

HAZELWOOD v. KUHLMIEER (1988)

DIRECTIONS

Read the Case Background and Key Question. Then analyze Documents A-K. Finally, answer the Key Question in a well-organized essay that incorporates your interpretations of Documents A-K, as well as your own knowledge of history.

Case Background

The *Spectrum* was the student newspaper at Hazelwood East High School. It was produced by students in the Journalism II class, under the supervision of their teacher. As with many student newspaper classes, the journalism teacher was directly involved in the newspaper's production. He appointed the editors, scheduled publication dates, assigned stories, advised students on writing and researching, edited stories, and dealt with the printing company. Each issue of the *Spectrum* was also reviewed by the principal before publication.

In May of 1983, the *Spectrum's* advisor submitted the paper to the principal for review before publication, as usual. The principal found two stories that concerned him. One was about teen pregnancy and featured interviews with unnamed students. The other was about the impact of divorce on teens, and also featured interviews, this time with identified students. The principal was concerned that the unnamed students could be identified, and that the parents discussed in the divorce story had not been given a chance to respond. He ordered the stories deleted from the paper.

Believing the school had violated their First Amendment rights, several *Spectrum* staff members, including Cathy Kuhlmeier, sued. While the original court upheld the school's actions, the Appeals Court sided with the students, holding that the *Spectrum* was "a public forum, because it was "intended to be and operated as a conduit for student viewpoint." The court concluded that *Spectrum's* status as a public forum prevented school officials from censoring its contents except when "necessary to avoid material and substantial interference with school work or discipline ... or the rights of others."

Hazelwood School District appealed the case to the Supreme Court. The Court had to determine if the *Spectrum* was a public forum, and whether public schools could censor student speech within school-sponsored expressive activities.

KEY QUESTION

Argue whether or not the First Amendment should protect student speech in public school-sponsored newspapers.

Documents you will examine:

- A The First Amendment, 1791
- B *Tinker v. Des Moines*, 1969
- C Page Proofs of the Spectrum
- D *Bethel v. Fraser*, 1985
- E “Statement of Policy,” *Spectrum*, September 14, 1982-1988
- F Hazelwood District Board Policy, 1988
- G Oral Argument, *Hazelwood v. Kuhlmeier*, 1988
- H Majority Opinion (5-3), *Hazelwood v. Kuhlmeier*, 1988
- I Dissenting Opinion, *Hazelwood v. Kuhlmeier*, 1988
- J Reactions to the Ruling, 2001
- K Future of the First Amendment Study, 2005

DOCUMENT A

The First Amendment, 1791

Congress shall make no law respecting ... abridging the freedom of speech, or of the press...

- ▶ **What did “the press” mean in 1791? What does it mean today?**

DOCUMENT B

Tinker v. Des Moines, 1969

Note: This case concerned students who had been suspended students for wearing black armbands to school in protest of the Vietnam War.

First Amendment rights, applied in light of the special characteristics of the school environment, are available to teachers and students. It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate....

In order for the State in the person of school officials to justify prohibition of a particular expression of opinion, it must be able to show that its action was caused by something more than a mere desire to avoid the discomfort and unpleasantness that always accompany an unpopular viewpoint. Certainly where there is no finding and no showing that engaging in the forbidden conduct would materially and substantially interfere with the requirements of appropriate discipline in the operation of the school the prohibition cannot be sustained....

[T]he record fails to yield evidence that the school authorities had reason to anticipate that the wearing of the armbands would substantially interfere with the work of the school or impinge upon the rights of other students ... [and] the school officials banned and sought to punish petitioners for a silent, passive expression of opinion, unaccompanied by any disorder or disturbance....

- ▶ **According to this document, under what conditions can a school censor student speech?**
- ▶ **How does the Court describe the expression of opinion in this case?**

Page Proofs of the Spectrum, 1983

Note: The principal had objections to the stories titled "Divorce's impact on kids may have lifelong effect" and "Pressure describes it all for today's teenagers."

Page 4

SPECTRUM

DREBBOWD'S EXHIBIT A

May 13, 1983

Pressure describes it all for today's teenagers

Pregnancy affects many teens each year

Page 5

SPECTRUM

May 13, 1983

Both control... health... pregnancy... (text continues)

Pressure... describes... (text continues)

Teen... (text continues)

Divorce's impact on kids may have lifelong effect

by Shari Gordon

In the United States one marriage ends for every two that begin. The North Carolina percentage of divorce is three marriages end out of four marriages that start.

There are more than two central characters in the painful drama of divorce. Children of divorced parents, literally millions of them, are torn by the end of their parents' marriage.

"In the beginning I thought I caused the problem, but now I realize it wasn't me."

What causes divorce? According to Mr. Ken Kerckhoff, social studies teacher some of the causes are:

- Poor dating habits that lead to marriage.
- Not enough variables in common.
- Lack of communication.
- Lack of desire or effort to make the relationship work.

Figures aren't the whole story. The fact is that divorce has a psychological and sociological change on the child.

One junior commented on how the divorce occurred, "My dad dian't make any money, so my mother divorced him."

"My father was an alcoholic and he always came home drunk and

my mom really couldn't stand it any longer," said another junior.

Diana Herbert, freshman, said "My dad wasn't spending enough time with my mom, my sister and I. He was always out of town on business or out late playing cards with the guys. My parents always argued about everything."

"In the beginning I thought I caused the problem, but now I realize it wasn't me," added Diana.

"I was only five when my parents got divorced," said Susan Kiefer, junior. "I didn't quite understand what the divorce between my parents really meant until about the age of seven. I understood that divorce meant my mother and father wouldn't be together again."

"It stinks!" exclaimed Jill Viola, junior. "They can, afterwards, remarry and start their lives over again, but their kids will always be caught in between."

Out of the 25 students interviewed 17 of them have parents that have remarried.

The feelings of divorce affects the kids for the rest of their lives, according to Mr. Kerckhoff. The effects of divorce on the kids lead to the following:

- Higher not of absenteeism in school.
- Higher rate of trouble with school, officials and police.
- Higher rate of depression and insecurity.
- Run a higher risk of divorce themselves.

All of these are the latest findings in research on single parent homes.

Was the principal right to be concerned about these two articles?

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DOCUMENT D

***Bethel v. Fraser*, 1985**

Note: This case concerned a student who had been suspended for giving a student-government nomination speech filled with sexual innuendo.

This Court acknowledged in *Tinker v. Des Moines* that students do not “shed their constitutional rights to freedom of speech or expression at the schoolhouse gate.” ...In upholding the students’ right to engage in a nondisruptive, passive expression of a political viewpoint in *Tinker*, this Court was careful to note that the case did “not concern speech or action that intrudes upon the work of the schools or the rights of other students.”

