



Reading and Writing Law and Legal History: Privacy and Reproductive Rights

Lesson Plans (50 minute class periods)

Lesson 5: Legal Precedent and History – Relevancy of Past to Present (1 class)

15 minutes: In-Class discussion of C-SPAN sources and responses. Discussion of what sources the students chose, what they found most interesting, and how reading the Supreme Court decisions informed their understanding of the cases, the C-SPAN sources, and of the constitutional law and interpretation of privacy and reproductive rights.

25 minutes: Lecture and Review of court decisions, legal precedent, and discuss aftermath of *Roe* and *Griswold*, including public response, subsequent federal cases and decisions, current laws, court decisions, and controversies, including those in New York and in other states.

10 minutes: In-class writing - like Lesson 1, but examining what students have now learned.

Prompt Questions for writing and discussion from Lesson 1:

- 1) When you think about reproductive rights in the United States, what comes to mind?
- 2) Have you heard of the Supreme Court's decision in *Roe v. Wade*? If so, describe what you know about this decision? What about Planned Parenthood? What do you know about Planned Parenthood and what is its purpose?
- 3) Do you have a fundamental right to privacy? If so, why? What is privacy? Explain.
- 4) Open the pocket Constitution and read through the Amendments section, beginning with the first 10 Amendments ("Bill of Rights"). Are privacy or reproductive rights included in the Amendments? If so, where? Are they directly mentioned or implied through interpretation?

Homework Assignment: Based on the Vullo article, Class Discussions, and Court decision readings, case briefs, and C-SPAN assignments, students write a 1-2 page proposal of a research project or an essay focusing on a legal case or legal issue, either on privacy or reproductive rights or another legal issue or related case. Students develop a research plan for what they would need to include in the essay or research project, including Supreme Court, or State court cases, lower court and appellate decisions, historical background and relevant law and legal history, biographical information and list of those involved in the case or issue (i.e., lawyers, lawmakers, judges, members of the public, those bringing legal challenges, those arrested/fined for violating the law, etc.). What sources will the student use and what questions will the student answer?