

## Iowa Civil Liberties Union\*

**Worksheet:** [PDF]

**Grade Level:** High school (9-12)

**Time Required:** One fifty minute class period

### Standards (National):

#### [NSS 5-12 Thinking Standards](#)

**STANDARD 3:** The student engages in historical analysis and interpretation

- **A- Compare and contrast differing sets of ideas**, values, personalities, behaviors, and institutions by identifying likenesses and differences.
- **B- Consider multiple perspectives** of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
- **C- Analyze cause-and-effect relationships** bearing in mind **multiple causation** including (a) **the importance of the individual** in history; (b) **the influence of ideas**, human interests, and beliefs; and (c) the role of chance, the accidental and the irrational.
- **D- Draw comparisons across eras and regions in order to define enduring issues** as well as large-scale or long-term developments that transcend regional and temporal boundaries.

**STANDARD 5:** The student engages in historical issues-analysis and decision-making

- **A- Identify issues and problems in the past** and analyze the interests, values, perspectives, and points of view of those involved in the situation.
- **B- Marshal evidence of antecedent circumstances** and current factors contributing to contemporary problems and alternative courses of action.
- **C- Identify relevant historical antecedents** and differentiate from those that are inappropriate and irrelevant to contemporary issues.
- **E- Formulate a position or course of action on an issue** by identifying the nature of the problem, analyzing the underlying factors contributing to the problem, and choosing a plausible solution from a choice of carefully evaluated options.
- **F- Evaluate the implementation of a decision** by analyzing the interests it served; estimating the position, power, and priority of each player involved; assessing the ethical dimensions of the decision; and evaluating its costs and benefits from a variety of perspectives.

### Standards (State):

#### [Iowa Core Curriculum](#)

##### **Behavioral Sciences**

- Understand how social status, social groups, social change and social institutions influence individual and group behaviors

##### **History**

- Understand the role of individuals and groups within a society as promoters of change or the status quo

##### **Political Science/ Civic Literacy**

- Understand how the government established by the Constitution embodies the enduring values and principles of democracy and republicanism

- Understand strategies for effective political action that impacts local, state and national

### Governance

- Understand how law and public policy are established at the local, state and national levels
- Understand how various political systems throughout the world define the rights and responsibilities of the individual

### Inquiry Questions:

- What is a “civil liberty”?
- What has Iowa’s role been in protecting civil liberties?
- What were some of the major civil liberties disputes of the late 1960s and early 1970s? How are these issues viewed today?
- What was the issue at stake for the Tinker vs. Des Moines case? What was the result?
- What major civil liberties issues exist today?

### Objectives: The student will

- Define “civil liberty”.
- Understand the objectives of the American Civil Liberties Union of Iowa.
- Explain the major civil liberties issues of the 1960s and 1970s and compare them to civil liberties issues of today.
- Analyze and explain the arguments and outcome of the Tinker vs. Des Moines case.

### Materials Required:

1. Online or print access to the following articles from the [Louise Noun Scrapbook](#) in the [Iowa Digital Library](#)

Tinker vs. Des Moines; the rights of students to wear black arm bands to protest the Vietnam War (pages [38-41](#), [53-54](#), [73-75](#), and [136](#))

[“Liberties Union Supports Students on Arm Bands”](#)

[“D.M. Schools Ban Wearing of Viet Truce Armbands”](#)

[“Wear Black Arm Bands, Two Students Sent Home”](#)

[“D.M. School Board Split on Issue, 4-3”](#)

[“A Plea for Pupils’ Right to Express Opinions”](#)

[“Arm Bands Seen as Matter of Student Conduct”](#)

[The Thirty Years Since the Tinker Decision](#)

[“Students’ Struggle for free speech continues in D.M. Schools”](#)

[“The Tinker case revisited”](#)

[“Tinker revisited at Drake forum”](#)

[“ICLU Acts in Des Moines School Arm Band Controversy”](#)

[“Schools and Free Speech”](#)

[“The Threats in Arm-Band Case Argued”](#)

[“Arm Band Decision is Upheld”](#)

[“Appeal Boy’s 25-Year Term”](#)

[“Des Moines Arm-Band Protest Upheld”](#)

Tinker vs. Des Moines booklet: [part one](#), [part two](#)

[“Impact of ‘Armband Case’ on Student Freedom”](#)

[“Reflecting on the Tinker case”](#)

Students' hair length (pages [87-92](#) and [114-115](#))

["Tell Court to Guard Public on Morality"](#)

["School Stand on Haircuts"](#)

["Letters, we get letters"](#)

["School's Long-Hair Hassle Draws 250 to Hearing"](#)

["No Action After Hair Hearing"](#)

[Anonymous letter](#)

["Attorney for Girl Assails Colfax Long Hair Rule"](#)

["Judge Rules Colfax Schools Can't Put Limit on Hair Length"](#)

["Urge Schools: End Hair Rules"](#)

["Bars Suspension of Decorah Girl"](#)

[Sims vs. Colfax School District court report](#)

["Anatomy of a Town vs. Long Hair"](#)

["Lawsuits Over Hair"](#)

["Cite Community Dislike as Reason for Long-Hair Ban"](#)

["Judge's Ruling Tells Why Ban on Long Hair is Unconstitutional"](#)

["In 1970, long hair was the hot topic"](#)

