



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

Lesson Plans (50 minute class periods)

Lesson 6: Researching and Writing Legal History (1-2 classes)

20 minutes or longer: Group Activity – small groups, legal history projects and essay proposals.

Students work together to provide suggestions for classmates on proposals for legal history essays or research projects. The purpose is to use the experience reading and analyzing the Vullo article and case law in order to explore writing and researching legal history, and learn how to write about court decisions and legal precedent in a clear and accessible manner or to incorporate law and legal precedent and history to write about current or past legal issues.

Students can choose to pursue these essays or projects later in the course or in other courses or in the future. They now have the skills to research, read, and write about the law and legal history.

20 minutes or longer: Groups share with the class and class offers suggestions, including narrowing or expanding the topic, legal precedent or cases to examine and explore, primary and secondary sources, using C-SPAN sources and Vullo article as models to guide their suggestions.

10 minutes or longer: Discussion of Kimberlé Crenshaw - origin and use of “intersectionality.” Discussion of student understanding of “intersectionality,” and introducing Crenshaw’s legal scholarship in critical race theory in late 1980s and into the 1990s, racial/gender discrimination and coinage of term, and the importance of exploring intersections of race, class, gender/identity, sexual orientation, religion, immigration, etc. in research and in writing about legal history.