

# ACTIONS THAT CHANGED THE LAW

A Lesson by Linda Weber

## SUMMARY

In 1998 when Lilly Ledbetter filed her complaint of wage discrimination against the Goodyear Tire and Rubber Co. with the EEOC, her goal was to get equal pay for equal work because that was the law. She had no idea that her decision would eventually involve all three branches of government and result in a law with her name on it—the Lilly Ledbetter Fair Pay Act of 2009.

In our constitutional democracy, laws are not permanent. As society changes, new laws are passed and old ones may be amended or repealed by the people through their representatives in Congress. The Constitution gives this authority and power to U.S. citizens.

Even when the Supreme Court makes an unpopular ruling on a statutory question, as it did in *Ledbetter v. Goodyear Tire and Rubber Co.* (2007), the legislative process can be activated by the people through their congressional representatives to make a new law. This is what happened when Lilly Ledbetter decided to speak up and get involved. She wanted to make a difference, and she did. Today, because of Ledbetter, the process employees must follow to recover discriminatory pay is more fair.

This lesson is based on a video that tells the law-changing story behind the Lilly Ledbetter Fair Pay Act of 2009. Students gain insight into the lawmaking process, consider how statutory decisions made by the Supreme Court can prompt better laws, and learn about the rights and responsibilities they will have when they enter the workforce.

## NOTES AND CONSIDERATIONS

- This lesson presumes that students are familiar with Supreme Court cases, the judicial process, and the legislative process.
- Technology is relied on to facilitate learning and instruction.
- This is a self-contained lesson with resources and activities that can be adapted to different teaching styles, length of classes, and levels of students.

## Snapshot of Lesson

**Grades:** Middle School; High School (Focus)

**Subject Focus:** Civics/Government

**Estimated Time:** 4 days

**Alignment to National Standards for Civics and Government:**

Grades 5-8; Grades 9-12

**Materials/Equipment Needed:**

- Video: *A Call to Act: Ledbetter v. Goodyear Tire and Rubber Co.*
- Computer lab with Internet connections and projector for class viewing

**Materials Included:**

Readings and Resources

- Bench Opinion: *Ledbetter v. Goodyear Tire and Rubber Co.* (2007)
- Slip Opinion: *Ledbetter v. Goodyear Tire and Rubber Co.* (2007)
- Lilly Ledbetter Fair Pay Act of 2009 (S. 181 enrolled version)
- Public Law 111-2
- *Citizen; Citizenship; Civic Education; Participation; Rule of Law* from *Understanding Democracy, A Hip Pocket Guide*—John J. Patrick
- Transcript for video

Student Materials

- Class-Prep Assignment
- Self-Assessment Part 1: “What Do I Know about Making and Changing Federal Laws?”
- Self-Assessment Part 2: “Check and Correct”
- Self-Assessment KEY
- Student’s Video Guide
- Research: “Making and Changing Laws: A Puzzle and a Process”
- Activity: “Real-World Connections”

Teacher Materials

- Teacher’s Video Guide
- Keys for student activities

**National Standards for Civics and Government**  
Standards level detail: grades 5-8; grades 9-12

## TOPICS

- citizenship
- civic responsibilities and dispositions
- employment discrimination
- federal court system
- legislative process
- rule of law
- structure and function of government
- Supreme Court

## NATIONAL STANDARDS

Document: National Standards for Civics and Government (1994) Center for Civic Education  
<http://www.civiced.org/index.php?page=stds>

### Grades 5-8 Organizing Questions

The national content standards for civics and government are organized under five significant questions. The following outline lists the high-level organizing questions supported by this lesson.

- I. What are civic life, politics, and government?
  - A. What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?
  - B. What are the essential characteristics of limited and unlimited government?
  - C. What are the nature and purposes of constitutions?
  - D. What are alternative ways of organizing constitutional governments?
- II. What are the foundations of the American political system?
  - A. What is the American idea of constitutional government?
  - C. What is American political culture?
  - D. What values and principles are basic to American constitutional democracy?
- III. How does the government established by the Constitution embody the purposes, values, and principles of American democracy?
  - A. How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?
  - E. What is the place of law in the American constitutional system?
  - F. How does the American political system provide for choice and opportunities for participation?
- V. What are the roles of the citizen in American democracy?
  - B. What are the rights of citizens?
  - C. What are the responsibilities of citizens?
  - D. What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?
  - E. How can citizens take part in civic life?

## Grades 9-12 Organizing Questions

The national content standards for civics and government are organized under five significant questions. The following outline lists the high-level organizing questions supported by this lesson.