Grinnell students' demonstration against *Playboy* magazine (pages [84-86](#))

[Demonstration summary](#)

["Strippers at Grinnell Get \\$1,000 in Playboy Aid"](#)

["Protest in the Nude at a Playboy Lecture"](#)

[TIME article](#)

["How their naked protest changed the 'Grinnell 8'"](#)

["8 Found Guilty in Disrobing"](#)

["Snub appeal on nude-in at Grinnell"](#)

Burning draft cards (pages [36-37](#), [43](#), and [75](#))

["Liberties Focus: Draft Cards"](#)

["Few Students Protest: Huit"](#)

["Attacks Law on Draft Card"](#)

["Prof is Named to Defend Smith"](#)

["Smith Put on 3 Yrs. Probation"](#)

["A.C.L.U. in Shift, to Aid Draft Foes"](#)

Rights of pregnant students (pages [77](#), [124](#), and [125](#))

["Assail Policy on School Pregnancies"](#)

["Pregnancy Rules for School"](#)

["Testifies Pregnant Girl Stayed in School to Play Basketball"](#)

"Dirty" art at Des Moines Art Center (pages [64-66](#))

["'Dirty' Show Draws 2,046 to Art Center"](#)

["Art Center's \\$24,000 Suit is Dismissed"](#)

["I.C.L.U. Assails Council Action"](#)

["It Might Not Be Art, But Des Moines Folks Know What They Like"](#)

["Art Center Patrons Sue City Council"](#)

["Judge Rules Out Art Center Suit on 'Obscene' Pictures"](#)

["Criticizes Art Fund Diversion"](#)

2. *Iowa Civil Liberties Union: Cases of the 1960s and 1970s* worksheet
3. Internet access to complete homework

**Prerequisite Knowledge:**

1. National and state judicial system
2. Culture and historic events of the 1960s and 1970s
3. Current events across the state, nation, and world

**Procedure:**

**A. Introduction**

- a. In groups of two, have students define the term “civil liberties” and create a list of civil liberties granted to Americans.
- b. Share definitions and create a class definition of “civil liberties.” Compare it to the Merriam-Webster definition.
- c. Share examples of civil liberties. Have volunteers write their examples on the board or overhead.
- d. Civil liberty: “freedom from arbitrary governmental interference (as with the right of free speech) specifically by denial of governmental power and in the United States especially as guaranteed by the Bill of Rights —usually used in plural” (Merriam-Webster).

**B. Iowa Civil Liberties Union in the 1960s and 70s**

- a. Introduce ICLU and Louise Noun
  - i. More information on the ICLU/ACLU-IA found [here](#).
  - ii. More information on Louise Noun found [here](#).
  - iii. [Louise Noun scrapbook](#)
- b. Briefly introduce the major cases of this period
  - i. Tinker vs. Des Moines; the rights of students to wear black arm bands to protest the Vietnam War
  - ii. Students’ hair length
  - iii. Grinnell students’ demonstration against *Playboy* magazine
  - iv. “Dirty” art at Des Moines Art Center
  - v. Burning draft cards
  - vi. Rights of pregnant students
- c. Divide students into groups and assign them a case (or have all groups explore one case, Tinker vs. Des Moines being the most renowned). Tinker vs. Des Moines and the case on length of students’ hair may need to divide the articles between two groups.
  - i. As students read the articles, have them fill out the *Iowa Civil Liberties Union: Cases of the 1960s and 1970s* worksheet.
  - ii. Have each group briefly present their findings to the class.
  - iii. Discuss students’ reactions to these cases and brainstorm similar issues that exist today.

**C. Iowa Civil Liberties Union and the American Civil Liberties Union today**

- a. For homework, have students research the ICLU and see what the cases they are doing today- as well as on a national level.
- b. In the next class, explore what the students found.
- c. [American Civil Liberties Union](#)
- d. [American Civil Liberties Union of Iowa website](#)

**Assessment:**

Assessment will be based on the following

- contribution to class discussions
- *Iowa Civil Liberties Union: Cases of the 1960s and 1970s* worksheet
- *ACLU and ACLU-IA: Today* worksheet

**Enrichment/Remediation:**

- Provide students an outline to assist with reading the articles.
- Have students participate in a mock civil liberties court case to further explore the arguments and the judicial system.
- Further information on the Iowa Civil Liberties Union can be found in [Freedom in Iowa: the role of the Iowa Civil Liberties Union](#) by Edward Switzer Allen.

\*Written by Sarah Dorpinghaus, University of Iowa Libraries, 2009

Name: \_\_\_\_\_

## Iowa Civil Liberties Union: Cases of the 1960s and 1970s

1. What is the issue(s) at stake?
2. What are the major arguments of each side?
3. Which argument do you feel is the strongest and why?
4. What was the legal decision/outcome?
5. Is this issue still prominent today? Explain.
6. Describe a related civil rights concern currently in Iowa or the nation.

Name: \_\_\_\_\_

## ACLU and ACLU-IA: Today

1. Describe **three** civil rights issues that are being addressed by the ACLU today.
2. Describe **three** civil rights issues that are being addressed by the ACLU-IA today.
3. Pick one state issue and one national issue and explain why these issues are important to you and to other citizens.
4. Are there any issues that you feel should be addressed on a state and/or national level? Explain.