

# Chapter 21

## Section 2: Equality Before the Law

**Guiding Question:** How has the interpretation of the guarantee of equal rights changed over time?

### GET STARTED

#### Lesson Goals:

- Students will understand how the Supreme Court interprets “equal protection of the laws.”
- Students will examine legal and illegal segregation and discrimination.
- Students will understand legal and illegal classification by gender.

**Bellringer** Write on the board:

“Our Constitution is colorblind, and neither knows nor tolerates classes among citizens. . . . The humblest is the peer of the most powerful.”

—Justice John Marshall Harlan, 1896

*Peer* = equal

Justice Harlan is referring to the color of people’s skin. What is the main idea of his comment? Answer in your notebook.

### TEACH

Review students’ Bellringer answers. Explain that this concept is proclaimed in the Declaration of Independence. Have students turn to the Declaration of Independence in the Appendix of their textbooks. Ask them to look at the second paragraph. Read and explain the meaning of the first sentence, which establishes the equality of all people. Then ask students to read the section on their own, pausing to jot down questions they may have about the material. Review the questions as a class.

#### Ask:

- In what year did the Supreme Court tell the states to end segregation? (1955)
- What did the Court decide about the separate-but-equal doctrine in that year? (*that separate facilities could never be equal*)

#### Learning Styles: Logical/Mathematical

Write for all to see: *Korematsu v. United States, 1944: upheld relocation of Japanese Americans to internment camps during World War II.* Tell students in this case, the Supreme Court actually allowed a classification to stand that discriminated against Japanese Americans. Organize students into groups. Have groups research to find answers to these questions: **1. Which test did the Supreme Court use to analyze the case, the rational basis test or the strict scrutiny test? (*strict scrutiny*)** **2. What type of discrimination did it allow? (*It allowed discrimination based on national origin.*)**

#### Other Strategies

Learning Styles: Visual/Spatial

Learning Styles: Interpersonal/Group Learning  
ELL/ESL Strategy

Learning Styles: Body/Kinesthetic

### ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

#### Chapter Resources

**Essential Questions Journal**

**Chapter 21 Outline** (All-in-One, pp. 193–195)

#### Other Resources

**Reading Comprehension Worksheet**

(All-in-One, pp. 204–206)

**Section Quiz B** (All-in-One, p. 211)

**Landmark Decisions of the Supreme Court: *Brown v. Board of Education***

(All-in-One, pp. 231–232)

Audio support is available for this section.

Additional features for Differentiated Instruction can be found throughout the Teacher’s Edition.