

**A Leader's Guide to**



# EVERY VOTE MATTERS

The Power of Your Voice,  
from Student Elections  
to the Supreme Court

**JUDGE TOM JACOBS  
NATALIE JACOBS**

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# A Note to Teachers, Leaders, Parents, and Other Adults

*Every Vote Matters* is written for a middle school and high school audience. Yet its message is really for everyone. When we decided to write this book, the idea was sparked by a need to respond to the comment made by millions of Americans: “My vote doesn’t count, so why bother?”

In the 2012 presidential election, it was estimated that 90 million eligible voters didn’t go to the polls. That number of votes—if they had been cast—would have the power to put major change into motion. With the 2016 presidential election just around the corner, now is a perfect time to talk with students about their ability to make a difference in their community and beyond—even if they aren’t yet old enough to vote.

*Every Vote Matters* illustrates the power of one vote by discussing the election process, voting rights, and how casting a vote for a congressperson or president is also tied to the justices who sit on the U.S. Supreme Court and the cases those justices decide. The book presents fifteen 5–4 decisions from the Supreme Court and discusses the way these rulings affect the lives of everyone in the United States—including teens. Each chapter also features additional cases—both state and federal court rulings—that are related to the main subject.

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## How to Use This Guide

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Whether you teach in the classroom, lead a youth group, or work with teens in some other setting, *Every Vote Matters* can help you start a conversation about the power every person has to be heard and to make a difference. In this guide, you’ll find questions to kick off discussion, debate, and reflection about important ideas and topics. You can also use these questions as writing prompts for essays, journaling, or other composition.

This guide is organized with the same sequence and structure as the book. Feel free to use both the book and the guide in whatever way works best for you and your group, and in whatever order. For example, you can choose a discussion question or two from this guide (pages 2–11) to foster quick but meaningful conversation even when you don’t have a lot of time. For deeper investigation, you might explore a single chapter in detail, or do one of the activities on pages 12–14 of the guide. However you choose to use *Every Vote Matters*, we hope you enjoy this guide and find it helpful as you and your group explore the many ideas and topics in the book!

# Questions for Reflection, Discussion, and Writing

The Supreme Court is more than 200 years old and has evolved into a powerful feature of the U.S. government whose work affects all of our daily lives. While Supreme Court justices have a lifetime appointment, some do retire as they get older. For example, after nineteen years on the Court, Justice David Souter retired in 2009 at age 69. After the upcoming presidential election, three of the current justices will be in their eighties. This means that the next president will probably have the opportunity to nominate two or three new justices during his or her term. And the votes of those justices on the cases that come before them may affect the country in a wide variety of ways. That means that each person's vote in the 2016 presidential election (and in all other elections, too) can—and will—make a difference. As you and your students read and study *Every Vote Matters*, talk with them about this right and responsibility and what it means to them.

## ==== Part I: The Supreme Court, the Law, and the Power of One Vote =====

- More than 1,000 cases have been decided on a vote of five to four by the justices of the Supreme Court. Consider what this means. What would life be like if one justice had voted differently in each case? How could a different decision have affected you personally? Your friends and family? Your community?
- Every vote counts in an election—whether at school for a class office, or in a local, state, or presidential election. You have a say in what happens in your life, and your voice should be heard. Voting is one way to express yourself on matters important to you and your family. When you're old enough to vote in government elections, what kinds of factors will you use to make your decisions? Will you research the candidates and issues for yourself, or vote according to the views of your family, friends, boyfriend or girlfriend, or other influences? Would you consider registering as a Democrat, a Republican, or an Independent—even if your parents belong to a different party? If you can't vote yet, what are some ideas for making your voice heard and participating in the election process? How could you get involved in the upcoming election?
- What do you think about the voting age in the United States? Do you think it should be lowered, and if so, why? What might be the pros and cons of a lower voting age? (If students want to get involved with lowering the voting age, they can take a look at the National Youth Rights Association website at [youthrights.org](http://youthrights.org).)