- I. What are civic life, politics, and government?
  - A. What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?
  - B. What are the essential characteristics of limited and unlimited government?
  - C. What are the nature and purposes of constitutions?
  - D. What are alternative ways of organizing constitutional governments?
  
- II. What are the foundations of the American political system?
  - A. What is the American idea of constitutional government?
  - C. What is American political culture?
  - D. What values and principles are basic to American constitutional democracy?
  
- III. How does the government established by the Constitution embody the purposes, values, and principles of American democracy?
  - A. How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?
  - B. How is the national government organized, and what does it do?
  - D. What is the place of law in the American constitutional system?
  - E. How does the American political system provide for choice and opportunities for participation?
  
- V. What are the roles of the citizen in American democracy?
  - B. What are the rights of citizens?
  - C. What are the responsibilities of citizens?
  - D. What civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?
  - E. How can citizens take part in civic life?

Note: A more detailed standards-level alignment related to these questions can be found in the “Standards” section at end of this lesson plan.

# STUDENT OUTCOMES

## Knowledge, skills, and dispositions

Students will . . .

- Assess their level of civic knowledge related to the making and changing of laws.
- Reconstruct the chronology of events and decisions that resulted in a change to the law.
- Gain insight into the way the three branches of government function.
- Relate political activism and engagement to the quality of laws in the U.S.
- Gain appreciation for the power that one politically active and engaged citizen can have in a constitutional democracy.
- Become informed about their rights and responsibilities as young applicants and employees with respect to employment discrimination.
- Make real-world connections.

## Integrated Skills

### 1. Information literacy skills

Students will . . .

- Extract, organize and analyze information from primary and secondary sources.
- Use skimming and research skills.
- Make informed decisions.
- Use prior and background knowledge to support new learning.
- Use technology as a tool for learning.

### 2. Media literacy skills

Students will . . .

- Read, view, and listen to information delivered via different media formats in order to make inferences and gather meaning.

### 3. Communication skills

Students will . . .

- Write and speak clearly to contribute ideas, information, and express own point of view.
- Write in response to questions.
- Respect diverse opinions and points of view.
- Develop and interpret visual models.
- Collaborate with others to deepen understanding.

### 4. Study skills

- Take notes
- Manage time and materials

### 5. Thinking skills

Students will . . .

- Describe and recall information.
- Make personal connections.
- Explain ideas or concepts.
- Draw conclusions.
- Analyze and evaluate issues.
- Use sound reasoning and logic.

### 6. Problem-solving skills

Students will . . .

- Identify steps in a process.
- Explain the interconnections within a process that are needed to achieve a goal.
- Practice systems thinking.
- Examine reasoning used in making decisions.
- Ask meaningful questions.

### 7. Participation skills

Students will . . .

- Contribute to small and large group discussion.
- Work responsibly both individually and with diverse people.
- Express own beliefs, feelings, and convictions.
- Show initiative and self-direction.

## ASSESSMENT

Evidence of understanding may be gathered from student performance related to the following:

- Class-Prep Assignment
- Self-Assessment, Part 1 and Part 2
- Responses to questions and activities in the video discussion guide.
- Research: “Making and Changing Laws: A Puzzle and a Process”
- Activity: “Real-World Connections”

## VOCABULARY

citizenship	constitutional case	legislation
Court of Appeals	dissenting opinion	repeal
District Court	EEOC	representative government
amend	employment discrimination	Senate
amendment	executive branch	separation of powers
appellate courts	House of Representatives	statute
bill	judicial branch	statute of limitations
bipartisan	jury verdict	statutory case
branches of government	law	Supreme Court
Congress	legislative branch	Title VII of Civil Rights Act
constituents	legislature	wage discrimination

### Resources for Definitions

**FindLaw—Law Dictionary**  
<http://dictionary.lp.findlaw.com/>

**American Bar Association**  
<http://www.abanet.org/publiced/glossary.html>

**Understanding Democracy, A Hip Pocket Guide—John J. Patrick**  
<http://www.annenbergclassroom.org/page/understanding-democracy-a-hip-pocket-guide>

## LESSON OVERVIEW

### Goal

Students gain understanding and appreciation for the way the federal government works and depends on the political activism and engagement of individual citizens to change the law.

### Class-Prep

#### Self-Assessment: What Do I Know About Making and Changing Federal Laws?

Students complete an assignment to build civic understanding, then take and correct a self-assessment test based on the bank of civics questions used for the updated naturalization test for citizenship.

### DAY 1-2

#### Success Doesn't Come Easily

Students watch and listen to the video *A Call to Act: Ledbetter v. Goodyear Tire and Rubber Co.*, then discuss follow-up questions and complete activities in the video study guide.

