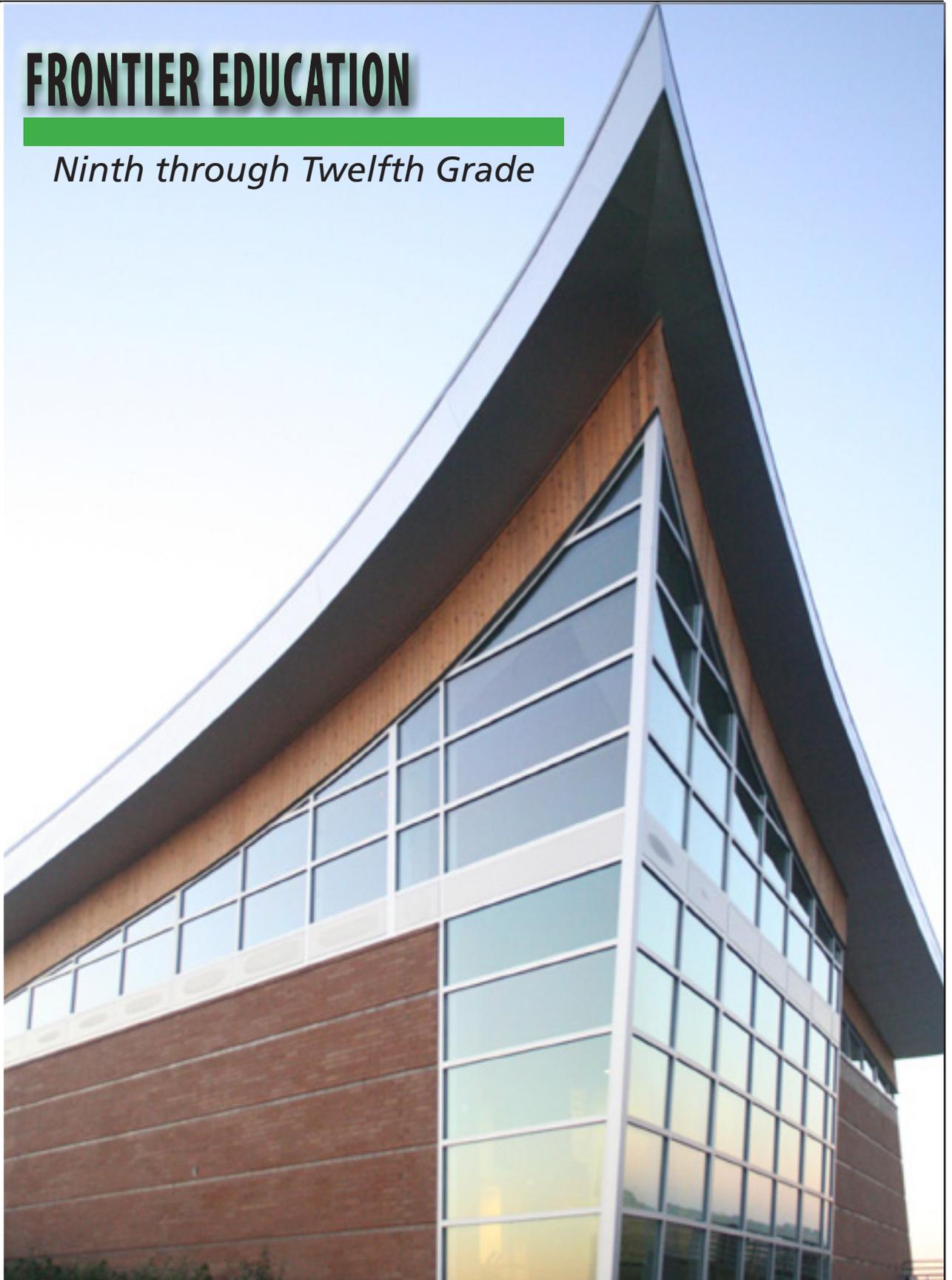


Free Land was the Cry!