## Part II: 5-4 Supreme Court Cases—How Do They Affect Your Life?

### CASE 1: EVAN MILLER V. ALABAMA (2012)

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#### **Prison Terms for Young People**

Evan Miller was fourteen years old when he was charged with murder. He was found guilty and sentenced to life in prison without the possibility of parole.

- What role do you think Evan Miller’s early years played in his behavior at age fourteen? Do you think a troubled childhood should be taken into consideration when sentencing a young person for a crime? If so, how much weight do you believe should be given to evidence of a dysfunctional family life? If not, why not?
- Do you think a judge should be allowed to consider the person’s age, mental health, and level of involvement in a crime when imposing a sentence? Why or why not?
- If a local judge is up for reelection, do you believe his or her sentencing record should be a factor in your decision to vote for or against another term in office? Why or why not? (To find this information, students can look for databases of decisions in civil and criminal cases, categorized by individual judges, which state supreme courts may maintain. Journalists who specialize in legal matters may also have this information, as might judicial watch organizations.) If—as in Miller’s case—a judge’s hands are tied because of mandatory sentencing guidelines, do you think that should be considered in reviewing the judge’s sentencing record? Why or why not?

### CASE 2: UNITED STATES V. ANTOINE JONES (2012)

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#### **Search and Seizure in the Digital Age**

Antoine Jones was convicted of conspiracy to distribute and possess cocaine following an investigation that involved the installation of a GPS tracking device on his car. Although there was a search warrant to install the GPS, the court found that the information obtained from the device was not admissible as evidence since the police failed to follow the terms and scope of the warrant. They had been granted ten days to install it on Jones’s car in the District of Columbia, but instead, they installed it in Maryland on the eleventh day.

- Do you think Antoine Jones got by on a technicality? Why do you think the police ignored the limits set forth in the search warrant?
- Do you believe that the Fourth Amendment should always be strictly interpreted, or that law enforcement officials should be given some leeway in their efforts to fight crime? Why do you feel the way you do about this issue?
- What do you think of parents monitoring their teens’ social media use or keeping track of their kids’ whereabouts with GPS apps? In your opinion, is this part of a parent’s responsibility, or does it constitute an invasion of privacy or an unreasonable search?

### CASE 3: CAMRETA V. GREENE (2011)

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#### Accepting or Rejecting a Case for Review

S.G. was nine years old when she was interviewed at school by a child welfare worker and a deputy sheriff about allegations of sexual abuse by her father. There was no search warrant, and they did not have her parents' consent to talk with her.

- Do you think a nine-year-old should be questioned about being abused at home without a parent's consent or presence? Do you believe that S.G. would have reported sexual abuse by her father if he had been present during questioning? Why or why not?
- Do you think all candidates for public office behave in ways you think are appropriate or ethical? Do their values and ideals match up with yours? Do you think it makes a difference to how you would vote if a candidate were under investigation for a crime or an ethical violation? If so, how would you weigh this information against the other facts about the candidate and his or her views on issues that are important to you?

### CASE 4: MORSE V. JOSEPH FREDERICK (2007)

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#### Student Free Speech and Expression

Joseph Frederick's banner proclaiming "BONG HiTS 4 JESUS" was held up during a school event located across the street from the school. The court held that there is no free speech protection for students promoting illegal drug use.

- Do you feel that the Supreme Court went too far in creating an exception to *Tinker's* disruption test for drug-related speech? Why or why not?
- Drug use continues to be a controversial topic. Do you believe it's important that a candidate for public office admit to any drug use as a young adult? How would that reflect on the person's professionalism and competence today? Is it an issue you think is worth discussing? Why or why not?
- Joseph Frederick's challenged speech was in the form of a banner, but a lot of student speech—including controversial and potentially disruptive speech—now happens online. What would you do if you were targeted online by a classmate? Do you think it's better to fight fire with fire, or to take the high road? What are some ways to deal with bullying without harming your own integrity?