### DAY 3

#### A Puzzle and a Process

Students complete a puzzle activity based on the video in which they research to identify “puzzle pieces” of information, then organize the pieces into a flow chart that shows the chronology and the process that led to the Lilly Ledbetter Fair Pay Act of 2009.

### DAY 4

#### Real-World Connections

Students relate what they learned about Lilly Ledbetter’s experience with employment discrimination to information gathered from the EEOC’s website for youth in the workforce.

*“Citizenship is every person’s highest calling.”*

— Ambassador Walter H. Annenberg

## TEACHING ACTIVITIES: Day by Day

### Class-Prep Assignment

Because our democracy relies on knowledgeable citizens for the development of good laws, students complete an assignment to build civic understanding, then take and correct a self-assessment based on the bank of civics questions used for the updated naturalization test for citizenship.

Note: This assignment builds important background information and should be completed as an independent activity before the first in-class session.

#### Student Materials (Included)

- “Class-Prep Assignment Sheet”
- Self-Assessment: Part 1 “What Do I Know About Making and Changing Laws?” (Assessment only)
- Self-Assessment: Part 2 “Check and Correct” (Instructions for checking, correcting, and evaluating)
- Self-Assessment KEY

#### Procedure:

1. Distribute and review the Class-Prep Assignment and the Self-Assessment: Part 1. Students may complete both at home in advance of the first in-class session, or you may choose to have students take the assessment in class, then correct it at home.
2. After a student verifies that the self-assessment is completed, provide Part 2, which contains instructions for checking answers, resources for correcting answers, and guidelines for scoring and evaluation.
3. Remind students to bring their completed work to class.

Note: Twenty-two questions in the self-assessment, the ones followed by an asterisk (\*), are from the updated bank of civics questions used by the U.S. Citizenship and Immigration Services (USCIS). All applicants seeking U.S. citizenship must pass a civics test. Here is the full set of civics questions used by the USCIS:

Civics (History and Government) Questions for the Naturalization Test (rev. 10/09)

<http://www.uscis.gov/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/100q.pdf>

## DAY 1-2: Success Doesn't Come Easily

**Overview:** Students watch and listen to the video *A Call to Act: Ledbetter v. Goodyear Tire and Rubber Co.*, then discuss follow-up questions and complete activities in the video study guide.

**Goal:** Analyze the impact that politically active and engaged citizens can have on the development of laws in the U.S.

### Materials/Equipment Needed:

#### Technology

- Computer lab with Internet connection
- Video—*A Call to Act: Ledbetter v. Goodyear Tire and Rubber Co.* (Time: 23 min)  
Available from <http://www.annenbergclassroom.org/page/call-to-act-ledbetter>

#### Student Materials (Included)

Student's Video Guide: *A Call to Act: Ledbetter v. Goodyear Tire and Rubber Co.* (1 copy per student)

#### Teacher Materials (Included)

Teacher's Video Guide: *A Call to Act: Ledbetter v. Goodyear Tire and Rubber Co.*

### Procedure:

1. Briefly discuss the Class-Prep Assignment and review the self-assessment.
2. Distribute the student materials and discuss the bulleted topics under Background Knowledge.
3. After viewing the video, divide students into study groups to complete the questions and activities in the guide.



## DAY 3: A Puzzle and a Process

**Overview:** Students complete a puzzle activity based on the video in which they research to identify “puzzle pieces” of information, then organize the pieces into a flow chart that shows the chronology and the process that led to the Lilly Ledbetter Fair Pay Act of 2009.

**Goal:** Analyze the law-changing process to identify the parts and understand how they worked together to change the law.

### Materials/Equipment Needed:

#### Technology

- Computer lab with Internet connection and projector for class viewing
- Video—*A Call to Act: Ledbetter v. Goodyear Tire and Rubber Co.* (Time: 23 min)  
Available from <http://www.annenbergclassroom.org/page/call-to-act-ledbetter>

#### Resources (Included)

- Bench Opinion: *Ledbetter v. Goodyear Tire and Rubber Co.* (2007)
- Slip Opinion: *Ledbetter v. Goodyear Tire and Rubber Co.* (2007)
- Lilly Ledbetter Fair Pay Act of 2009 (S. 181 enrolled version)
- Public Law 111-2
- Video Transcript: *A Call to Act: Ledbetter v. Goodyear Tire and Rubber Co.*

#### Student Materials (Included)

Research: “A Puzzle and a Process” (1 copy per student)

#### Teacher Materials (Included)

Research KEY “A Puzzle and a Process”

1. Briefly discuss the Class-Prep Assignment and review the self-assessment.
2. Distribute the student materials and discuss the bulleted topics under Background Knowledge.
3. After viewing the video, divide students into study groups to complete the questions and activities in the guide.