FRONTIER EDUCATION

Ninth through Twelfth Grade



Homestead

National Park Service
U.S. Department of the Interior

Homestead National Monument
of America, Nebraska



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TABLE OF CONTENTS

This unit has Pre-Visit Activities for teachers to use to prepare students for a visit to Homestead National Monument of America, a Ranger-Led Experience which will occur during your visit, and Post-Visit Activities for teachers to use to expand students' knowledge of the impact the Homestead Act of 1862 had on America.

Program Description	Page 4
Curriculum Objectives, National Standards	Page 5
Pre-Visit Activity #1: Freeman versus Scheve	Pages 6-9
Ranger-Led Experience	Pages 10, 11
Post-Visit Activity #1: Let's Explore Other Court Cases.....	Pages 12-14
Character Education	Page 15
Additional Resources including Homestead Handouts	Pages 15-17

Some of the ideas in this lesson may have been adapted from earlier, unacknowledged sources without our knowledge. If the reader believes this to be the case, please let us know, and appropriate corrections will be made. Thank you.

PROGRAM DESCRIPTION



The Freeman School stands as a reminder of the role schoolhouses played on the prairie frontier. Officially known as School District 21, the Freeman School was a center for the education of children from 1872 until 1967. At that time, it was one of the oldest continuously operating schools in Nebraska. During its long history, the school served as a meeting place for the First Trinity Lutheran Church, a polling place for Blakely Township, and a gathering place for many organizations and clubs.

Homesteaders placed a high value on public education. Simple one-room schoolhouses were often built before their permanent homes.

Unlike many of the more typical wood or sod-walled schools found west of the Missouri River, the Freeman School was constructed of locally-baked brick. According to school records, Thomas Freeman, was paid \$100.15 “on account of brick.” Furnishings were usually handmade, but the Freeman

It seemed, as I recall it, a lonely little house of scholarship...But that humble little school had a dignity of a fixed and far off purpose...It was the outpost of civilization. It was the advance guard of the pioneer, driving the wilderness farther into the west. It was life preparing wistfully for the future.

James Rooney in 'Journey from Ignorant Ridge,' 1976

School was furnished with desks shipped from Indiana.

Teachers were young, often younger than their oldest students. Salaries were meager and many teachers collected a large portion of their wages in room and board. It was not uncommon for a teacher to rotate from

one prairie community to another to be housed and fed.

Books were precious. Many students had to supply their own texts. Family Bibles were often used. Different editions and often different titles added to the teacher's woes. When more money was available, McGuffey readers reduced this problem. In 1881, the Freeman School provided textbooks for its students, ten years before schools were required to by the Nebraska legislature.

The schoolhouse was often the focal point for a young community. Many homesteaders saw their children baptized in the schoolhouse, heard friends eulogized there, and shared a box supper with their neighbors at the Saturday night social.

CURRICULUM OBJECTIVES

- Students will analyze historical documents.
- Students will understand the court system when determining civil cases.
- Students will analyze population characteristics of the schools in 1900 and in 2010.
- Students will be able to differentiate between relevant and irrelevant information.
- Students will synthesize the role of teachers, school boards and parents in the operation of a school.

NATIONAL STANDARDS

NSS-C.9-12.1 CIVIC LIFE, POLITICS AND GOVERNMENT

What are Civic Life, Politics, and Government?

- What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?
- What are the essential characteristics of limited and unlimited government?
- What are the nature and purposes of constitutions?
- What are the alternative ways of organizing constitutional governments?

