

SS 560

## Teaching Constitutional Issues in US History

Summer 2019

John R. Howard Hall, Room 260

M-F 1-4

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### **Course Description:**

This course presents a study of United States history through the lens of major constitutional cases, issues, and debates. Topics will include, but are not limited to: equal protection, voting rights and disenfranchisement, due process, privacy and security, and free speech. These constitutional issues will be placed into their historical context and examined for their connections and relevance to current and emerging topics.

### **Description of Instructional Approach/Pedagogy:**

The instructional approach is threefold: 1) Provide content knowledge; 2) Model teaching strategies; 3) Create and workshop curriculum. The course will emphasize social justice education. Based in the principles of *Rethinking Schools*, the course will focus on employing pedagogy that is grounded, critical, multicultural, anti-racist, participatory, experiential, hopeful, activist, academically rigorous, culturally sensitive, and honest. The parallel to this will be an introduction to historiography and an introduction to dialectical materialism as a framework for thinking critically about history.

### **Course Expectations:**

Attendance and prompt arrival are critical to the success of each class meeting. If for any reason you cannot attend class or you will be late please call or email me in advance to let me know this.

With the goal of developing habits of a teacher, students are expected to think creatively and critically about the content of the class. Specifically, in developing their own teaching style and methods. In class, students are expected to:

1. Prepare for every class by completing assigned reading and written work;
2. Actively participate in all learning experiences in every class meeting;
3. Complete all requirements for curriculum projects and presentations;
4. Support peers with critical and constructive ideas and feedback.

### **Enduring Understandings:**

- Useful, effective, and applicable teaching tools
- Contextual understanding of major Supreme Court decisions
- Knowledge of US History

### **Safe Learning Environment:**

I want to ensure that this class provides a safe and accessible learning environment for each of us. If you have needs or concerns that I might accommodate in the curriculum, instruction, or assessment of this class please

talk to me about this at any point in the course. Also I ask that each of us work to create a classroom exchange of ideas that is intellectually challenging while at the same time respectful and supportive of every individual.

### **Assignments:**

There will be one major assignment: [Major Supreme Court Decisions: Creating Student Assignments](#). This assignment as well as your participation in class discussions will determine your grade.

### **Required Readings:**

- Irons, Peter H. *A People's History of the Supreme Court: the Men and Women Whose Cases and Decisions Have Shaped Our Constitution*. Penguin Books, 2006.
- Zinn, Howard. *A People's History of the United States: 1492-2001*. N.p.: n.p., n.d.

Additional readings will be provided.

### **Recommended Readings:**

Arnove, Anthony, and Zinn, Howard. *Voices of a People's History of the United States*. New York: Seven Stories Press, 2014. Print.

Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press

Boyd, Andrew, and Dave Oswald. Mitchell. *Beautiful Trouble: A Toolbox for Revolution*. New York: OR, 2012.

Collins, Gail. *America's Women: 400 Years of Dolls, Drudges, Helpmates, and Heroines*. Little, Brown and Company, 2007.

Fairclough, Adam. *Better Day Coming: Blacks and Equality, 1890-2000*. New York: Viking, 2001.

Kendi, Ibram X. *Stamped from the Beginning: the Definitive History of Racist Ideas in America*. Nation Books, 2017.

Loewen, James W., *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. New York : New Press, 2008.

Richard Rothstein, *The Color of Law : A Forgotten History of How Our Government Segregated America*, New York; London : Liveright Publishing Corporation, a division of W.W. Norton & Company, 2017.

Schweikart, Larry, and Michael Allen. *A Patriot's History of the United States: From Columbus's Great Discovery to the War on Terror*. New York: Sentinel, 2004.

**DAILY CALENDAR** (Subject to change):

<p><b>DAY ONE, Thursday, 6/18: CRITICAL THINKING, HISTORIOGRAPHY, and ESTABLISHING COMMUNITY</b></p>	<p><b>DAY TWO, Friday, 6/19: CRITICAL THINKING, HISTORIOGRAPHY, and ESTABLISHING COMMUNITY</b></p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What is patriotism?</li> <li>• What makes a safe, healthy, educational community?</li> <li>• How is historical understanding influenced by interpretation?</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Creating community in classrooms.</li> <li>• Critical thinking in Social Studies</li> </ul> <p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>• Poll Everywhere</li> <li>• Funnel</li> <li>• Two Voice Poem</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• Is objectivity important in the social studies classroom?</li> <li>• What is the danger of a single story?</li> <li>• Why do people interpret the past?</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Perspective and bias in historiography</li> </ul> <p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>• Colormarking</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Form groups for <a href="#">Supreme Court assignments</a>. Sign up on the presentation calendar.</li> </ul>
<p><b>DAY THREE, Monday, 6/22: SLAVERY and RACIAL SOCIAL ORDER // US v. AMISTAD</b></p>	<p><b>DAY FOUR, Tuesday, 6/23: PLESSY v. FERGUSON or ADDITIONAL LESSON (see below)</b></p>
<p>Essential Question:</p> <ul style="list-style-type: none"> <li>• Where has US history intersected with the Constitution?</li> <li>• How was the idea of race constructed in the United States?</li> </ul> <p>Readings (read before class):</p> <ul style="list-style-type: none"> <li>• <b>Zinn</b> - Chapter 1 pgs. 1-11</li> <li>• <b>Zinn</b> - Chapter 2 (Early Colonization and Slavery) - 23-38</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Historiography, continued</li> <li>• Slavery, white hegemony, and racial order</li> <li>• Colonial Virginia Slave Codes</li> </ul> <p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>• Bloom’s Taxonomy and Levels of Questioning</li> <li>• Silent Discussion</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• How do we teach about racism?</li> <li>• How do we teach about slavery?</li> <li>• How was race constructed in the United States?</li> </ul> <p><b>Readings:</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Abolitionism</li> <li>• The 3/5ths Clause</li> <li>• The Naturalization Act of 1790</li> <li>• The 13th Amendment</li> </ul> <p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>• Text Graffiti</li> <li>• Silent Images</li> <li>• Group Reading</li> <li>• Document Analysis</li> </ul>

