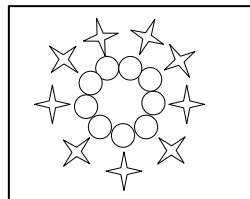




Lesson 2: Freedom of Expression

Lesson Activity Steps: HOOK INTO THROUGH and BEYOND

- Hook: opening discussion with students regarding their thoughts on the school's dress code. What do you think about the school's dress code? Why do schools implement dress codes? Is the school dress code implemented fairly? Note: find your school's dress code.
- Alternate Hook #1 Have students pair/share while looking at different shirts. (Shirts should be ones that would push the limits on schools' dress codes, e.g., Budweiser shirt, marijuana leaf, confederate flag, iron cross). Students should be asked to look at the shirts from different perspectives; student, parent, school administration.
- Show "Da Vinci Code" movie clip (1min 35secs) related to the historical context of the use of symbols. This clip is located at the beginning of the movie.
- Pass out the Symbol Matrix Worksheet. Working simultaneously with the PowerPoint, students will share what they think about each symbol as they understand them. Students will be asked at random how they feel about the symbol. The teacher may provide any clarification as necessary. This will provide students with some background knowledge prior to working in pairs for the group discussion.
- "Do You Get It?" Point/Counterpoint Persuasion (continued on PowerPoint). Students will organize in "Concentric Circles". Students will effectively explain their point of view while the other student takes on the role of the administrator. These discussions must be kept professional while trying to get the other side to understand your point of view. Rules will be discussed prior to the separation in to groups. Rules include: 1) no physical contact, 2) no inappropriate language, and, 3) have fun with it. Each student will be paired with another student. Teacher will show students new T-shirts and have the students role play.



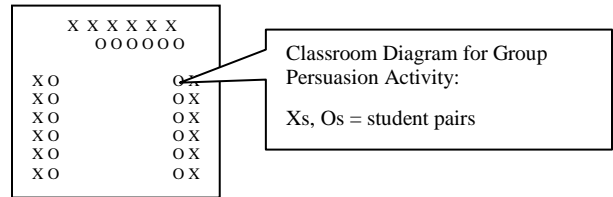
Stars are the "movers and shakers".
They will move according to the teacher's directions (e.g. move 3 right).
This will allow maximum interaction between students.



CALIFORNIA ON MY HONOR

Curricula for K-12 Civics Education

- Alternate Group Discussion: students will be divided into groups of twelve students apiece. This may be modified as needed for smaller or larger classes. They will debate/discuss why the symbol should be worn or why the symbol should not be worn. The student wearing the symbol will be supportive of what it represents and the other student will act as a parent who is offended by the symbol.



- Classroom Follow Up: students will be asked how they felt about the individual discussions and the class will discuss how the court actually ruled. The “Courts in the Classroom” CD/website prepared by Karen Viscia will be used in this discussion. Students will be polled (thumbs up = agreement, thumbs down = disagreement) prior to hearing the court’s official decision.

- Primary Source Document: Tinker vs. Des Moines. Students will look at the actual documents for the Tinker Case.

- Relevant Current Topic: “Bong Hits for Jesus.” Students will be placed into four groups of nine students apiece. They will be responsible for reading information related to the “Bong Hits for Jesus” case. Each group will vote and then will write a majority opinion (the ruling of the whole court), dissenting opinion (the ruling of the people who disagreed with the majority), and a concurring opinion (reason as to why you agreed). When the case results are determined, this court ruling will be shared with the students and they may compare the Supreme Court’s opinion with their opinions.

- Assessment: Students will have the opportunity to rewrite/revise the dress code. Additionally, students will respond to the following questions: 1) Should we have a dress code? 2) How have your feelings been affected following this lesson?

Special Needs of students are considered in this lesson: Yes, symbols are used and a variety of articles/primary source documents are provided depending on the reading levels of the students.

Extension Ideas: Relevant Article – “Silencing Student Speech – And Even Artwork – In the Post-Columbine Era...” by David L. Hudson Jr.

(writ.corporate.findlaw.com/commentary/20040304_jr..html), Juneau School Board, Deborah Morse vs. Joseph Frederick; aka “Bong Hits for Jesus”, Additional Relevant Court Cases.