

Inquiry Design Model (IDM) Blueprint™

Compelling Question	Should education be a fundamental right recognized in the U.S. Constitution?		
Standards and Practices	<p>HS Government Standard 7: Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.</p> <p>HS Government Standard 19: As a framework for the state, the Ohio Constitution complements the federal structure of government in the United States.</p>		
Staging the Question	<p>Ask students to think back to Unit 1, Lesson 2 of the <i>We the People</i> text (Level III/HS) to recall philosophies of individual rights, limited government, and government protection of rights</p> <p>Ask students to write down their answer to: Are there things that are important, but are not a right? Among the possible answers: free college, clean water, driving, internet access, cable/satellite television. Ask the students to share their answers with the class.</p> <p>Questions for the students for follow up discussion: Why their answer is important to them? Why isn't it a right? Should that be a right? What is the definition of a right? Explain the difference between a positive and negative rights and the relationship of individuals and classes/categories of individuals to their government.</p> <p>If time allows, play "Do I Have A Right" on iCivics website [www.icivics.org/games/do-i-have-right]</p>		
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
How have Ohio courts interpreted the right to education under the Ohio Constitution?	How have U.S. Courts interpreted a student's right to education?	What are the arguments for and against education being a fundamental right?	How have different levels of government addressed educational equity?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Complete a chart of at least 3 times Ohio courts have ruled on educational rights. Summarize the issues raised in the majority and dissenting (if any) opinions.	Complete a chart of at least 3 times the U.S. Supreme Court has ruled on educational rights. Summarize the issues raised in the majority and dissenting (if any) opinions.	Make a chart of arguments for and against education being a fundamental right. Rank the arguments from most to least persuasive and explain your ranking.	List at least 3 efforts of government addressing educational equity and, for each, critique its (potential) effectiveness.
Featured Sources	Featured Sources	Featured Sources	Featured Sources
<p>State Profiles: Ohio, Education Law Center</p> <p>Chronology of the DeRolph v Ohio School Funding Litigation, Bricker & Eckler</p>	<p>Brown v Board of Education, 347 US 483 (1954)</p> <p>Wisconsin v Yoder, 406 US 205 (1972)</p>	<p>Brooke Wilkins, "Should Public Education be a Federal Fundamental Right?", BYU Education & Law Journal, Fall 2005</p> <p>United Nations, Universal Declaration of Human Rights, Article 26</p>	<p>League of Women Voters, "The Roll of The Federal Government in Public Education: Equity and Funding"</p> <p>Ohio Department of Education, "Educator Equity"</p>

		San Antonio Independent School District v Rodriguez, 411 US 1 (1973) Goss v Lopez, 419 US 565 (1975) Plyler v Doe, 457 US 202 (1982)	San Antonio Independent School District v Rodriguez (majority opinion), 411 US 1 (1973)	Every Student Succeeds Act (2015), Sec. 1001 "Statement of Purpose" (Pg. 14) No Child Left Behind Act (2001), Sec. 1001 "Statement of Purpose" (Pg. 15)
Summative Performance Task	Argument	In a four-minute presentation, using supporting evidence, a panel of 3-5 students will answer as a group whether education should be a fundamental right recognized in the U.S. Constitution. After the four-minute presentation, students will then answer follow up questions for six minutes from a panel of judges that will further inquire into the students' knowledge and comprehension on this topic.		
	Extension	Design a pamphlet to convince others that education should or should not be a nationally-recognized fundamental right. Provide supporting evidence for your claim and explain the counterclaim.		
Taking Informed Action	Write a letter to a member of your local board of education informing them of your opinion if education should be a fundamental right. Offer suggestions based on what you learned that should be incorporated into the district's educational policies and procedures.			

Case Name	Majority Opinion Summary	Dissenting Opinion Summary
Case Name	Majority Opinion Summary	Dissenting Opinion Summary
Case Name	Majority Opinion Summary	Dissenting Opinion Summary



For Education Being a Fundamental Right		
Ranking	Claim	Explanation
Argument 1		
Argument 2		
Argument 3		
Argument 4		
Argument 5		

Against Education Being a Fundamental Right		
Ranking	Claim	Explanation
Argument 1		
Argument 2		
Argument 3		
Argument 4		
Argument 5		