### CASE 5: MCCREARY COUNTY V. AMERICAN CIVIL LIBERTIES UNION (2005)

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#### Freedom of Religion in Government Buildings

The display of the Ten Commandments in two Kentucky courthouses was challenged as a violation of freedom of religion under the First Amendment. Since the displays were found to have a religious purpose, and not strictly a secular one, they were declared an unconstitutional endorsement of religion and had to be removed.

- Do you think religion should be a factor in a person’s decision to run for public office, or in the decision on whether to vote for or against a candidate? Do you believe it would be right to exclude a Catholic, Hindu, Muslim, or Sikh—or an atheist—from office based solely on his or her religious beliefs? Why or why not?
- The sixteen words of the First Amendment addressing religion seem pretty clear. Yet litigation about its exact meaning continues in state and federal courts into the twenty-first century. Why do you think that is?

## CASE 6: BOARD OF EDUCATION V. LINDSAY EARLS (2002)

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### **Drug Testing at School**

Lindsay Earls challenged her right to participate in extracurricular activities at school without being drug tested. She lost her case before the Supreme Court. However, the Court did not extend a school’s right to testing all students.

- If the issue goes back to the Supreme Court challenging drug testing policies for all students regardless of participation in sports or extracurricular activities, how do you think the Court will decide the case? Do you think that by attending public school, students grant the school the right to drug test everyone, or do you think there should be certain limits on this power? Do you think such a testing policy would be effective in reducing drug use among students? Why or why not?
- As Lindsay Earls’s case shows, a drug test constitutes a search under the Fourth Amendment. However, not all searches require a search warrant. Searches that are conducted for the public good (such as student safety and welfare) rather than for law enforcement purposes do not invoke the Fourth Amendment. What do you think of this exception? How could it affect your life?
- The Fourth Amendment’s protection against an unreasonable search extends to you at school and in the community—as well as online. However, everyone is subject to the laws and court orders, which may include search warrants for evidence of criminal activity. Are you surprised to learn that the Supreme Court has considered cases involving your digital privacy rights? What do you think of this issue? Do you believe that the courts have the right—or the responsibility—to protect online content and information? To search it? Why or why not?
- Are there messages or photos on your cell phone that you wouldn’t want your siblings, parents, or grandparents to see? Your friends? Your teachers? What effect do you think they could have on future college applications or job interviews? Do you usually think about possible consequences when you use social media, take pictures with your phone, or send texts to friends? Why or why not?

## CASE 7: BOY SCOUTS OF AMERICA V. JAMES DALE (2000)

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### Freedom of Association

James Dale lost his case before the Supreme Court when five justices believed that forcing the Boy Scouts to accept Dale as a member when his homosexuality conflicted with the organization's core beliefs violated the Boy Scouts' First Amendment right to freedom of association.

- Consider a hypothetical counterpoint to Dale's case: What if a Gay-Straight Alliance club at school were forced to accept students who believe, based on their religion, that homosexuality is wrong? Do you think this would be allowed? Why or why not? How would this scenario be similar to and different from Dale's case?
- Do you think it's worthwhile to listen to different perspectives and opinions, even if you find them judgmental and offensive? Why or why not?
- Are you aware of the rights of LGBTQ students? Take a look at your Student Handbook or your school district's policies for information. What do you think of the existing policies and rules? If there are things you would like to change, how could you work toward that change?
- At your school, can students who are gay or transgender run for class office, homecoming court, or prom king or queen? What arguments can you think of for opposing these students being treated as equals? Is sexual orientation a significant factor in determining a person's ability to hold public office? Would you vote for a gay candidate to be president of the United States? Why or why not?

## CASE 8: TEXAS V. GREGORY LEE JOHNSON (1989)

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### Symbolic Speech

During a political demonstration, Gregory Johnson stood in front of the Dallas City Hall and set an American flag on fire. He was charged with and convicted of desecrating the flag, sentenced to one year in prison, and fined \$2,000. The Supreme Court reversed the trial court's decision, ruling that the First Amendment protected Johnson's right to symbolic speech.