SPECIAL ICONS	 <p>Homestead Handout</p>	<i>Enrichment Activities</i>	 <p>Math</p>	 <p>Science</p>	 <p>Music</p>	 <p>Language Arts</p>
	Indicates a reproducible handout is included	Indicates advanced lessons	Indicates an additional math lesson	Indicates an additional science activity	Indicates an additional music or art activity	Indicates an additional language arts lesson

Pre-Visit Activity #1 (suggested)

FREEMAN VERSUS SCHEVE

The teacher's desk sits on the stage at the front of Freeman School. In the center of the desk lies a copy of the King James Version of the Bible. It was used in the early days of the one room school house as a textbook and as a part of opening exercises. One room schoolhouses throughout the country commonly used the Bible as a textbook, especially, before states required schools to provide textbooks for students.

At Freeman School Edith Beecher asked to also use the Bible to conduct religious exercises at the school. The exercises consisted of reading passages from the King James Version of the Bible, singing songs from a gospel hymn book, and offering prayers to a deity. Daniel Freeman strongly objected to the exercises and voiced his disapproval to the board. The board backed Miss Beecher and asked for a ruling from the state superintendent of schools, William R. Jackson. Jackson replied that in a school district where the sentiment was in favor of religious exercises there could be no question as to the propriety of such exercises. The state superintendent also added that the Bible could not be

considered as a sectarian book, but as a classic from which great moral lessons could be learned.

Even before Jackson handed down his ruling, Freeman had filed suit in Gage County District Court asking for a writ of mandamus to compel the school board to discontinue using the Bible and the gospel hymn book to conduct religious exercises.



The judge denied the writ and ruled that there had been no violation of the state constitution. Freeman appealed the decision to the Nebraska Supreme Court, and a decision was handed down on Oct. 9, 1902. John H. Ames, Supreme Court Commissioner, read the decision.

His decision read: Section 4 of article 1 of the constitution of this state is as follows: "All persons have a natural and indefeasible right to worship Almighty God

according to the dictates of their own consciences. No person shall be compelled to attend, erect or support, any place of worship against his consent, and no preference shall be given by law to any religious society, nor shall any interference with the right of conscience be permitted." Section 11 of article 8 of the constitution reads as follows: "No sectarian

instruction shall be allowed in any school or institution supported, in whole or in part, by the public funds set apart for educational purpose." Daniel Freeman is a resident taxpayer and a patron of the public school in school district No. 21 in Gage county. He applied

for and obtained an alternative writ of mandamus running to the school board of said district, alleging that against his protest and in disregard of his objections and in opposition to his demands, the board permitted a teacher employed by them in said school to engage daily, in school hours, in the public school building in said district, and in the presence of the pupils, in certain religious and sectarian exercises, consisting of the reading of passages of her own selection from a book commonly

FREEMAN VERSUS SCHEVE

Pre-Visit Activity #1 (suggested)

known as King James's version or translation of the Bible, and in singing certain religious and sectarian songs, and in offering prayer to the Deity according to the customs and usages of the so-called orthodox evangelical churches of this country, and in accordance with the belief and practices of such churches, the pupils joining in the singing of such songs or hymns. The return to the writ admitted the foregoing recited facts, except that it denied that the exercises complained of were sectarian; but the teacher, who was produced as a witness, admitted that she regarded them as constituting a religious worship, and that she conducted them solely for that reason. That they are correctly so described there can be no doubt. Protestant sects who maintain, as a part of their ritual and discipline, stated weekly meetings, in which the exercises consist largely of prayers and songs and the reading of repetition of Scriptural passages would, no doubt, **vehemently** dissent from the proposition that such exercises are not devotional, or not in an exalted degree worshipful, or not intended for religious **edification** or instruction. That they possess all these features is a fact of such universal and familiar knowledge that the courts will take judicial notice of it without formal proof. That such exercises are also sectarian in their character is not less free

