Unit 04: The Right to Privacy

Content Area: **Social Studies**
Course(s): **Const Law H**
Time Period: **Semester 1**
Length: **1 week**
Status: **Published**

Standards

6.1.13	Postwar United States: Civil Rights and Social Change (1945 to early 1970s)
	Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
6.1.12.CivicsPI.13.a	Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination.
	Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
6.1.12.CivicsDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
	Political and economic decisions throughout time have influenced cultural and environmental characteristics.
6.1.12.EconEM.13.a	Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
6.1.12.HistoryCC.13.a	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
6.1.12.HistoryCC.13.c	Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.
	History, Culture, and Perspective: Historical Sourcing and Evidence
	Historical sources and evidence provide an understanding of different points of view about historical events.
6.3.12.HistorySE.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
	Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
6.3.12.HistoryCA.12	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Enduring Understandings

Students will be able to understand the Supreme Court's role in terms of the interpretation and implementation of the Constitution and the Bill of Rights.

Students will be able to understand how the Supreme Court determines the Constitutionality of laws, state and government decisions and private actions.

Students will be able to understand that the Constitution is a framework and that the interpretation of it has evolved and is continuing to evolve over time.

Essential Questions

1. How has the Supreme Court defined a person's Right to Privacy when it was never specifically written into the Constitution?

2. How can one derive the Right to Privacy from the 1st, 3rd, 4th, 5th, 9th and 14th Amendments?

3. Does the Constitution allow for the Supreme Court to derive the concept of right to privacy?

Knowledge and Skills

1. How has the Supreme Court defined the Right to Privacy throughout history?

- The Constitution - never mentions it
- The Supreme Court says its an inherent right that must be weighed against the security and stability of society as a whole
- History of reproductive and abortion rights in the United States

2. How has the Supreme Court defined the Right to Privacy in regards to reproductive rights?

- Roe v. Wade
- Planned Pareenthood of Southeastern PA v. Casey
- Stenberg v. Carhart
- Gonzales v. Carhart

3. How has the Supreme Court defined the Right to Privacy in regards to Personal Autonomy?

- Bowers v. Hardwick
- Washington v. Glucksburg

4. How has the Supreme Court defined the Right to Privacy in regards to schools?

- Vernonia School District v. Acton
- Board of Education v. Earls
- Owasso Independent School District v. Falvo

Transfer Goals

Given a Supreme Court majority opinion the students will be able to independently analyze the decision based

on the historical context around the time period and makeup of the Supreme Court.

Students will be able to independently interpret the differences in how the Supreme Court has changed its definition of the Right to Privacy over time.

Resources

Briefs:

- Roe v Wade (1973)
- https://www.law.cornell.edu/supremecourt/text/410/11
- Planned Parenthood of Southeastern PA v Casey (1992)
- https://www.law.cornell.edu/supremecourt/text/505/833
- Stenberg v Carhart (2000)
- https://www.law.cornell.edu/supct/html/99-830.ZS.html
- Gonzalez v Carhart (2007)
- https://www.law.cornell.edu/supct/html/05-380.ZS.html
- Bowers v Hardwick (1986)
- https://www.law.cornell.edu/supremecourt/text/478/186
- Washington v Glucksberg (1997)
- https://www.law.cornell.edu/supremecourt/text/521/702
- Vernonia School District v Acton (1995)
- https://www.law.cornell.edu/supct/html/94-590.ZS.html
- Board of Ed v Earls (2002)
- https://www.law.cornell.edu/supremecourt/text/536/822

NJ v. T.L.O (1985)

https://www.law.cornell.edu/supremecourt/text/469/325

Owasso Independent School Dist. v Falvo (2002) https://www.law.cornell.edu/supct/html/00-1073.ZO.html

WH Databases, AI (Gemini, Copilot, Magicshoolai), Pear Deck

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit?tab=t.0