- Protests don't need to be as incendiary as Greg Johnson's was when he burned the American flag. What are some ways you can express your disagreement with or opposition to a rule or law? Have you ever participated in a demonstration or show of solidarity regarding a certain cause (for example, the environment, immigration reform, or wildlife protection)?
- In Henry David Thoreau's essay "Civil Disobedience," he wrote, "That government is best which governs least." What are your thoughts about civil disobedience? Would you be willing to get a ticket or even be arrested for something you believe in strongly—either now or when you're an adult? Why or why not? (*Note: If you're considering participating in this sort of action, we suggest you discuss it with your parents first.*)



## CASE 9: ISLAND TREES SCHOOL DISTRICT V. STEVEN PICO (1982)

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### **Censorship at School**

A public school board ordered that nine books be removed from the curriculum and libraries in the school district in response to complaints that the books were “just plain filthy.” The Supreme Court ruled that students have a right to receive information and that censorship by removal violates this right.

- Is your speech at school (whether oral or written) subject to censorship? How do you feel about these limits on your expression? Talk about the pros and cons you see in policies about censorship and free speech.
- If your school permits digital devices on campus, can school officials censor the content you view? In what way? Are there rules in your Student Handbook about what you can and cannot view online? Is there a ban on sexual or adult content? What about websites that feature weapons or promote illegal drugs? How do you feel about the restrictions—or lack of restrictions, if applicable—in your school’s policy? Explain.

## CASE 10: PLYLER V. DOE (1982)

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### **Public Education for All**

A Texas state law that discriminated between children who were legal residents and those who were illegal immigrants—providing a free public education to legal residents and requiring undocumented children to pay \$1,000 in annual tuition—was challenged in court. The Supreme Court, under the Equal Protection Clause, ruled that all school-age children were eligible for a free public education.

- Did you know that state laws require you to attend school until a certain age (or, in some states, until high school graduation), and that public schools are free? Do you think these laws should apply to undocumented children brought to the United States by their parents or relatives? Do you think children should be deprived of education due to the acts of their parents? Why or why not?
- Have you ever thought something wasn’t fair but you didn’t know what to do about it? For example, if your school had a dress code allowing boys to wear anything they wanted but requiring girls to wear a uniform, would that be fair in your view, or do you think such a rule would violate girls’ equal protection rights? Why or why not? What could you do in this situation? Is there a way you, as a student, could discuss this with the administration and persuade them to change the policy?
- Can you think of situations you’ve observed at school or in the community that didn’t feel fair or right? Have you discussed these events or circumstances with anyone—a friend, parent, teacher, or relative? Do you think you could make a difference by taking action? How so?

## CASE 11: REGENTS OF THE UNIVERSITY OF CALIFORNIA V. ALLAN BAKKE (1978)

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### **Affirmative Action**

The Supreme Court upheld the principles of affirmative action, but found that using a quota system—reserving a certain number of slots for minority students in the college admissions process—was unconstitutional.

- Allan Bakke challenged the affirmative action policy, but didn't win his case until five years after he was denied admission to the University of California. If you felt strongly about something, do you think you would have the patience to keep up the fight even if it took years? Why or why not? What would motivate you in that situation?
- Affirmative action came about as a method to address discrimination based on race and gender. How much progress do you think has been made in reducing these forms of discrimination? What other types of bias exist, and how do they apply to different situations? (For example, bias based on sexual orientation, weight, or age; discrimination in hiring, housing, or education.) How do you think these forms of prejudice and discrimination might be addressed? What can you do to work toward fairness and inclusiveness?

## CASE 12: INGRAHAM V. WRIGHT (1977)

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### **Corporal Punishment**

James Ingraham was in eighth grade when he was paddled at school for not responding quickly enough to a teacher's order. Ingraham sued the school, claiming a violation of the Eighth Amendment that prohibits cruel and unusual punishment. The Supreme Court determined that the Eighth Amendment applies only to criminal cases, not incidents in the school setting.