from doubt. For more than three centuries it has been the boast and exultation of the Protestants and a complaint and grievance of the Roman Catholics that the various translations of the Bible, especially of the New Testament, into the **vernacular** of different peoples, have been the chief controversial weapons of the former, and the principal cause of the undoing of the latter. For the making of such translations Wycliff, Luther, Tyndale and others have been commended and glorified by one party, and **denounced** and **anathematized** by the other. Books containing such translations have been committed to the flames as **heretical**, and their translators, printers, publishers and distributors persecuted, imprisoned, tortured, and put to death for participating in their production and distribution. The several popular versions differ in some particulars from each other, and all differ in some particulars from each other, and all differ from the Catholic canon, both in rendition of passages from which sectarian doctrines are derived by construction, and in the number of books or gospels, constituting which is regarded as the written record of divine revelation. In addition to this, there are persons who are convinced, upon grounds satisfactory to them, that considerable parts of the writings accepted by all Protestant denominations are not authentic, while devout Hebrews

maintain that the New Testament itself is not entitled to a place in the true Bible. These diverse opinions have given rise to a great number of religious sects or denominations. To some of these sects the reading in public of any portion of any version of the Scriptures unaccompanied by authoritative comment or explanation, or the reading of it privately by persons not commissioned so to do by the church, is objectionable, and is an offense to their religious feelings; to some, the utterance of public prayer, except recitations from Scripture, is a vain and wicked act; and to some, the songs and hymns of praise in which others engage are a stumbling-block and an offense.

We do not think it wise or necessary to prolong a discussion of what appears to us an almost self-evident fact, -that exercises such as are complained of by the relator in this case both constitute religious worship and are sectarian in their character, within the meaning of the constitution. Nor do we feel inclined to make what might be looked upon as a **spurious** exhibition of learning by quoting at length from the many judicial decisions and utterances of eminent men in this country concerning the subject. Perhaps the case most nearly in point, because of the similarity both of facts involved and of constitutional enactments construed to those in the case at

Pre-Visit Activity #1 (suggested)

FREEMAN VERSUS SCHEVE

bar, is *State v. District Board*, 76 Wis., 177, 44 N. W. Rep., 967. There are three separate and concurring opinions in this case by three of the eminent judges of that court. The discussion includes a thorough review of the legal principles involved, and of the historical aspects of the controversy and, for the most part, and inessential particulars, voices our own views. We think it, therefore, sufficient for our purpose to direct attention to that authority.

But there is another matter deserving of consideration in the connection which is secular education of children within prescribed ages, by a statute of this state, made compulsory. Punctuality and regularity of attendance at the time fixed for the beginning of and throughout the daily sessions of a district school are of first importance, both as measures of discipline and for the development of a trait, or the formation of a habit, of extreme importance to the students in after-life. Very justly, and almost, if not quite, necessarily, pupils are required to conform to these regulations, or incur the penalty of loss of rank in **deportment** and scholarship. Unless opinions of universal acceptance in this country since the foundation of our government are at fault, it is a policy of the highest importance that the public schools should be the principal instruments and sources of popular education,

because they exert, more than any other institution, an influence promotive of **homogeneity** among a citizenship drawn from all quarters of the globe. But if the system of compulsory education is persevered in, and religious worship or sectarian instruction in the public schools is at the same time permitted, parents will be compelled to expose their children to what they deem spiritual contamination, or else, while bearing their share of the burden for the support of public education, provide the means from their own pockets for the training of their offspring elsewhere. It might be reasonably **apprehended** that such a practice, besides being unjust and oppressive to the person immediately concerned, would, by its tendency to the multiplication of parochial and sectarian schools, tend forcibly to the destruction of one of the most important, if not indispensable, foundation stones of our form of government. It will be an evil day when anything happens to lower the public schools in popular esteem, or to discourage attendance upon them by children of any class.

The district court, without consideration of the merits of the controversy, adjusted a dismissal of the suit upon the ground that the practices complained of were so far within the discretion of the district board as not to be subject to control by

mandamus. In that opinion we were-or at least the writer was-at first inclined to concur. More mature reflection has, however, convinced us that this view is erroneous. The administration of the public funds for educational purposes is entrusted solely to these boards, and the nature of their office, we think, especially enjoins them the duty of seeing to it that the constitutional prohibition is observed.

