

U.S. HISTORY LESSON

BILL OF RIGHTS

Texas v. Johnson, 1989 (Flag Burning Case)

Objectives:

TEKS

- 8.16C** Identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights.
 - D** Analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.
- 8.17C** Identify the origin of judicial review and analyze examples of congressional and presidential responses.
- 8.19A** Summarize the issues, decisions, and significance of landmark Supreme Court cases.
- 8.20D** Identify examples of responsible citizenship, including obeying rules and laws, voting, and serving on juries.
 - F** Explain how the rights and responsibilities of U.S. citizens reflect our national identity.
- 8.22A** Identify different points of view of political parties and interest groups on important historical and contemporary issues.
 - B** Describe the importance of free speech and press in a democratic society.
 - C** Summarize a historical event in which compromise resulted in a peaceful resolution.
- 8.30A** Differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the U.S.
 - B** Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
 - C** Organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.
 - D** Identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants.
 - F** Identify bias in written, oral and visual material.
- 8.32B** Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

ACTIVITIES AND RESOURCES

Pre-Museum Visit Activities

The teacher will have students study the Bill of Rights. The emphasis should be specifically on the First Amendment. (The teacher should use the information from the textbook that helps the student understand each amendment. Also the teacher may use the specific information within the teacher materials.)

Museum Visit

Before the tour of the Museum, the students will meet in the classroom. They will view the film clips concerning the case, *Texas vs. Johnson* and the speech from President Bush. The teacher will lead the discussion on duties of the President, specifically the appointment of Supreme Court Justices. The students will be asked to identify the two justices who were appointed by President Bush. Their assignment will be to find where the justices are shown in the Museum. The students will be divided into groups of five with a specific leader for each group. The students will take a guided tour of the Museum with a Docent. The period of time participating in class and on the tour depends on the number of students involved in this activity.

ASSESSMENT

Each student will be able to understand the reason for the Bill of Rights and the role of the Supreme Court and the President in the decision-making process.

NOTES

Materials Needed

pens, pencils, clipboards

Hand-outs

- Frank Sinatra letter/George Bush answer
- Alexander Stark – American Jewish Congress
- Loren F. Ghiglione – American Society of Newspaper Editors
- Gary Farmer poems
- Mrs. Betty R. Shaw to Mrs. Bush
- Mrs. Bush to B.R. Shaw
- Snowden Political Cartoon/Thank you from the White House
- Massachusetts Town Clerks' Association and reply from President Bush
- Carl A. Keyser letter and reply from President Bush