- Do you know your school's policy regarding physical discipline? Is paddling permitted? What are the guidelines for a teacher's use of corporal punishment? Do you support or oppose physical discipline in schools? In homes? Why or why not?
- Although parents have a fundamental right to raise their children, there are limits when it comes to physical discipline. State laws protect children against physical and sexual abuse with civil and criminal penalties. Law enforcement and child welfare agencies are charged with upholding these laws and protecting children. What could you do if you suspected that a classmate or someone else was being abused at home? What do you think is the *right* thing to do? Discuss ideas for what you might do in this situation and how you could help someone you thought was in trouble.

## CASE 13: GOSS V. DWIGHT LOPEZ (1975)

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### **Suspension or Expulsion from School**

Dwight Lopez won his case when the Supreme Court found that his rights under the Due Process Clause of the Fourteenth Amendment had been violated. Dwight was suspended from school without explanation and without the opportunity to tell his side of the story.

- What is your understanding of the term “due process”? Does it apply to you at school? Do you think the Supreme Court is right to avoid getting involved in the day-to-day administration of public schools? Why or why not? What do you think might happen if every decision by a teacher or school officer were subject to review by a court?
- Is a student’s right to due process satisfied if the school provides notice of a violation and an opportunity to be heard? In this scenario, would you be willing to accept the outcome—win or lose—without further action? Why or why not? Do you think it’s more important to examine a case thoroughly, even if it takes a long time, or to reach a quick resolution so that the student and the school can move on? Why do you feel this way?

## CASE 14: HAZEL PALMER V. THOMPSON (1971)

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### **Segregation**

In Hazel Palmer’s case, the court chose not to read any intent or motivation into the city’s decision to close all public swimming pools, which denied both black and white citizens the benefits of a public pool. Palmer argued that the closure was an act of refusal on the city’s part to integrate certain public facilities.

- As a student, how are you affected by the Equal Protection Clause of the Fourteenth Amendment? What about the amendment’s clause on due process? Talk about some examples of how these clauses affect your life. Are you guaranteed equal protection of the law while at work or out in the community? What are some ways that equal protection and due process apply to your digital life?
- What is racial profiling, and what are your thoughts on the practice? Discuss recent examples of profiling that you’ve seen or read about in the news. Do you think the Equal Protection Clause applies to racial profiling? Why or why not?
- Do you think equal protection rights apply to immigrants who are in the country illegally? Why or why not? What are your thoughts on immigrants’ rights in the United States? For example, after the September 11, 2001, terrorist attacks, innocent people from Iraq and other Middle Eastern countries experienced discriminatory treatment in cities throughout the United States. Similarly, fear and animosity against Syrian refugees began to spread after terrorist attacks took place in Paris in November 2015, and in California in December of that year. How do you think countries and lawmakers can balance safety and security with fairness, equality, and generosity?

## CASE 15: ERNESTO MIRANDA V. ARIZONA (1966)

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### **Criminal Rights**

*Miranda* was a criminal case involving the interrogation of an adult in police custody. When Ernesto Miranda was arrested and taken to jail, he was interrogated for hours and signed a confession without benefit of a lawyer. The confession resulted in his conviction and sentence to prison. On appeal, the Supreme Court established new protections for suspects in custody.

- Since Ernesto Miranda was an adult when he was arrested and interrogated, the Court's decision did not automatically apply to minors (those under 18). But one year after *Miranda*, the Supreme Court extended the *Miranda* warnings to juveniles in the case *In re Gault*. What do you think of this decision? Do you think that citizens can always trust police officers, or do you think it's important that laws are in place to protect people in police custody? Why do you feel the way you do?
- There may be a police presence at your school in the form of a resource officer, whether that person is in uniform or not. Do you understand your rights as a student if you are questioned by the officer? Do you have to cooperate and answer questions? Can you refuse until your parents are present? Most of the time, students are not officially in "custody" when talking with a resource officer. Does this make a difference in what they can and cannot do? What are your rights in this situation? If you're not sure, who could you talk to about your questions?

# Activities and Extensions

In this section, you'll find a range of activities to prompt further exploration of the ideas and cases in *Every Vote Matters*. You can use these ideas when you and your group have the time to dig deeper into the material.