[The] fundamental values of habits and manners of civility essential to a democratic society must, of course, include tolerance of divergent political and religious views, even when the views expressed may be unpopular. But these “fundamental values” must also take into account consideration of the sensibilities of others, and, in the case of a school, the sensibilities of fellow students....

- ▶ **According to this document, what kind of student speech did *Tinker* (Document B) uphold?**
- ▶ **Between what two values is this ruling trying to strike a balance?**

DOCUMENT E

“Statement of Policy,” *Spectrum*, September 14, 1988

Note: Beginning in 1982, this statement appeared annually in the Spectrum.

Spectrum, as a student-press publication, accepts all rights implied by the First Amendment....

All ... editorials appearing in this newspaper reflect the opinions of the *Spectrum* staff, which are not necessarily shared by the administrators or faculty of Hazelwood East....

- ▶ **How might this statement apply to the issues in this *Hazelwood*?**

DOCUMENT F

Hazelwood District Board Policy, 1988

School-sponsored student publications will not restrict free expression or diverse viewpoints within the rules of responsible journalism.

- ▶ **How might the term “responsible journalism” be defined?**

DOCUMENT G

Oral Argument, *Hazelwood v. Kuhlmeier*, 1988

Note: Mr. Baine represented Hazelwood School District.

MR. BAINE: [T]he principal could understand the school audience as well as anyone else in that some of the information in those articles might make it appear that because it was produced in a classroom exercise that the school in effect had condoned the activities of these children, of these young ladies who had gotten pregnant, for example....

QUESTION: Even if the school would not appear as condoning it, the school was certainly providing the paper and the ink and the money to write the story, right, which was not the case in *Tinker*?

MR. BAINE: Well, that is true.

QUESTION: It was their own arm bands in *Tinker*, they brought them from home, the school did not provide them?

MR. BAINE: Right.

- ▶ **In what way does this exchange assert that the expression in *Hazelwood* differs from that in the *Tinker* case?**

**Majority Opinion (5-3), *Hazelwood v. Kuhlmeier*, 1988**

We deal first with the question whether *Spectrum* may appropriately be characterized as a forum for public expression. ...School facilities may be deemed to be public forums only if school authorities have by policy or by practice opened those facilities for indiscriminate use by the general public or by some segment of the public, such as student organizations. If the facilities have instead been reserved for other intended purposes ... then no public forum has been created. ...The government does not create a public forum by inaction or by permitting limited discourse, but only by intentionally opening a nontraditional forum for public discourse....

School officials did not evince either by policy or by practice any intent to open the pages of *Spectrum* to indiscriminate use by its student reporters and editors, or by the student body generally. Instead, they reserved the forum for its intended purpose as a supervised learning experience for journalism students. Accordingly, school officials were entitled to regulate the contents of *Spectrum* in any reasonable manner.

The question whether the First Amendment requires a school to tolerate particular student speech—the question that we addressed in *Tinker*—is different from the question whether the First Amendment requires a school affirmatively to promote particular student speech. The former question addresses educators’ ability to silence a student’s personal expression that happens to occur on the school premises. The latter question concerns educators’ authority over school-sponsored publications, theatrical productions, and other expressive activities that students, parents, and members of the public might reasonably perceive to bear the imprimatur of the school. These activities may fairly be characterized as part of the school curriculum....

Educators are entitled to exercise greater control over this second form of student expression to assure that participants learn whatever lessons the activity is designed to teach, that readers or listeners are not exposed to material that may be inappropriate for their level of maturity, and that the views of the individual speaker are not erroneously attributed to the school....

A school must be able to set high standards for the student speech that is disseminated under its auspices—standards that may be higher than those demanded by some newspaper publishers or theatrical producers in the “real” world—and may refuse to disseminate student speech that does not meet those standards. ...A school must also retain the authority to refuse to sponsor student speech that might reasonably be perceived to advocate drug or alcohol use, irresponsible sex, or conduct otherwise inconsistent with the shared values of a civilized social order, or to associate the school with any position other than neutrality on matters of political controversy.

(continued on next page)

[W]e hold that educators do not offend the First Amendment by exercising editorial control over the style and content of student speech in school-sponsored expressive activities, so long as their actions are reasonably related to legitimate pedagogical concerns....

- ▶ **Why did the Court conclude the *Spectrum* was not a public forum?**
- ▶ **Under what conditions did the Court rule that school officials could exercise editorial control over student speech?**

DOCUMENT I

Dissenting Opinion, *Hazelwood v. Kuhlmeier*, 1988

The school principal, without prior consultation or explanation, excised ... articles ... of the May 13, 1983, issue of *Spectrum*. He did so not because any of the articles would “materially and substantially interfere with the requirements of appropriate discipline,” but simply because he considered [them] “inappropriate, personal, sensitive, and unsuitable” for student consumption.

The Court offers no more than an obscure tangle of three excuses to afford educators “greater control” over school-sponsored speech than the *Tinker* test would permit: the public educator’s prerogative to control curriculum; the pedagogical interest in shielding the high school audience from objectionable viewpoints and sensitive topics; and the school’s need to dissociate itself from student expression. None of the excuses ... supports the distinction that the Court draws. *Tinker* fully addresses the first concern; the second is illegitimate; and the third is readily achievable through less oppressive means....

Official censorship ... in no way furthers the curricular purposes of a student newspaper unless one believes that the purpose of the school newspaper is to teach students that the press ought never report bad news, express unpopular views, or print a thought that might upset its sponsors....

Tinker teaches us that the state educator’s undeniable ... mandate to inculcate moral and political values is not a general warrant to act as thought police, stifling discussion of all but state-approved topics....

The case before us aptly illustrates how readily school officials (and courts) can camouflage viewpoint discrimination as the mere protection of students from sensitive topics....

Dissociative means short of censorship are available to the school. It could, for example, require the student activity to publish a disclaimer, such as the “Statement of Policy” that *Spectrum* published each school year ... or it could

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simply issue its own response clarifying the official position on the matter and explaining why the student position is wrong. Yet, without so much as acknowledging the less oppressive alternatives, the Court approves of brutal censorship...

The young men and women of Hazelwood East expected a civics lesson, but not the one the Court teaches them today. I dissent.

