



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
State Profiles: Ohio, Education Law Center	Brown v Board of Education, 347 US 483 (1954)	Brooke Wilkins, "Should Public Education be a Federal Fundamental	League of Women Voters, "The Roll of The Federal Government in Public



<p>Chronology of the DeRolph v Ohio School Funding Litigation, Bricker & Eckler</p>	<p>Wisconsin v Yoder, 406 US 205 (1972)</p> <p>San Antonio Independent School District v Rodriguez, 411 US 1 (1973)</p> <p>Goss v Lopez, 419 US 565 (1975)</p> <p>Plyler v Doe, 457 US 202 (1982)</p>	<p>Right?", BYU Education & Law Journal, Fall 2005</p> <p>United Nations, Universal Declaration of Human Rights, Article 26</p> <p>San Antonio Independent School District v Rodriguez (majority opinion), 411 US 1 (1973)</p>	<p>Education: Equity and Funding"</p> <p>Ohio Department of Education, "Educator Equity"</p> <p>Every Student Succeeds Act (2015), Sec. 1001 "Statement of Purpose" (Pg. 14)</p> <p>No Child Left Behind Act (2001), Sec. 1001 "Statement of Purpose" (Pg. 15)</p>
<p>Summative Performance Task</p>	<p>Argument</p>	<p>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.</p>	
	<p>Extension</p>	<p>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.</p>	
<p>Taking Informed Action</p>	<p>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.</p>		



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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		





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Argument 5		
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