<b>DAY FIVE, Wednesday, 6/24: <i>BROWN v. BOARD OF EDUCATION</i></b>	<b>DAY SIX, Thursday, 6/25: <i>ROE v. WADE</i></b>
<p>Essential Question:</p> <ul style="list-style-type: none"> <li>How were the 14th and 15th amendments denied to citizens of color?</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li><b>Zinn</b> - Chapter 9 - pgs. 198 - 210, start at “The American government...”</li> <li><b>Zinn</b> - Chapter 17 - pgs. 450 - 468. Starting at, “Meanwhile, the Supreme Court was taking steps.....”</li> <li><b>Irons</b> - Chapter 29 - pgs. 383-395</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>Jim Crow</li> <li><i>Brown v. Board of Education</i></li> <li>De Facto and de Jure segregation</li> </ul> <p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>Podcast Notes</li> <li>Matching, grouping, categorizing</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>What influences identity?</li> <li>How are singular social movements diverse?</li> <li>Who / what has political capital? Why, and how is it exercised?</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li><b>Zinn</b> - Chapter 6 - pgs 103 - 124</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>Seneca Falls Convention</li> <li>NAWSA vs. NWP</li> </ul> <p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>Character Retrieval Chart</li> <li>Simple Parliamentary Procedure</li> <li>Tea Party</li> <li>Spectrums</li> <li>Four Corners</li> </ul>
<b>DAY SEVEN, Friday, 6/26: <i>SCHENCK v. UNITED STATES</i></b>	<b>DAY EIGHT, Monday, 6/29: <i>BAKKE v. CALIFORNIA</i></b>
<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>Is freedom more important than security?</li> <li>What lengths can the government go in the name of protecting its citizens?</li> <li>In times of war, is it reasonable to limit free speech?</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li><b>Zinn</b> - Chapter 14 - pgs. 359 - 368</li> <li><b>Zinn</b> - McCarthy, Chapter 16 - pgs. 429-439</li> <li><b>Irons</b> - 265-276</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>WWI</li> <li>1st Amendment</li> <li>The Red Scare</li> </ul> <p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>4 corners</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>How can historic, structural racism be atoned for?</li> <li>Is affirmative action fair?</li> <li>What is discrimination?</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li><b>Irons</b> - Chapter 34, 450-463</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>Privilege</li> <li>Affirmative Action</li> </ul> <p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>Podcast</li> <li>Structured Academic Controversy</li> <li>Character Retrieval Chart</li> </ul>

<ul style="list-style-type: none"> <li>● R.A.F.T.s</li> <li>● Q &amp; A Scripts</li> </ul>	
<p><b>DAY NINE, Tuesday, 6/30: <i>NEW YORK TIMES v. UNITED STATES</i></b></p>	<p><b>DAY TEN, Friday, 7/1: <i>CLOSING THOUGHTS</i></b></p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● To what extent is the government justified in keeping information secret?</li> <li>● What is the purpose of a free press?</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>● <b>Zinn</b> - pgs. 471-490</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>● The Vietnam War</li> <li>● Government Secrecy</li> <li>● Daniel Ellsberg and the Pentagon Papers</li> </ul> <p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>● Fiction in history</li> <li>● T-charts</li> </ul>	<p>Essential Question:</p> <ul style="list-style-type: none"> <li>● What works in the High School Social Studies classroom?</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>● Creativity and Activism</li> <li>● Best Teaching Practices</li> </ul> <p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>● Critical Thinking Worksheet</li> <li>● Socratic Seminar</li> </ul>

<p><b>ADDITIONAL LESSON</b> (This may be substituted for an above lesson): <i>KOREMATSU v. UNITED STATES</i></p>
<p>Essential Question:</p> <ul style="list-style-type: none"> <li>● What makes someone a citizen?</li> <li>● What lengths can the government go to in the name of protecting its citizens?</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>● <b>Irons</b> - Chapter 27 - 348-365</li> <li>● <b>Zinn</b> - 416 - 423</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>● WWII</li> <li>● Japanese Internment</li> </ul> <p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>● Photos and Captions</li> <li>● Mock Trial</li> <li>● Document Analysis OPCVL</li> </ul>