- ▶ **Why does the dissent assert that the principal censored the student articles?**
- ▶ **Why does the dissent object to the majority's ruling?**

DOCUMENT J

Reactions to the Ruling, 2001

The case had nothing to do with what is being taught in the curriculum; it had solely to do with what students were allowed to publish. ...[T]he legacy of *Hazelwood* is that it helped to create a generation of young people who don't have a clue what the First Amendment is about when they leave high school. Many students are taught that there is only freedom of expression when those in power agree with what you are saying.

–Mark Goodman, Executive Director of the Student Press Law Center

[T]his is an issue of the control of curriculum. I think that the *Tinker* case had been abused. The original basis for *Tinker* was good but some lower courts had expanded *Tinker* to the point where school officials would have had to permit the printing of anything students wrote. ...There is a saying that 'all education is local,' and I think the *Hazelwood* case stands for that principle.

–Robert P. Baine Jr., Attorney for Hazelwood School District

Courtesy of the First Amendment Center
<http://www.firstamendmentcenter.org/analysis.aspx?id=4360>

- ▶ **Contrast these two reactions to the ruling.**

DOCUMENT K

Future of the First Amendment Study, 2005

	Children who answered "Yes"	Adults who answered "Yes"
Do you agree that [professional] newspapers should be able to publish freely without government approval of stories?	51%	80%
Do you agree that high school students should be allowed to report controversial issues in their student newspapers without approval of school authorities?	58%	43%

Sources: "Future of the First Amendment" Study, Center for Survey Research Analysis at the University of Connecticut and the State of the First Amendment (SOFA) survey, Freedom Forum

- ▶ **Summarize the chart data in one or two sentences.**
- ▶ **Could there be a cause-effect relationship between the ruling in *Hazelwood* and this information?**

DIRECTIONS

Answer the Key Question in a well-organized essay that incorporates your interpretations of Documents A-K, as well as your own knowledge of history.

KEY QUESTION

Argue whether or not the First Amendment should protect student speech in public school-sponsored newspapers.

THE ISSUE ENDURES

Conflict escalates over canceled student play on Iraq

By Lisa Chamoff
The Advocate
March 27, 2007

WILTON - A principal's decision to stop the performance of a play about the war in Iraq, crafted by students in a Wilton High School drama class, has garnered national media attention and touched off a debate on censorship.

As part of an advanced theater arts class, 15 students spent the second semester putting together a collection of dramatic readings based on interviews and letters from veterans of the war, including a 2005 Wilton High School graduate who was killed in Iraq in September.

After a student whose brother is serving in the war said the project, "Voices in Conflict," was not balanced, Principal Timothy Canty put an end to it.

Wilton Public Schools Superintendent Gary Richards said Canty made the decision after much thought, and the administration thought the students' script did not provide enough context to explore a complicated subject....

Read the entire article at: <http://www.stamfordadvocate.com/news/local/scn-sa-play2mar27,0,2145459.story?coll=stam-news-local-headlines>.

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► How does this situation compare to the one in *Hazelwood v. Kuhlmeier*?

► Do you believe the school has acted unconstitutionally?



Identifying and Teaching against Misconceptions: Six Common Mistakes about the Supreme Court

By Diana E. Hess

This article originally appeared in Social Education, the official journal of the National Council for the Social Studies (NCSS). Reprinted here with permission of the author and NCSS.

My colleagues in science and math tell me that discussing students' preconceptions and misconceptions is a typical part of the discourse about teaching in their fields. By contrast, I rarely hear social studies teachers talk about this—

perhaps because so much of the content in social studies is or could be contested and we therefore shy away from labeling students' ideas as “pre” or “mis” conceptions.¹

As a general rule, in my social studies courses I tend to focus on topics and issues that are controversial or—as I often argue—are taught as “settled” and really need some unsettling.² But I do not think that everything that should be taught in social studies is controversial. In fact, much of what I think students should learn is not controversial—just hard. Consequently, I have come to believe that it is important for teachers to think deeply about the kinds of understandings that students come in with, identify their conceptions, and then organize teaching purposely to develop the “pre” and correct “the mis.”

An institution that is commonly taught about in middle and high schools is the U.S. Supreme Court. Many people—adults and young people alike—hold misconceptions about how it works. Interestingly, however, this lack of knowledge does not stop people from having a generally positive opinion of the Court—especially relative to the other two branches of the federal government.³ Every so often, polling is done that asks people to name Supreme Court justices as well as other groups (e.g., the Three Stooges and the Seven Dwarfs). The findings are always embarrassing and a bit bizarre. Notably, an astonishingly large percentage of people in the United States know all three of the stooges' names (74 percent to be exact), and about 80 percent can name two of Snow White's dwarfs.

By comparison, 63 percent of Americans cannot name two Supreme Court justices.⁴ Clearly, we should not over-generalize—it may be that some people who cannot name justices actually know a lot about the Supreme Court. Conversely, knowing the name of a justice does not indicate that a person understands anything substantive about the Court. Yet it is my sense that most people are not informed about what the Supreme Court does—in part because the media typically pays little attention to the Court, except when a Supreme Court position falls vacant and a new justice has to be nominated and approved.⁵

For many teachers, then, it is likely that while most of their students may have vague ideas and feelings about the Court, they are not coming into the classroom with robust content knowledge. However, this does not mean that they do not have any conceptions about the Court and what it does, or should do. In my experience teaching high school students in a variety of venues, and listening to hundreds of middle and high school teachers talk about their understandings about the Court—and what their students tend to know and not know—I have encountered six key misconceptions that many people hold about the Court (and the Constitution) that need to be corrected, or at least contested.

1. THE CONSTITUTION APPLIES TO EVERYONE AND EVERYTHING

When I was teaching high school government, history, and law courses, it was not unusual for students to believe that virtually every person and organization with which they interacted had to “follow” the Constitution. Because many students thought the Supreme Court only heard cases that dealt with the Constitution, this mistaken belief often worked to corrupt their understanding of what the Court did. It was not unusual for me to hear students say that their parents had violated their Fourth Amendment rights when they searched their bedrooms; complain that a private organization limited their free expression rights when it enforced strict behavior rules for activities; or argue that employers were violating their rights under the Constitution when they told them what to wear to work.

This mistaken belief about the Constitution’s reach is a sign that the core concept of “state action” had not been formed. That is, in virtually all circumstances, the Constitution only applies to actions taken by a federal, state, or local government actor. But my students believed that any person or organization that “governed” them by exerting authority in their lives was analogous to the “state” and therefore had to follow the Constitution. For example, one of my students believed that his employers were violating workers’ Fourth Amendment rights when they searched employee lockers.