It may be unnecessary to remark that neither the writer nor the court is intended to be committed to any view of any of the matters of theological or **exegetical** controversy touched upon in the foregoing discussion. All that is intended to be said is that such matters, being the subjects of sectarian differences, are excluded by the express words of the constitution from being taught, or in any degree **countenanced**, in education institutions maintained to any extent by the public funds. It is the function of the court to **expound**, not religious creeds or writings, but the constitution and laws of the state. We are of the opinion that the return does not state facts sufficient to constitute a defense to the alternative writ, and it is recommended that the judgment of the district court be reversed, and that a peremptory writ as prayed issued from this court to the respondents and their successors in office.

FREEMAN VERSUS SCHEVE

Pre-Visit Activity #1 (suggested)

Vocabulary

After reading the decision on pages 6 through 8 find definitions for the following words. They are highlighted in the decision.

Anathematized
Cursed
Apprehended
Bible Wars
Countenanced
Defendant
Denounced
Deportment
Edification
Establishment Clause
Exegetical
Expound
Heretical
Homogeneity
Indefeasible
Interference
Plaintiff
Propriety
Sectarian
Spurious
Writ of Mandamus
Vehemently
Vernacular



RANGER-LED EXPERIENCE



Freeman versus Scheve

The Freeman versus Scheve Trial was argued before the Nebraska Supreme Court. The case hinged on the testimony of teacher Edith Beecher and if what she was asking students to do was sectarian in nature.

The script comes from Miss Beecher's testimony. Listen carefully and decide if you would have made the same decision as the Supreme Court justices. It was and is their job to apply the Nebraska Constitution to cases they hear. The Nebraska Constitution says "All persons have a natural and indefeasible right to worship Almighty God according to

the dictates of their own consciences. No person shall be compelled to attend, erect or support any place of worship against his consent, and no preference shall be given by law to any religious society, nor shall any interference with the rights of conscience be permitted. No religious test shall be required as a qualification for office, nor shall any person be incompetent to be a witness on account of his religious beliefs; but nothing herein shall be construed to dispense with oaths and affirmations. Religion, morality, and knowledge, however, being essential to good government, it shall be the duty of the Legislature to pass suitable laws to protect every religious denomination in the peaceable enjoyment of its own mode of public worship, and to encourage schools and the means of instruction."

Would someone please volunteer to be Miss Beecher? And would someone volunteer to be the lawyer questioning her. It would have been one of Mr. Freeman's lawyers, Richard S. Horton or Franklin J. Griffen.

Lawyer: Now, you say this matter of reading the Bible and singing of hymns was talked over by Mr. Odell at the time he employed you?

Miss Beecher: Yes, sir.

Lawyer: Did you talk about any other branches that you were going to teach at that time?

Miss Beecher: I spoke about having new books; needing a new set of books.

Lawyer: Why was it that you and he thought it proper and necessary that these exercises should be conducted?

Miss Beecher: One reason I spoke about it was because I had said at the beginning that I did not care to take the contract unless I had the privilege of having the exercises. I said I was in favor of doing all I could for the district, and was in favor of doing all I could to have a good school.

Lawyer: Why did you think these exercises so important?

Miss Beecher: There was nothing, only that I had always had them and I knew they had done away with them.

Lawyer: And you couldn't open school without them?

Miss Beecher: Not according to my belief; no, sir.

Lawyer: According to your belief, then, these are very necessary as a part of the school exercises?

Miss Beecher: I think it is important to having reading of the Bible and singing of songs in the school.

Lawyer: And then you think that the way you have of reading the Bible is very important?

Miss Beecher: I think it is the Book of all books.

RANGER-LED EXPERIENCE

Lawyer: For what purpose do you read it?

Miss Beecher: For the benefit of myself and those with whom I come in contact.

Lawyer: In what particular way do you expect to benefit yourself and the children?

