1. Read the following statement about the 2010 publication by WikiLeaks, under the direction of Julian Assange, of leaked information on State Department diplomacy efforts and intelligence. After reading it, respond to A, B, and C below.

 [S]everal members of Congress and the Obama Administration suggested that Assange should indeed face criminal prosecution for posting and disseminating to the media thousands of secret diplomatic cables containing candid- and often extremely embarrassing assessments from American diplomats. Senate Minority Leader Mitch McConnell went so far as to label Assange a high-tech terrorist. “He has done enormous damage to out country and i think he needs to be prosecuted to the fullest extent of the law,” McConnell said on NBC’s *Meet the Press* Sunday. Attorney General Eric Holder on Monday vowed to examine every statute possible to bring charges against Assange, including some that have never before been used to prosecute a publisher. And in the Senate, some members are already readying a bill that could lower the current legal threshold for when revealing state secrets in considered a crime.

* Michael Lindenberger, *Time*, December 2010
1. Describe the constitutional principle at the issue in this event and how the Supreme Court helped shape it.
2. In the context of this scenario, explain how the principle described in part A affects the behavior of the press.
3. In the context of this scenario, explain how the interactions among the three branches relate to the tension between public order and individual rights.

2.  On January 24, 2002 to the Juneau [Alaska] School District sanctioned an outdoor event across the street from the high school- watching the Olympic torch as it passed by on its journey to Salt Lake City, where the Winter games we’re going to be held. Just as the torch and camera crew passed by, student Joseph Frederick unfurled a 14-foot banner that said “BONG HITS 4 Jesus”. Principal Deborah Morse confiscated the banner and suspended Frederick for 10 days. Although he appealed his suspension, the Juneau School District upheld suspension, arguing that the sign promoted illegal drug use in the school had a policy against displaying messages the promoted drug use. Frederick sued. A district court decided in favor of the principal. On appeal the Ninth Circuit Court decided that Fredericks constitutional right to free speech was abridged because the school had not shown the message was disruptive. The case reached the Supreme Court, which ruled 5 to 4 in *Morse v Frederick* in 2007 that the school was within its rate to remove the banner and suspend Frederick. In the majority opinion, Justice Roberts argued that students right to free speech in schools does not extend to pro-drug messages, because an important objective of the school was to discourage drug use.

1. Identify the similarity between *Morse v. Frederick* and *Tinker v. Des Moines Independent School District* (1969).
2. Based on the similarity identified in part A, explain why the facts of the *Morse v. Frederick* case led to a different holding than the holding in Tinker.
3. Describe how the holding in *Morse v. Frederick* might affect (or not affect) the effort of high school students to hold an assembly on school grounds supporting the decriminalization of marijuana.

3. Develop an argument that explains whether or not hate speech- speech that offends or insults groups based on race, religion, sexual orientation, or disabilities- should be illegal in the United States.

In your essay, you must:

* Articulate a defensible claim or thesis that responds to the prompt and establishes a line of reasoning
* Support your claim with at least TWO pieces of accurate and relevant information:       At least ONE piece of evidence must be from one of the following foundational documents:
* The First Amendment of the Constitution
* The Fourteenth Amendment of the Constitution
* Use a second piece of evidence from another foundational document from the list above or from your study of civil liberties
* Use reasoning to explain why your evidence supports your claim/thesis
* Respond to an opposing or alternative perspective using refutation, concession, or rebuttal
1. Many homes today or equipped with “smart” devices, sometimes called “always on” devices. One such type of device will take orders from an owner’s voice after a “wake” word. The wake word sets in motion the process of responding to the owner’s order in starting a recording, which is then stored on a cloud computer. Suppose a crime took place in the home of a person with such a smart device. If police have a warrant to search the home, do they also have a right to seize the device and obtain information stored in the cloud that might help in solving the case? Tech companies and the Electronic Freedom Frontier say no. They argue that people have a reasonable expectation of privacy in their homes, and tech companies have refused to comply with the order to provide users personal information even under warranty. To support its position, Amazon has coded an opinion in a 2010 court case that was decided in its favor when the tech giant refuse such compliance: “[t]he fear of government tracking and censoring one’s readings, listening and viewing choices chills the exercise of First Amendment rights.”

 After reading the scenario, respond to A, B, and C below.

1. Describe the constitutional principle at the issue in this scenario
2. In the context of this scenario, explain how the principle described in part A affects law enforcement.
3. In the context of this scenario, explain how the principle in part A demonstrates a tension between individual liberties and public safety.