This was a clear signal that he held a misconception about the reach of the Constitution. If he had understood the concept of state action, he would have realized that because his employer was a private entity, not the government, it was under no obligation to adhere to the procedures required by the Fourth Amendment. I realized that for a variety of reasons, my students seemed to have one large concept labeled “rights” under which they thought everything fit—as opposed to a more variegated understanding of the multiple sources of rules and rights. I have since come to believe that many people, not just young people, do not know what state action is. Thus, a fundamental misconception needs to be corrected by explicitly teaching students about the limits of the Constitution’s reach, and particularly about the difference between state and non-state actions. This is a perfect topic for a concept formation lesson where students are provided with examples of constitutional cases that clearly illustrate state action (as well as non-examples) and asked to identify who is being accused of violating the Constitution (e.g., a prison warden, a public school board, or a city council).

2. THE LIBERATION GENERALIZATION

Another belief that many people hold is that the Court’s primary and most frequently enacted function is to liberate people from the heavy hand of a discriminatory majority.

Supreme Court scholar Michael Klarman traces this misconception to the Court's landmark decision in *Brown v. Board of Education*. Klarman explains,

*The conventional assessment of the Court's countermajoritarian capacity has been distorted, I believe, by a single decision—Brown. Because that ruling rescued us from our racist past, the conventional storyline runs, the Court plainly can and does play the role of heroic defender of minority rights from majoritarian oppression.*⁶

The Supreme Court is not so much an error-correcting court as a uniformity-producing institution.

I learned about the relationship between *Brown* and the formation of the “liberation generalization” when a very skillful and experienced teacher told me how learning about the contemporary Supreme Court worked to diminish her interest in teaching a course in American government. She had attended a professional development program where she was taught that the primary function of the Supreme Court is to ensure uniformity in the federal judiciary. Consequently, most of the cases the Court chooses to decide revolve around legal issues for which there was disagreement among the lower federal courts. This information was profoundly disturbing to this teacher. She exclaimed, “I grew up at the time of *Brown*—we revered the Court.” Because she interpreted the ruling in *Brown* as a particularly potent representation of the Court liberating people from racist policies that the “majority” had enacted, she had come to believe that this was what the Court typically did. While there is a robust debate about whether the purpose of the Court should be to provide individuals with protection against the majority, there is less controversy among scholars about whether the Court sees that as its role, or has in fact, actually done that on a consistent basis. This is not to suggest that there are no examples of the Court performing this function, just that this particular role of the Court may be more the exception rather than the rule.

Most recently, the Court's controversial decision in the 2003 gay rights case *Lawrence v. Texas* has been interpreted by some as a particularly powerful example of the Court's majority acting to liberate or defend a group that was targeted by legislation (e.g., the “majority”). In this case, the Court ruled that a Texas state law that criminalized homosexual sodomy violated the due process clause of the 14th amendment. But it is important to note that many of the opponents of the Court's decision in the case have challenged the very right of the Court to overturn majority decisions—especially if they are about topics that are not explicitly mentioned in the Constitution. Teaching to correct Teaching to correct students' misconception that the Court's primary role is to liberate people is challenging, because this is clearly one function of the Court—and when that function is performed, the cases are often very important, so they garner landmark status. Yet it is a misrepresentation to teach that this is the focus of the Court most of the time.

3. THE BELIEF IN ERROR CORRECTION

Another common misconception that many lay people hold is that the role of the Court—as the “highest court”—is to correct errors when lower courts have made mistakes. But in most cases, the fact that a federal or state court below made a decision that seems to

be erroneous is not, by itself, a major reason why the Court takes a case. Most students would be surprised to know that if the error is actually a dispute over the “true” facts, then the errors are solely in the domain of the trial courts and will be not corrected or even addressed by the appellate courts. This is not to suggest that the Court does not overturn lower court decisions on issues of law (in fact, about 75 percent of the cases the Court decides do overturn a decision from below), but that is not its primary function. The Supreme Court is not so much an error-correcting court as a uniformity-producing institution. To understand the significance of this distinction, it is important to understand how cases get to the Court in the first place. Virtually all the cases decided by the United States Supreme Court have been granted a writ of *certiorari*. *Certiorari* is a Latin word that means “to be informed of.” Black’s Law Dictionary defines a writ of *certiorari* as:

“An order by the appellate court to bring the case before them when the court has discretion on whether or not to hear an appeal.” The Court does not have to grant requests for writs of *certiorari*, and most of the petitions requesting one are denied. For example, in most years the Court receives about 7,500 petitions for *certiorari*, but they typically take only 75-85 cases.

The vast majority of cases the Court agrees to decide each year involve a question about which there is disagreement among the lower federal Courts of Appeals (this is called a “circuit conflict”).⁷ Supreme Court litigator Tom Goldstein analyzed the Court’s docket in one recent term and found that 80 percent of cases involved a circuit conflict.⁸ As a general rule of thumb, the conflict must be significant enough to deserve attention. There are many instances in which the Court does not hear a case even when there is a circuit conflict. But if a strong argument can be made that a case focuses on an important question for which there is currently a conflict among circuits, and there is a need for a uniform answer across the nation (such as what a part of the federal tax code means), then it is more likely that the Court will decide to hear the case than they would a case for which there was not a circuit conflict.

4. THE GIDEON EFFECT

In addition to addressing misconceptions about the kind of cases the Court typically decides, it is important to teach accurate information about who is more likely to get a case heard by the Court. Among the cases the Court has selected to hear, very few are *in forma pauperis*, or cases filed by people who cannot afford the filing fee. In recent terms, an average of only one-tenth of one percent of paupers’ petitions were granted review (8 cases out of 6,386 in 2002-2003), compared to an average of 4 percent of paid cases (83 cases out of 1,869 in 2002-2003), during the same terms. This is extremely important information because it illustrates how relatively rare it is for the Court to take a case filed by a person in prison, a common misperception sometimes referred to as the “Gideon effect,” after *Gideon v.*

While many standard government textbooks mention that individuals and groups can file amicus briefs, few explain how deeply and broadly engaged many groups are in the work of the Court on a variety of levels.

Wainwright, in which the petitioner, Clarence Earl Gideon, famously appealed to the Court with his handwritten petition. This case is commonly taught—as it should be—but if not put in the context of its rarity, the effect of the case will be to reinforce a misconception about what kinds of cases the Court typically considers, and why.