Miss Beecher: I think there is a higher Being that has something to do with our actions, and I know in many instances I have been directed to do things right, wherein if I hadn't trusted in Him, my Saviour, I would have been led away.

Lawyer: And you read that book as religious exercises because you think it is important for that purpose, don't you?

Miss Beecher: I think it is.

Lawyer: Yes, and you read it because you think it is the word of God?

Miss Beecher: Yes, sir, I do.

Lawyer: And you believe that sincerely?

Miss Beecher: Yes, sir, I do.

Lawyer: And you select such parts to read as you think proper, don't you?

Miss Beecher: Yes, sir, just as I think it would be best for the pupils and myself.

Lawyer: And whenever you see fit to read, you read?

Miss Beecher: Yes, sir.

Lawyer: And you read whatever you see fit to read?

Miss Beecher: Yes, sir.

Lawyer: And did you read from the New Testament and the Old Testament both?

Miss Beecher: Yes, sir.

Lawyer: And why do you consider it is necessary to offer a prayer?

Miss Beecher: I think we are taught to pray.

Lawyer: Yes, you think it is done as an act of worship, the whole thing?

Miss Beecher: We think it is; yes, sir.

Lawyer: Intended to worship God?

Miss Beecher: Yes, sir.

Have students number off into two groups. Group one will come up with three reasons the morning exercises were sectarian and group two will come up with three reasons the morning exercises were not sectarian.



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Post-Visit Activity #1 (suggested)

LET'S EXPLORE OTHER COURT CASES

Have students, either individually or in groups prepare a case study on a Landmark Supreme Court Case About Students (see cases beginning on page 13).

Case studies require students to analyze problem situations and reach their own conclusions concerning the outcome. Case studies can take many forms: legal cases based on written opinions of courts; hypothetical situations involving some conflict or dilemma; and real-life situations drawn from newspapers, magazines, books, or other sources. While case studies are generally presented in written form, they can also be presented by use of an audiovisual medium such as movie or tape recording.

Whatever the source of the case, it will usually include the following elements:

- a description of the facts
- a statement of the issue or problem posed by the case
- a reference to the arguments or various positions that can be taken on the issue
- a decision or a result on the issue presented
- an explanation of the reasoning behind the decision

Procedure

Select the Case Materials:

Cases may be real or hypothetical, long or short, based on written opinions of a court or derived

from an everyday situation.

Review of Facts: The facts of the case serve as the basis for classroom discussion. Therefore, the inquiry process should be started by carefully reviewing and clarifying all of the facts. Students should be asked the following questions:

- What happened in this case?
- Who are the parties?
- What facts are important? Unimportant?
- Is any significant information missing?
- Why did the people involved act the way they did?

Frame the Issue: Students should pinpoint and discuss the issues or problems presented by the case. The legal issue is the question of law on which resolution of the case turns. An issue should be posed in the form of a question. While most cases revolve around a legal issue, students should also consider issues of public policy, values in conflict, and practical reality.

Discuss the Arguments: Once students have focused on the issues, they should develop and discuss the arguments for and against each of the various points of view. When discussing the arguments students should consider questions such as the following:

- What are the arguments in favor of and against each

point of view?

- Which arguments are most persuasive? Why?
 - What might be the consequences of each course of action? To the parties? To society?
 - Are there any alternatives?
- In discussing the various arguments it is important to foster a climate of acceptance and openness. Students must know that all opinions are welcome and that their ideas will receive a fair hearing and analysis no matter how controversial or touchy the issue. In other words, students should be encouraged to listen to, consider, and evaluate all points of view.

Reach a Decision: A decision is the answer to the issue or issues posed by the case. When students are given the decision, as in a court case, they should be asked to evaluate it.

Do they agree or disagree with it?

Write a statement of the issue or problem posed by the case, and reference the arguments or various positions that can be taken on the issue.