- Start a classroom campaign in which students run against each other for president, governor, mayor, and so on. Hold debates and rallies, giving students the opportunity to consider and discuss current issues that local and national candidates are tackling in the upcoming election. Students can also take on issues affecting them at school. Students may consider how they will run their campaigns and what subjects and tactics they'll focus on. Will they spend more time tearing apart their opponents' ideas or put the emphasis on their own agendas and goals?
- Talk with students about registering to vote. If there is limited opportunity to register to vote where you live—and if your group thinks that should change—work as a group to take action. You can make arrangements through the local elections office to set up a registration table outside a store, public library, or other facility, and ask the elections office to provide the necessary registration forms. (Note that if any students working at the registration table are under eighteen, they will be required to have an adult with them.) The more people your class registers, the greater turnout will be on Election Day.
- Talk with students about the idea that all people need to be involved if democracies and communities are to be at their most vibrant and healthy. Use this concept to identify and discuss issues within your school, community, or state. What ideas do students have for how these challenges can be addressed? How can all citizens—including students—get involved to help out? Plan a Make a Difference Day and get out into the community as a group. Whether students decide to plant trees, volunteer at a soup kitchen, pick up trash, or attend a city council meeting and speak about an important matter, there are many ways they can be engaged citizens who are making a difference.
- Ask students to list the leading topics in the upcoming presidential election, such as gun control, the economy, immigration, and terrorism. Have each student choose an issue and prepare a three- to five-minute statement arguing for or against a candidate's position on the matter.
- Read a chapter from *Every Vote Matters* each week, followed by a discussion on the issues. Sample talking points include:
  - ◇ Do you agree with the Court's decision in this case? Why or why not?
  - ◇ How does the ruling affect you—both now and in the future when you are an adult?
  - ◇ Would you have handled the situation differently? If so, how?
  - ◇ What if one of the justices had voted the other way? How might the laws, the justice system, and life at school be different? Explain.

- Have students look at the timeline on pages 16–17 of the book. Split students into small groups, and assign each one to further investigate a timeline event and prepare a presentation on it. For instance, one group could research what happened to York after the Lewis and Clark expedition ended in 1806. Was he given his freedom? Was he allowed to vote again? Another group could dig deeper into *Dred Scott v. John Sandford*, which many historians believe was the worst decision in Supreme Court history.
- Hold a debate. Divide your group in half, and let each group take one side on a case from *Every Vote Matters*. Then have the two sides argue their views on why the case should have been decided a certain way.
- Organize a mock trial. You could choose a Supreme Court format, or a trial by jury. If you choose the former, familiarize students with the way a Supreme Court case is argued, and have them follow this process. For example, when cases are argued before the Supreme Court, each side is given a set amount of time (usually thirty minutes) to argue the client’s position. The justices frequently interrupt to ask questions and challenge the points argued. If you prefer to focus on the jury deliberation process, choose two attorneys, one judge, a few witnesses, and the jury. After the attorney’s arguments, the jurors will have to deliberate the case. See if jurors can reach a unanimous decision. Once a verdict has been reached, jurors can discuss how they reached their verdict and why they voted the way they did.
- Ask each student to choose a case in *Every Vote Matters* and select an activity from the related “Talk, Think, and Take Action” section to complete. Have students provide written or oral reports about their efforts and the results.
- Use the book’s “Talk, Think, and Take Action” sections to start deeper discussions of the issues. Divide students into groups, and have each one lead a class-wide discussion based on one of the “Talk, Think, and Take Action” bullet points for a given chapter. Students can then vote on a “Take Action” project they would like to complete as a class. This may be one of the ideas suggested in the book or a completely new idea. For example, they could write letters to the governor, a state representative, or another politician about an issue important to them.
- Invite a school resource officer, local police officer, attorney, judge, or other person involved with the law to speak to your group. Beforehand, work with students to prepare thoughtful and interesting questions to ask the visitor. Afterward, discuss what they heard and what they learned. Did they find out anything that surprised them? Bothered them? Encouraged them?
- Have each student choose a case from *Every Vote Matters* and write a persuasive essay on it. Ask students to explore and discuss three reasons they agree with the court’s ruling and three reasons they are against it.