5. A RULING IS A “RIGHT” ANSWER

In addition to misconceptions about what kinds of cases the Court takes, and for what reasons, it appears that many people believe that when the Court decides a case, its members are identifying the “right” answer to a challenging question. As Justice Robert Jackson famously wrote, however, “We are not final because we are infallible, but we are infallible only because we are final.” In an unusual statement, Jackson’s remark acknowledges that the Court makes mistakes. By definition, then, it seems logical that the Court’s rulings are supposed to be “right” answers. If they were not, how could the Court make mistakes? The Court often goes to great lengths to communicate this belief when it overturns its own precedents. In these decisions, the majority will often say that the Court got it wrong in the past, and this wrong must now be righted. But if that were really the case, then how do we explain the tendency of the Court to split on many hot-button cases, such as those that involve affirmative action, abortion, gay rights, or presidential-vote counting? Although most of the Court’s decisions are not split, in the cases involving matters that are especially divisive to the public, the Court often splits as well.

What makes the *Brown* decision so unusual is that it was the exception to this general rule—a divisive issue that the Court decided unanimously. When the Court wades into matters that deeply divide people in the United States, it is usually a solid bet that they involve questions for which there is lively dispute about what the correct answer should be. That is, there is a lively intellectual contest going on that involves scholars and the public about what is the right answer to a constitutional or legal question. Rather than being viewed as final arbiters in this intellectual debate, justices are better seen as participants in the debate—and what they rule is not “right,” just what a majority of the Court agree on at a particular time. Finality, not being right, is what the system is designed to produce. Today, we would not say that the Court’s decision in the *Dred Scott* case was “right,” but it was final from a legal standpoint, even though the social and political issue was an open wound. This does not mean that the Court’s decisions can be ignored, but its decisions can certainly be criticized— and indeed, this is an important productive part of public discourse in a democratic society. Teachers who adopt this latter view are more likely to ask students to evaluate whether they think the Court made the correct decision in a particular case, a pedagogical move that would go a long way toward correcting the misconception that what the Court rules is right simply because it emanated from the Court. In other words, Justice Jackson may have overstated his case (perhaps intentionally so) when he said the Court was infallible because it was final. A more accurate read of the Court’s role in the knowledge-production process (which is one way to characterize the sector that the Supreme Court is in) is to say that the Court is neither infallible nor final. Either of those options would be, by definition, antithetical to democratic notions of how the meaning of what is “right” comes to be constructed and reconstructed.

6. INTEREST GROUPS AND THE COURT: DISROBING THE BLIND JUSTICE METAPHOR

Another significant misconception that many people hold about the Court is that Court decisions are made without influence from the public—or specifically, from groups the public forms to influence policy, such as Planned Parenthood and Liberty Forum. This misconception is probably linked to the mistaken belief that the Court’s primary function is to serve in an anti-majoritarian role; if the Court is supposed to constantly “check” the majority, then it must not be susceptible to its views. However, even a cursory understanding of how interest groups influence the work of the Court indicates that the notion that the Court makes decisions without input from the public is false. The important influence that individuals and interest groups have on the Court’s thinking is not something that the Court hides; indeed, it openly admits and even references such influences. For example, it is fairly common knowledge that individuals and groups interested in the outcome of a case file *amicus* (or friend of the court) briefs, in which they are expected to provide important ideas and information they want the Court to consider when ruling on the case. The Court relies on these briefs, and it is clear that some of them are quite influential. Although an unusually large number of such briefs were filed in the two University of Michigan affirmative action cases (over 100), many of the justices asked questions that referred to one in particular—a brief supporting affirmative action filed by a group of former military academy superintendents and retired military officers. This brief was also referenced in the majority decision written by Justice Sandra Day O’Connor.

While many standard government textbooks mention that individuals and groups can file *amicus* briefs, few explain how deeply and broadly engaged many groups are in the work of the Court on a variety of levels. Interest groups routinely pay for or provide a party’s legal representation. In fact, they often “shop” for compelling cases that they think the Court will resolve in their favor. This has been a frequently used litigation tactic by groups of every persuasion. These same groups serve the reverse function—working to keep cases off the Court’s docket—by discouraging petitioners from going forward with an appeal (or in one recent example, encouraging a party to settle a case even after the Court had granted review).⁹

Not only are many interest groups deeply involved in the work of the Court, but some are involved in an inordinate number of the Court’s cases. In the term that just ended, the National Chamber Litigation Center, Inc. (the public policy law firm affiliated with the U.S. Chamber of Commerce) filed 18 briefs in support of certiorari, 15 briefs on the merits, for a total of more than 25 percent of the Court’s cases.

When one high school teacher learned this at a recent professional development institute about the Supreme Court, she exclaimed, “But isn’t that just like lobbying—and aren’t the courts supposed to be independent?” This exclamation sparked a very interesting conversation about what the role of interest groups in the Court should be.¹⁰ What became clear to the teachers attending the event was that interest groups are much more involved with the Court than those teachers had previously believed—and they now needed to figure out how to communicate that to students.

THE EFFECT OF CORRECTING MISCONCEPTIONS

Teaching to correct students' misconceptions about the Supreme Court may seem like a form of myth busting. Some people might think that this will diminish students' respect for important government institutions. In fact, it is possible that teaching to correct students' misconceptions may cause students to be less likely to revere the Court. However, we should not fear this result. I think we should be more nervous about teaching students to revere institutions. After all, awe is the enemy of inquiry. Conversely, it is more important that people know how institutions, such as the Supreme Court, really work if they are to truly understand what influence it has on U.S. society. Correcting many of the misconceptions I have described could serve an important role in disentangling the damaging connection that is often made between reverence and engaged citizenship. For example, someone who understands that the Court's primary and most frequently enacted function is to create uniformity in the federal court system may be less likely to view the Court as a political savior. This can be a good thing if we want to encourage people to let their views be known in the policy-making process. I am not suggesting that the Supreme Court, as an institution, does not deserve respect—I think it does, even though, like most people, I disagree with some of its decisions. But true respect is much more powerful when it comes from a strong knowledge base that can only be built if we recognize misconceptions and teach in a very explicit way to correct or at least expose them.

I doubt that all students hold the misconceptions I have discussed, or that my list of misconceptions is complete. However, I have frequently encountered them in my experience teaching about the Court. In the past, I did not consistently and purposely plan instruction to target students' misconceptions and work to change them. Now, I intend to work toward that goal, because eliminating misconceptions about critically important institutions in our society is a step to building deep knowledge about how such institutions actually work—surely a more important goal than simply fostering reverence.

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¹ Thanks to Jeff Passe for this explanation of why there is a difference in the discourse about misconceptions in the science, math, and social studies teaching communities.

² For example, I have written a number of articles about how *Brown v. Board of Education* is taught, in which I argue that we need to teach the controversies of *Brown* and its aftermath and that we rarely do. See Diana Hess, "Moving beyond Celebration: Challenging Curricular Orthodoxy in the Teaching of *Brown* and its Legacies," *Teachers College Record* 107, no. 3 (2005): 2046-2067.

