the classroom.

Time-Efficient Method

Activity:

1. Divide students into three groups (see role assignments below).
2. Students work with their assigned group to prepare the case and work with any outside resource people available.
3. A few minutes before the moot court is to start, ask representatives from each group to present the case in front of the class.
 - Three attorneys per side
 - Seven justices
4. 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.

Role Assignments:

- Students are to be divided into three groups: Justices, Appellants and Respondents
- The quickest and easiest method for assigning roles is to leave the students seated where they are and divide the room into three sections, and assign each section one role.
- Counting off by 3s is another quick method, but the students will have to physically regroup. Once they are in three groups, assign each group a role.

Participatory Method

Activity:

1. Divide the class into groups of seven students and label them Group A, Group B, etc.

2. Within each group of seven, assign the students a role (see role assignments below). After the role assignments you will have two appellants, two respondents and three justices in each group.
3. Ask all the justices from each group to gather on one side of the room, all the appellants in another area of the room and all the respondents in another part of the room.
4. Students work with their assigned group role to prepare the case and work with any outside resource people available.
5. A few minutes before the moot court is to start, the students return to their original groups of seven (e.g. Group A, Group B, etc.) and present their case simultaneously.
6. 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.

Role Assignments: Justices, Appellants and Respondents

- Each moot court has three roles: Justices, Appellants and Respondents.
- Count off by 7 is a quick method to group students.
- Within each group of seven, assign roles (three justices, two appellants and two respondents) by one of the methods below:
 - Hand each student a colored file with the student handout inside (blue for the justices, red for the appellants, and green for the respondents).
 - Hand each student a strip of paper with a role assignment (justice, respondent or appellant).
 - Ask students within their group to decide who will be the three justices, two appellants and two respondents.