

TEACHING AMERICAN HISTORY PROJECT – 2009-2012

Lesson Title - REGENTS OF THE UNIVERSITY OF CALIFORNIA v. BAKKE (1978)
from Craig Demars

Grade – 11

Length of class period – 2-3 Class periods (43 minutes in length)

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

Did the claim of the University of California at Davis special admissions program result in unconstitutional reverse discrimination?

Objectives (What content and skills do you expect students to learn from this lesson?)

Students will interpret multiple primary documents related to the court case of the Regents of the University of California v. Bakke.

Students will analyze the impact of this court ruling and its meaning to the University and America.

Students will examine the role of affirmative action in society today.

Materials (What primary sources or local resources are the basis for this lesson?) –
(please attach)

Assignment Page

Computer/Internet access for primary documents

<http://www.milestonedocuments.com/documents/full-text/regents-of-the-university-of-california-v-bakke>

<http://www.milestonedocuments.com/documents/view/regents-of-the-university-of-california-v-bakke>

http://www.pbs.org/wnet/supremecourt/rights/landmark_regents.html

Activities (What will you and your students do during the lesson to promote learning?)

Students (in small groups) will read and analyze the overview and court ruling of the Regents of the University of California v. Bakke. Each group will be responsible to analyze the documents related to the court case while answering the focus question for this assignment: Did the claim of the University of California at Davis special admissions

program result in unconstitutional reverse discrimination? To help them complete this task students will be taken to the library to have access to computers to further research the court case and have access to MS PowerPoint software for the presentation portion of this assignment. Students are responsible for a minimum of a 5 slideshow presentation to present the following information (1. What is affirmative action? 2. What is this case about? 3. What was the decision handed down? 4. Group perspective on the ruling and what their ruling would be if they were the judge. 5. Group perspective on role of affirmative action in society today.). Once all groups have completed their presentations a class debate/discussion will commence this activity specifically pertaining to questions 4 and 5.

How will you assess what student learned during this lesson?

Students will be assessed through a variety of methods during this activity: their ability to show comprehension of knowledge, provide a clear and accurate answer to all five questions asked on assignment page, ability to work cooperatively in a group, speaking loud/clearly during presentation, having PPT slides that are neatly organized and meeting all the requirements set forth in the assignment page.

Connecticut Grade Level Expectations-

Students will use primary source documents to analyze multiple perspectives.

Students will demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past and present.