³ See PollingReport.com, <http://www.pollingreport.com/institute.htm>, for recent opinion poll data about the views that people in the United States have about the Supreme Court, especially relative to their opinions about Congress and the presidency.

⁴ Zogby International, July 28, 2006, <http://www.zogby.com/wf-AOL%20National.pdf>.

⁵ Of course, there are times when the Court receives quite a bit of attention; two recent notable examples are *Bush v. Gore*, and the decision in 2005 on eminent domain (*Kelo v. City of New London*).

⁶ Michael J. Klarman, “How Brown Changed Race Relations: The Backlash Thesis,” *Journal of American History* 81, no. 1 (1994):81-118.

⁷ Go to <http://www.uscourts.gov/courtlinks> for a map showing the federal circuits.

⁸ Information received from Tom Goldstein via personal communications on September 5, 2006.

⁹ In 1997, the Court granted certiorari in an affirmative action case about whether race could be a factor in teacher lay-offs. Before the oral arguments, the school board agreed to a surprise out-of-court settlement that was funded by a consortium of civil rights groups who feared that the Court would rule against affirmative action.

¹⁰ This teacher was attending the Supreme Court Summer Institute sponsored by Street Law, Inc., and the Supreme Court Historical Society.

CLASSROOM APPLICATIONS

Scaffolding questions are provided as an option. Teachers of AP or honors classes may choose not to have students write answers to these.

Context/Background information for some documents is provided as an option to brief students on historical/legal context and significance.

DBQ Strategies:

- Write the Key Question on the board and give each student a copy of one document. Ask this question: Does this document help you to answer this question? If so, how? If not, what additional information might you need? Allow students 3-4 minutes to answer these questions. Then, have students pair up, sharing their documents and answering the same questions. Have each pair join another and repeat the process. Finally, bring the entire class together and answer the Key Question as a group.
- Write the Key Question on the board and spend one class period having students analyze documents and answer the scaffolding questions, followed by one class period writing their answers to the key question.
- Divide students into pairs or trios and assign one or more documents per group. Then ask groups to report on their documents to the class, being sure that they explain how their specific documents can help to answer the Key Question.
- Go over DBQs as a large group, using scaffolding questions and key questions as discussion prompts.
- Give students the documents from a case and have them craft a key question.
- Have students complete a Case Briefing Sheet (see p. 231) to reinforce key concepts.
- Have students determine for each document which side would be more likely to use it in oral argument of the case. (See graphic organizers, p. 232.)
- Conduct a Moot Court presentation (see p. 235 for directions).
- Lightning Round Moot Court: This strategy might be especially helpful to provide a quick review of a number of cases. Assign two students to each case—one to present the petitioner’s position and one to present the respondent’s. Each student has two minutes to present his/her position to the entire class, which then must vote on this question: Is the law in question a valid exercise of government power under the relevant constitutional principles?
- Have students conduct research to discover more details about the people involved in a case, and then report to the class.
- Develop an illustrated timeline to depict changes and trends in interpretation of a given constitutional principle.
- Develop political cartoons to highlight the important issues in a case.

ONLINE RESOURCES

Consult any of the following websites for additional resources to learn more about the Supreme Court and landmark cases.

[http://billofrightsinsitute.org/resources/educator-resources/landmark-cases/
www.oyez.org](http://billofrightsinsitute.org/resources/educator-resources/landmark-cases/www.oyez.org)
<http://www.streetlaw.org/en/landmark.aspx>
<http://www.supremecourt.gov/>
<http://www.law.cornell.edu/supct/cases/name.htm>
<http://www.scotusblog.com/>

CASE BRIEFING SHEET

Case Name and Year: _____

Facts of the Case: _____

What is the constitutional question that the Supreme Court must answer?
(This is a yes/no question and spells out the specific part of the Constitution at issue.)

What constitutional principles are indicated in the case? _____

Summary of one side's arguments:

Summary of the other side's arguments:

How would you decide the case and why? _____

How did the Supreme Court majority decide the case and why? _____

What were the main points raised in any dissenting opinions? _____

What other Supreme Court cases are related in important ways? _____

CONSTITUTIONAL ISSUE EVIDENCE FORM

How would you use the documents provided to answer the constitutional question?

Case Name and Year:

Constitutional Issue:

Yes (Source/Evidence)		No (Source/Evidence)	

DOCUMENTS SUMMARY

Use this form to develop an overview of the evidence available.

Document name & date	Author	Answer to scaffolding question	How each side might use this document to answer the Key Question –OR– What is the main idea of this document?

ATTORNEY DOCUMENT ANALYSIS

Use this form to show which attorney would probably use each document provided, and why.

Petitioner	Both sides	Respondent
<p>Additional notes: How did majority/dissenting opinions align with each attorney's position?</p>		

MOOT COURT PROCEDURES

Preparation

- Encourage students to use the background knowledge they have developed. Attorneys and Justices of the U.S. Supreme Court apply a great deal of background and historical knowledge.
- Caution students that “gotcha” questions within the classroom context are not productive. “Justices” should not ask questions that, based on their background and class activities, would not be fair game.
- Decide whether students will be allowed to use online resources via their smartphones during the exercise—there are good arguments both for using and for not using them.
- Recommendation—do not allow “Justices” to interrupt the attorneys in the first time or two that you run moot courts. They can ask their questions at the end of each attorney’s oral arguments.
- Encourage teamwork among “attorneys” in their presentations. Each team should have a lead attorney, but others will help fill in as needed.

Divide class into 3 groups: 9 Justices, advocates for the petitioner, and advocates for the respondent (A fourth group could be journalists.)

- Give time for planning: Justices decide what questions they want answered in oral arguments; advocates for each side plan their oral arguments.
- Allow equal time for presentation of each side, including interruptions from Justices (or not—your choice). In the U.S. Supreme Court, each side has 30 minutes, and the Justices interrupt continuously.
- Justices deliberate and announce decision. Deliberation is actually done in strict privacy in the U.S. Supreme Court conference, but you decide for your class.

At the beginning of each session of the Supreme Court, the Marshal of the Court (Court Crier) announces:

“Oyez! Oyez! Oyez! All persons having business before the Honorable, the Supreme Court of the United States, are admonished to draw near and give their attention, for the Court is now sitting. God save the United States and this Honorable Court!”

The Chief Justice will begin the oral argument phase by saying, “Petitioner, you may begin.”

