



Lesson Plan: *Tinker v. Des Moines* (1969)

Learning Objectives: The students will...

1. Answer comprehension questions while watching the video of *Tinker v. Des Moines*.
2. Express personal opinions about key facts, the arguments, decision, and impact of *Tinker v. Des Moines* on American history.

TEKS: US.20A; US.22A

Materials Needed: Oyez video on *Tinker v. Des Moines* (www.texasbar.com/civics), copies of student viewing guide, copy of teacher notes.

Teaching Strategy:

1. Explain to the students that they are going to view a video on the 1969 U.S. Supreme Court case of *Tinker v. Des Moines*. Set the case up by explaining its significance in U.S. history—it illustrates the differences of opinion present in the United States concerning the Vietnam War. It also highlights the issue of whether or not students have protections provided in the First Amendment.
2. Pair the students up and distribute a viewing guide to each student. Have the students preview the guide with a partner and predict what they think the answers might be. After they have discussed their ideas on the guide, explain that they will be watching the video and answering the questions individually.
3. Play the video, stopping at the designated time on the teacher notes for the students to individually answer the comprehension questions as well as complete the “Stop and Think” section. If there is time, ask for volunteers to share their thoughts before going to the next section of the video. Continue this process until the video has come to an end.
4. Explain that the last portion of the guide contains quotes from both the majority and dissenting opinions in the case. Explain that they are to paraphrase each quote and then identify evidence from each that supports whether it is a quote from the majority opinion or the dissenting opinion. The teacher can decide if this is to be done individually or with a partner.

Extension Idea:

Divide the students into a group of three and assign each member of the group one of the following cases to research and complete a case study: *Bethel v. Fraser*, *Hazelwood v. Kuhlmeier*, or *Morse v. Frederick*. Explain that these three cases all deal with students and the First Amendment following the *Tinker* decision. Once the students have completed their analysis, have the group of three meet to share their case study. When the group has discussed all three cases, ask the class if they agree with the majority opinions in all three and defend their opinion.