- Encourage students to get involved with the issues that interest them. Whether at school or in their community, there are many ways to become an active participant in our democracy. No matter what the issue, there are grass-root organizations that need supporters and volunteers.
  - ◇ If students are interested in the election process, they can contact their local elections office to see if they can volunteer before or on Election Day. They can also support a candidate by working at a phone bank, stuffing envelopes, or canvassing neighborhoods with the candidate's literature. Groups pushing ballot propositions or initiatives also use volunteers to educate the public about their cause.
  - ◇ If you have students who want to know more about the Supreme Court, direct them to the Court's website at [www.supremecourt.gov](http://www.supremecourt.gov). You can also encourage them to visit the Court if they are ever in Washington, D.C. Oral arguments are open to the public between October and June.
  - ◇ Local groups and chapters of national organizations for all sorts of social justice issues exist in cities throughout the country. Students can join a club at school, or better yet, start one.
  - ◇ Discuss issues that are important to your students. A few examples include climate change and the environment, immigration, Second Amendment rights and gun control, and LGBTQ rights. Have them identify five ways to get involved with issues that matter to them.
- Assign a paper based on one of the related cases in *Every Vote Matters*. The theme of each paper can be, "Is this right?" Invite students to discuss the moral and ethical considerations of each related case. For example, the related cases in Chapter 14 address the issue of racial segregation. The Supreme Court ruled that "separate but equal" was constitutional in 1896 and did not change its position on the issue for over fifty years. The student can summarize the "holding" of each case (how the Court ruled) and the constitutional right at issue (for example, the Fourteenth Amendment right to equal protection under the law), followed by a discussion of whether the student believes the Court was right in its ruling and how the student came to that conclusion.
- Have each student consider the related cases in each chapter and select one to explore further. Students can find and read the Court's opinion by referring to "How to Do Legal Research" on page 198. They can use what they find to prepare a ten-minute presentation explaining the case and the Court's ruling. Ask each presenter to include a quote from the decision that is relevant to the outcome.

# About the Authors



**Thomas A. Jacobs, J.D.**, was an assistant Arizona Attorney General from 1972–1985, practicing criminal and child welfare law. He was appointed to the Maricopa County Superior Court in 1985, where he served as a judge pro tem and commissioner in the juvenile and family courts until his retirement in 2008. He also taught juvenile law for ten years as an adjunct professor at the Arizona State University School of Social Work. Judge Tom continues to write for teens, lawyers, and judges. Visit his website, [AsktheJudge.info](http://AsktheJudge.info), for free interactive educational tools that provide current information regarding laws, court decisions, and national news affecting teens. It's the only site of its kind to provide legal questions and answers for teens and parents, along with the unique ability to interact with Judge Tom as well as with other teens.



**Natalie C. Jacobs, J.D.**, works with her father, Judge Tom Jacobs, on the teen rights website [AsktheJudge.info](http://AsktheJudge.info), which helps teens and their parents become better informed about youth rights and the laws affecting minors. Prior to joining her father in his work, Natalie worked as a criminal defense attorney. She has also volunteered with the Arizona Innocence Project, which investigates claims of innocence and works to exonerate people who have been wrongfully convicted. When she's not writing about youth-related issues or taking care of busy toddlers, Natalie enjoys relaxing evenings at home, cooking, reading, practicing yoga, hiking, traveling, having picnics, and just being outdoors with her family. She lives in the beautiful mountain town of Flagstaff, Arizona, with her husband Michael, her children Paige and Felix, and their beloved dogs.



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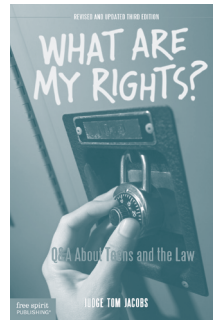
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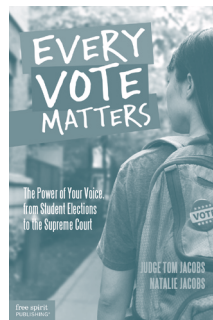
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