2. In *Planned Parenthood v. Casey* (1992), the Supreme Court ruled on a case that challenged a Pennsylvania law that placed certain requirements on women seeking an abortion. These were: (1) a doctor had to provide information on the procedure to the woman at least 24 hours before the procedure; (2) in most cases, a married woman had to notify her husband of the planned procedure; (3) minors had to obtain informed consent from a parent or guardian or let the court assume a parental role; (4) if a doctor determined the pregnancy was a medical emergency endangering the mother, an abortion could be performed; (5) facilities providing abortions were held to reporting and record-keeping standards. A divided court upheld the essential ruling in *Roe v. Wade* but said that the state could not interfere with the woman’s right to an abortion until the fetus reached viability-the condition that would allow it to survive outside the room which could happen as early as 22 weeks. The ruling also sent an “undue burden” test for state abortion laws- those that presented an undue burden on the mother seeking an abortion or unconstitutional. The only one of the five provisions explained above the failed the test was the notification of the husband.

1. Identify the assumed protection that is common to both *Planned Parenthood v. Casey* (1992) and *Roe v. Wade* (1973).
2. Based on the assumed protection identified in part A, explain why the facts of these cases in *Planned Parenthood v. Casey* led to a modification of the holding in *Roe v. Wade*.
3. Explain how the holding in *Planned Parenthood v. Casey*  and *Roe v. Wade* demonstrate change over time in the law.

4. Develop an argument that explains whether or not the death penalty should be determined as unconstitutional in all circumstances.

In your essay, you must:

* Articulate the defense for claim her thesis that response to the prompt and establishes a line of reasoning
* Support your claim with at least TWO pieces of accurate and relevant information:           At least ONE piece of evidence must be from one of the following foundational documents:
* The Eighth Amendment of the Constitution
* The Tenth Amendment of the Constitution
* The Fourteenth Amendment of the Constitution
* Use a second piece of evidence from another foundational document from the list above or from your study of civil liberties
* Use reasoning to explain why your evidence supports your claim/thesis
* Respond to an opposing or alternative perspective using refutation, concession, or rebuttal
1. “The white man can lynch and burn and bomb and beat Negroes- that’s all right: ‘Have patience’... ‘The customs are entrenched’... ‘Things are getting better.’ … Well, I believe it’s a crime for anyone who is being brutalized to continue to accept that brutality without doing something to defend himself….

“I tried in every speech I made to clarify my new position regarding while people- I don't speak against the sincere, well-meaning, good white people… i am speaking against and my fight is against the white racists. I firmly believe that Negroes have the right to fight against these racists, by any means that are necessary…

I am for violence if non-violence means we continue postponing a solution to the American black man’s problem- just to avoid violence. I don't go for non-violence if it also means a delayed solution. To me a delayed solution is a non-solution.” - Malcolm X from *The Autobiography of Malcolm X* (1965)

After reading the above quotation, respond to A, B, and C below

1. Identify a constitutional provision that supports Malcolm X’s insistence on human rights for blacks.
2. Identify differences between Malcolm X’s recommended citizen-state interactions and the citizen-state interactions Dr. King describes in “Letter from a Birmingham Jail.”
3. Explain how Malcolm X’s approach reflects the relationship between political behavior and the rule of law.

2.  In 2013, the Supreme Court ruled on a case involving a white student, Abigail Fisher, who was denied undergraduate admission to the University of Texas. The University of Texas accepts all in-state students who graduate in the upper 10% of their class, but for the remainder of the admissions, the university considers race as one factor among many in an effort to reflect the diversity of the population. Fisher was not in the upper 10% of her class, and when she was denied admission, she sued the school on the grounds that her constitutional rights were violated because the university used race to consider applicants. The district and circuit courts affirm the university policy, so she appealed to the Supreme Court. In *Fisher v. University of Texas* (2013), the Court found that the Circuit Court had not exercise strict scrutiny and remanded the case. In 2015, the Court heard the case again (*Fisher v. University of Texas II*) after the lower court, applying strict scrutiny, once again sided with the University. This time the Court upheld the right of the university to use race as one factor in considering admissions under strict judicial scrutiny.

1. Identify the constitutional provision that is common to both *Brown v. Board of Education* 1954 and *Fisher v. University of Texas II* (2016).
2. Based on the constitutional provision identified in part A, explain the difference in the facts of the case between *Brown v. Board of Education* 1954 and *Fisher v. University of Texas II* (2016)
3. Explain how the ruling in *Fisher v. University of Texas II* (2016) relates to the principle of a color blind constitution.

4. Develop an argument that explains whether citizen engagement in civil rights matters is a worthwhile effort.

In your essay, you must:

* Articulate the defense for claim her thesis that response to the prompt and establishes a line of reasoning
* Support your claim with at least TWO pieces of accurate and relevant information:           At least ONE piece of evidence must be from one of the following foundational documents:
* “Letter from a Birmingham Jail”
* The Fourteenth Amendment of the Constitution
* Use a second piece of evidence from another foundational document from the list above or from your study of civil liberties
* Use reasoning to explain why your evidence supports your claim/thesis
* Respond to an opposing or alternative perspective using refutation, concession, or rebuttal