The petitioner’s attorney says, “Mr. Chief Justice, and may it please the Court...”

Debrief: Discuss both the content of the case (Constitutional principle and its application) and the processes employed. Consider thinking and planning process, civil discourse process, and the application of these skills outside the classroom.

TIPS FOR THESIS STATEMENTS AND ESSAYS

Thesis Statement: The thesis statement condenses your arguments to a nutshell and appears in the opening paragraph, but it is not written until AFTER you have planned your overall response. (Planning process shown in table below.)

A good thesis statement—

- Fully addresses all parts of the prompt, while acknowledging the complexity of the issue.
- Clearly takes a side—makes a declarative statement that one thing was more important, more persuasive, etc. than another. Since the verb in the prompt is often something like “assess” or “evaluate,” the thesis statement should show which side the writer takes.
- Suggests a “table of contents” or road map for the essay—shows what elements enter into consideration.
- Begins an essay that is proven by abundant and persuasive facts and evidence.

In a DBQ essay, the student writes a well-organized response to target a specific prompt, analyzing pertinent documents in order to support his/her thesis. The steps described here will guide the process of handling the documents. (For Advanced Placement US History the response must include BOTH outside information AND information from the documents. On US History AP exams, one of the essays that must be written under timed conditions is the DBQ.)

DBQ Do and Don't

Steps	Do	Don't
1. Analyze the prompt and divide it into its components. A graphic organizer helps with this step.	Fully address the prompt. It is better to address all parts of the prompt, even if you must do some in a way that is less complete, than to spend all your time on just one of two parts or 3 of 4 parts.	Neglect part of the prompt because you spent too much time on the part you know more about.
2. Plan to prove your point. It is best to begin by planning the overall structure BEFORE even looking at the documents.	Organize your thoughts before writing the thesis statement. What are the logical points your essay needs to include?	Write a “laundry list” that simply summarizes each document.

Steps	Do	Don't
3. Check the documents to see how you can use them as tools.	Strive to use all the documents; but be sure you accurately understand their main ideas.	Take quotes or ideas out of context to use them in a manner other than the author intended.
4. Ask yourself when writing every paragraph: "How does this help to prove my thesis?"	Analyze to prove the position asserted in the thesis statement. Analysis is not the same thing as description or narrative. Merely making a series of true statements is not analysis. Key to analysis—is the essay answering the "So what?" question?	Use 1st- or 2 nd -person pronouns "I think the Supreme Court has the authority to use judicial review because..." "Have you ever wondered how the Supreme Court got the authority to overturn federal laws?"
5. Manage time wisely; writing long quotes will eat up thinking time.	Use relevant facts, evidence, proof. A well-chosen brief phrase in quotations and worked into your own sentence is powerful.	Use lengthy quotes. Pad the paper in an attempt to conceal a lack of analysis.
6. Give credit to sources.	Cite sources using the author's name and/or document title.	Write "According to Document B,..."
7. Think as you write!	Let logic and analysis drive the essay.	Let documents drive the essay.

RUBRIC FOR EVALUATING A DBQ ESSAY ON A 9-POINT SCALE

Adapted from AP US History guidelines

Score (Grade)	Thesis	Analysis (tends to be the most difficult component)	Entire Prompt	Documents	Outside Info (required for AP class)	Organization & Writing Skill	Errors
8-9 (95-100)	Contains a well-developed thesis which clearly addresses all aspects of the prompt and shows organizational roadmap	Effective analysis which shows & proves relationships; fully answers the "so what?" questions; more analytical than narrative.	Addresses all aspects of the prompt, though coverage may be slightly uneven	Effectively and appropriately uses all (or almost all) documents	Supports thesis with substantial and relevant outside information.	Clearly organized & well-written—evident on first reading, but we'll read it again just for pleasure. "Call the President; he needs to hear this essay!"	May contain minor errors. "Get this writer to proofread your next paper!"
5-6-7 (80-85-90)	Contains a thesis which addresses the prompt	Limited analysis; mostly descriptive; knowledge & comprehension level in use of facts	Slight or neglects some parts of the prompt	Uses some documents effectively	Supports thesis with some outside information	Acceptable organization; language errors do not interfere with comprehension and do not indicate misunderstanding of the topic	May contain errors that do not seriously detract from quality of the essay
2-3-4 (65-70-75)	Presents a limited, confused and/or poorly developed thesis	Simplistic explanations that do not indicate mastery of the content; may list facts without analysis	Deals with one aspect of the prompt in a general way or with additional parts in a superficial way	Quotes or briefly cites some documents, but does not use them as tools to support thesis	Contains little outside information	Demonstrates weak organizational and/or writing skills which interfere with comprehension	May contain major errors
0-1 (60 & below)	Contains no thesis or a thesis which does not address the prompt	Shows inadequate or inaccurate understanding of the prompt	Ignores part of the question	Contains little or no understanding of the documents or ignores them completely	Includes inappropriate, off-target, or no outside information	Is so poorly organized or written that it is difficult to understand	Contains numerous errors, both major and minor
–	Response is completely off-target. Examples: "I didn't have to pay for this exam and I'm not wasting my time on it"; "I know nothing about the prompt, but let me tell you about snow-boarding..."; "My former boyfriend is the world's biggest jerk and here's why..."						

KEY QUESTION SCORING GUIDELINES FOR ALL ESSAYS

The Good-Excellent Essay

- Asserts a strong, clear, and well-developed thesis in response to the key question.
- Supports the thesis with outstanding analysis of Founding documents, custom, legal precedent and contemporary views.
- Intelligently applies and/or critiques the Court’s opinion(s).
- Effectively uses many documents and incorporates prior knowledge.
- Contains only minor errors; is clearly organized and exceptionally well-written.

The Average-Good Essay

- Asserts a thesis in response to the key question.
- Supports the thesis with some analysis of Founding documents, custom, legal precedent and/or contemporary views. Analysis of some aspects may be cursory or absent.
- Critiques and/or applies the Court’s opinion(s), but may demonstrate less command of nuance than the Good-Excellent Essay.
- Effectively uses many documents and incorporates prior knowledge.
- Contains few significant errors; is acceptably organized and written.

The Below Average-Average Essay

- Asserts a limited thesis or does not fully address the key question.
- Analysis is largely incomplete, superficial, or incorrect; may merely paraphrase or quote documents.
- Contains simplistic or incorrect application/critique of the Court’s opinion(s).
- Uses few documents and incorporates little prior knowledge.
- Contains some significant errors and is poorly organized and written.