What will the decision mean for the parties? For society? Students might be asked how they would decide a case and why. After the students have reached their own conclusions, the teacher can tell them the actual result or holding in the case, at which point students can compare their own result to that of the court.

LET'S EXPLORE OTHER COURT CASES

Post-Visit Activity #1 (suggested)

Variations: When conducting a case study, the teacher may wish to try one of the variations on the case method. Typical variations include the following.

Giving Students an Entire Case: (i.e., facts, issues, arguments, decisions, and reasoning). This approach focuses on student identification and comprehension of the facts, issues, arguments, decision, and student evaluation of the decision and the court's reasoning.

Giving Students Unmarked Opinions: (i.e., facts, issues, arguments, and unmarked judicial opinions). Using this approach, students are not told which of the court opinions is the actual holding of the court. Rather they are asked to select the opinion they agree with and explain why. Later they can be given the actual holding and asked to compare their reasoning and result against that of the court.

Giving Students Only the Facts: With this approach, students are asked to identify and formulate the issues, prepare the arguments on each side, develop a decision, and then evaluate their issues, arguments, and decision against the actual holding of the court. After giving out only the facts, or the facts and the issue(s), many teachers organize students into "law firms," asking them to develop and rank for persuasiveness the arguments for each side.

Source: StreetLaw.org

Landmark Supreme Court Cases About Students

Engel v. Vitale (1962)

School initiated-prayer in the public school system violates the First Amendment. In the New York school system, each day began with a nondenominational prayer acknowledging dependence upon God. This action was challenged in Court as an unconstitutional state establishment of religion in violation of the First Amendment. The Supreme Court agreed, stating that the government could not sponsor such religious activities.

Tinker v. Des Moines (1969)

Students do not leave their rights at the schoolhouse door. To protest the Vietnam War, Mary Beth Tinker and her brother wore black armbands to school. Fearing a disruption, the administration prohibited wearing such armbands. The Tinkers were removed from school when they failed to comply, but the Supreme Court ruled that their actions were protected by the First Amendment.

Goss v. Lopez (1975)

Students are entitled to certain due process rights. Nine students at an Ohio public school received 10-day suspensions for disruptive behavior without due process protections. The Supreme Court ruled for the students, saying that once the state provides an education for all of its citizens, it cannot deprive them of it without ensuring due process protections.

Hazelwood v. Kuhlmeier (1983)

Administrators may edit the content of school newspapers. The principal of Hazelwood East High School edited two articles in the school paper *The Spectrum* that he deemed inappropriate. The student authors argued that this violated their First Amendment right to freedom of speech. The Supreme Court disagreed, stating that administrators can edit materials that reflect school values.

New Jersey v. T.L.O. (1985)

Students have a reduced expectation of privacy in school. A teacher accused T.L.O. of smoking in the bathroom. When she denied the allegation, the principal searched her purse and found cigarettes and marijuana paraphernalia. A family court declared T.L.O. a delinquent. The Supreme Court ruled that her rights were not violated since students have reduced expectations of privacy in school.

Bethel School District #43 v. Fraser (1987)

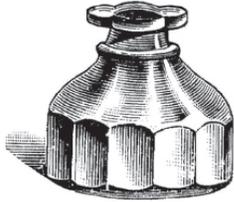
Students do not have a First Amendment right to make obscene speeches in school. Matthew N. Fraser, a student at Bethel High School, was suspended for three days for delivering an obscene and provocative speech to the student body. In this speech, he nominated his fellow classmate for an elected school office. The Supreme Court held that his free speech rights were not violated.

(continued on page 14)

Post-Visit Activity #1 (suggested)

LET'S EXPLORE OTHER COURT CASES

Enrichment Activities



In 1902 when the decision in the Freeman Bible Case was handed down there were three justices on the Nebraska Supreme Court but none of them actually read their decision when it was announced. Instead Commissioner Ames' name appears on the majority decision. Why is his name listed and not the Supreme Court Justices? The three Supreme Court Justices who presided over the case were Chief Justice John J. Sullivan, Justice Samuel H. Sedgwick and Justice Silas A. Holcomb.