The Poor-Below Average Essay

- Lacks a thesis.
- Exhibits inadequate understanding of the question and the documents.
- Offers no application/critique of the Court’s opinion(s).
- Uses very few documents and incorporates no prior knowledge.
- Contains numerous significant errors and is poorly organized and written.



CONSTITUTIONAL PRINCIPLES AND THEIR DEFINITIONS

The words and ideas of America's Founders were reflections of certain widely accepted understandings about how people can govern themselves to best protect liberty. These understandings include the concepts listed here.

Due process: Government must interact with all citizens according to the duly-enacted laws, applying these rules equally among all citizens.

Equal protection: The laws apply equally to all people; government assures equal opportunity but not equal outcomes.

Federalism: A system of dual sovereignty in which the people delegate certain powers to the national government, while the states retain other powers; and the people, who authorize the states and national government, retain all freedoms not delegated to the governing bodies.

Inalienable rights: Rights with which all of us are born. Examples are the rights to life, liberty, property, and the pursuit of happiness.

Liberty: Except where authorized by citizens through the Constitution, government does not have the authority to limit freedom.

Limited government: Citizens are best able to pursue happiness when government is confined to those powers which protect their life, liberty, and property.

Popular sovereignty: The power of the government comes from the people.

Private property: The natural right of all individuals to create, obtain, and control their possessions, beliefs, faculties, and opinions, as well as the fruit of their labor.

Representative/republican government: Form of government in which the people are sovereign (ultimate source of power) and authorize representatives to make and carry out laws.

Separation of powers/Checks and balances: a system of distinct powers built into the Constitution, to prevent an accumulation of power in one branch

ANSWER KEY

Miranda ruling has led accused persons to assume their confessions will not be used in Court.



Tinker v. Des Moines

Document A: Religion, speech, press, assembly and petition. It stops Congress from restricting these freedoms.

Document B: Symbols are quick and easily understood ways of communicating ideas.

Document C: End the Vietnam War.

Document D: 1. Angry, outraged, hostile, threatening, intimidating, sarcastic, challenging. 2. Some considered the Tinkers to be unpatriotic traitors. Others suggested less disruptive ways for the Tinkers to express their beliefs.

Document E: They both see symbols as a way of communicating.

Document F: 1. Because a Des Moines student had been recently killed in Vietnam. 2. Document C depicts peaceful protest; elements of Document D illustrate the potential for violence.

Document G: 1. They were “akin to pure speech.” 2. Expressive conduct which would “materially and substantially disrupt the work and discipline of the school.”

Document H: The concurring opinion denies that First Amendment rights of children are the same as those of adults.

Document I: There is no “complete constitutional right” to speak one’s mind in any place, time or manner he chooses.

Document J: Restrictions not related to school concerns, but rather to restrict unpopular viewpoints.

Document K: 1. Answers will vary. 2. Answer will vary.

Document L: Action does not have the same protection as speech.

Document M: Both used symbols to publicly express anti-war statements. The Tinkers’ symbols were small, did not use words, and were on their individual persons. The Vietnam Veterans Against the War protest used large symbols, did use words, and defaced a piece of public property.

Hazelwood v. Kuhlmeier

Document A: 1791—Newspapers, pamphlets and other printed materials. Today—Newspapers, student newspapers, pamphlets, Internet blogs, television, radio, podcasts, magazines.

Document B: 1. If it substantially interferes with school discipline. 2. Silent, passive, and orderly.

Document C: Answers will vary.

Document D: 1. Non-disruptive, passive expression. 2. Between free speech and civility.

Document E: The statement shows that the students assumed their student newspaper was protected by the First Amendment.

Document F: Verifying sources, being objective, being fair, minimizing harm, being accountable.

Document G: 1. *Tinker* involved individual student expression while *Hazelwood* involves school-sponsored speech.

Document H: 1. Because it wasn’t open to indiscriminate use by the public. 2. When they have legitimate pedagogical concerns and the speech is contrary to the school’s educational mission.

Document I: 1. He personally thought the articles were inappropriate, and not because he believed they would disrupt

ANSWER KEY

school. 2. *Tinker* held that speech must be disruptive to be censored; shielding a high school audience from objectionable viewpoints is not a legitimate end; less oppressive means were available for the school to disassociate its name from the student speech.

Document J: The first disapproves of the ruling and believes it will cause students to believe the First Amendment only protects the views held by those in power. The second approves of it, believing it will restore local control to education.

Document K: 1. Kids are more likely to believe professional newspapers should seek approval before publishing. They are equally as likely as adults to believe school papers should have to do the same. 2. Answers will vary.

Pottawatomie v. Earls

Document A: Unreasonable searches.

Document B: It is a national crisis worthy of the First Lady's attention, and parents have a role in combating it.

Document C: 1. They do not need them. 2. That searches be reasonable.

Document D: 1. They are searches. 2. Adults.

Document E: 1. The war on drugs does not justify ignoring the probable cause requirement. 2. Yes, because this case is about the definition of reasonable searches in the war on drugs.

Document F: Athletes were leaders of the school drug culture; they have lowered expectations of privacy; their risk of injury is great; deterring drug use is a substantial state interest.

Document G: 1. In general, drug tests are common. 2. Government action versus private action. The Fourth Amendment does not apply to private actors.

Document H: 1. Students in all extra curricular activities do not face the same injury risk as do athletes. 2.

The expansion of the definition of reasonableness and the increasing invasion of privacy.

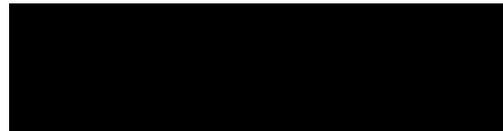
Document I: Because of the school's need to maintain discipline, health and safety. 2. Extra-curricular activities may require off-campus travel and communal undress. Further, these clubs have their own rules that don't apply to the school as a whole.

Document J: By alleviating peer pressure.

Document K: In *Vernonia*, the drug culture was led by athletes, was pervasive, and drug testing was limited to athletes, who face particular risk from drugs; in *Pottawatomie*, the drug problem was not major, and all participants in extracurricular activities had to submit to drug tests.

Document L: They have very little.

Document M: The ruling will allow communities to drug test public school students as a way to combat drug problems.



Schenck v. United States

Document A: The First Amendment protects the right to speak and publish one's ideas, associate with others, practice the religion of their choice, and lobby for change.

Document B: 1. World War I. 2. To pass laws that suppress the voices and actions of those opposed and disloyal to the United States in the interest of "national peace and safety" and against those who "preach and practice disloyalty."

Document C: 1. Publishing or saying things that are not true about the government; writing letters to enemy leaders suggesting how they could gain advantage in the war; publishing