Landmark Supreme Court Cases About Students

(continued from page 13)

Santa Fe Independent School District v. Doe (2000)

Students may not use a school's loudspeaker system to offer student-led, student-initiated prayer.

Before football games, members of the student body of a Texas high school elected one of their classmates to address the players and spectators. These addresses were conducted over the school's loudspeakers and usually involved a prayer. Attendance at these events was voluntary. Three students sued the school arguing that the prayers violated the Establishment Clause of the First Amendment. A majority of the Court rejected the school's argument that since the prayer was student initiated and student led, as opposed to officially sponsored by the school, it did not violate the First Amendment. The Court held that this action did constitute school-sponsored prayer because the loudspeakers that the students used for their invocations were owned by the school.

Board of Education of Independent School District #92 of Pottawatomie County v. Earls (2002)

Random drug tests of students involved in extracurricular activities do not violate the Fourth Amendment.

In *Veronia School District v. Acton* (1995), the Supreme Court held that random drug tests of student athletes do not violate the Fourth Amendment's prohibition of unreasonable searches and seizures. Some schools then began to require drug tests of all students in extracurricular activities. The Supreme Court in *Earls* upheld this practice.

Zelma v. Simmons-Harris (2002)

Certain school voucher programs are constitutional.

The Ohio Pilot Scholarship Program allowed certain Ohio families to receive tuition aid from the state. This would help offset the cost of tuition at private, including parochial (religiously affiliated), schools. The Supreme Court rejected First Amendment challenges to the program and stated that such aid does not violate the Establishment Clause.

Grutter v. Bollinger (2003)

Colleges and universities have a legitimate interest in promoting diversity.

Barbara Grutter alleged that her Equal Protection rights were violated when the University of Michigan Law School's attempt to gain a diverse student body resulted in the denial of her admission's application. The Supreme Court disagreed and held that institutions of higher education have a legitimate interest in promoting diversity.

Roper v. Simmons (2005)

It is cruel and unusual punishment to execute persons for crimes they committed before age 18.

Matthew Simmons was sentenced to death for the murder of a woman when he was seventeen years of age. In the 1988 case *Thompson v. Oklahoma*, the Supreme Court ruled that executing persons for crimes committed at age fifteen or younger constitutes cruel and unusual punishment in violation of the Eighth Amendment. *Roper* argued that "evolving standards of decency" prevented the execution of an individual for crimes committed before the age of eighteen. A majority of the Supreme Court agreed with *Roper*, and held that to execute him for his crime would violate the Eighth Amendment.

CHARACTER EDUCATION

RESPONSIBILITY

Students who are responsible are doing their part and taking care of themselves. They no longer rely on others to do things for them or give things to them. They are able to accept blame without making excuses. They are growing up.

5 Minute Focus

One student has written about the responsibilities that she and other students had in her years attending a one room school. Having the same teacher year after year influenced her interests, her attitude toward life and her career choice. All students were expected to help prepare and clean up after activities. They knew that others were depending on them to be responsible. The class had meetings and changed jobs every two weeks so everyone shared both the good and the bad.

- What jobs have you had that taught you to be more responsible?
- How do you learn responsibility from others?
- How do you manage your responsibilities?
- What happens when someone you are depending on is not responsible?
- Who is affected when you are not responsible?

ADDITIONAL RESOURCES

Vocabulary

Name _____

After reading the decision on pages 6 through 8 find definitions for the following words. They are highlighted in the decision.

Anathematized

Cursed

Apprehended

Bible Wars

Countenanced

Defendant

Denounced

Deportment

Edification

Establishment Clause

Exegetical

Expound

Heretical

Homogeneity

Indefeasible

Interference

Plaintiff

Propriety

Sectarian

Spurious

Writ of Mandamus

Vehemently

Vernacular