### Procedure:

Note: This activity is designed to help students develop and use their systems-thinking abilities. Systems thinking involves understanding how parts interact with each other to function as a whole.

1. Distribute the student materials and review the instructions.
  - Page 1: Students identify pieces of information (the parts).
  - Page 2: Students research by working backward through two systems: federal court, legislative process
  - Page 3: Students put the parts together and organize them into 1 system in a flow chart.
2. It may be helpful to demonstrate the research process to the students first so they have a visual reference before tackling the work themselves.
3. Students may work individually or in study groups to complete the assignment.

## DAY 4: Real-World Connections

**Overview:** Students relate what they learned about Lilly Ledbetter’s experience with employment discrimination to information gathered from the EEOC’s website for youth in the workforce.

**Goal:** Inform students of their rights and responsibilities as applicants and employees and where to go for help should they experience employment discrimination.

### Materials/Equipment Needed:

#### Technology

- Computer lab
- Video—*A Call to Act: Ledbetter v. Goodyear Tire and Rubber Co.* (Time: 23 min)  
Available from <http://www.annenbergclassroom.org/page/call-to-act-ledbetter>

#### Resources (Included)

- Slip Opinion: *Ledbetter v. Goodyear Tire and Rubber Co.* (2007)
- Lilly Ledbetter Fair Pay Act of 2009 (S. 181 enrolled version)
- Video Transcript: *A Call to Act: Ledbetter v. Goodyear Tire and Rubber Co.*

#### Student Materials (Included)

Activity: “Real-World Connections” (1 copy per student)

### Procedure:

1. Ask students to define wage discrimination.
2. Briefly review the facts of the wage discrimination complaint made by Lilly Ledbetter and described in the video. List the details on the board.
3. Distribute the activity and review the instructions.
4. Encourage students to watch the video again as needed.
5. After the activity is completed, hold a class discussion.
6. Conclude by discussing the relationship between knowledge, action and power. Ask students to respond to the following statements.
  - Knowledge is power.
  - Knowledge is not power, it is potential power.
  - The application of knowledge is power.
  - Knowledge is not power, but it’s a start.

## EXTENSION ACTIVITIES

### Have more time to teach?

1. Compare and contrast the Supreme Court opinion written by Justice Samuel Alito and the dissenting opinion written by Justice Ruth Bader Ginsburg.
2. Select one of the videos produced by the Leonore Annenberg Institute for Civics.  
<http://www.annenbergclassroom.org/page/all-videos>  
Video: How a Bill Becomes a Federal Law (19 min.)  
Video: Making of a Law (20 min.)  
Video: Separation of Powers (10 min.)
3. Encourage civic engagement related to an issue of concern.  
For ideas, check out the Student Voices Project, an initiative of the Annenberg Public Policy Center.  
<http://www.annenbergclassroom.org/speakouts>
4. Learn more about the role of the courts from short videos produced by the Leonore Annenberg Institute for Civics.  
<http://www.annenbergclassroom.org/page/the-role-of-the-courts>
5. Learn about civics through games related to specific topics:  
<http://www.annenbergclassroom.org/page/all-games-and-interactives>  
Select Executive Command, LawCraft or Court Quest

## RESOURCES

### Ledbetter v. Goodyear Tire and Rubber Company (2007)

- United States Reports  
<http://ftp.resource.org/courts.gov/c/US/>
- Supreme Court: (Slip Opinion)  
<http://www.supremecourt.gov/opinions/06pdf/05-1074.pdf>
- Justia (Bench Opinion)  
<http://supreme.justia.com/us/550/05-1074/index.html>
- The Oyez Project: Case Summary  
[http://www.oyez.org/cases/2000-2009/2006/2006\\_05\\_1074](http://www.oyez.org/cases/2000-2009/2006/2006_05_1074)
- Cornell University Law School  
Syllabus, Opinion, Dissent  
<http://www.law.cornell.edu/supct/html/05-1074.ZS.html>
- Eleventh Circuit Court of Appeals  
<http://caselaw.findlaw.com/us-11th-circuit/1148399.html>

## **Legislation: Lilly Ledbetter Fair Pay Act of 2009**

- Lilly Ledbetter Fair Pay Act of 2009

[www.gpoaccess.gov](http://www.gpoaccess.gov)

- Public Law 111–2

[www.gpoaccess.gov](http://www.gpoaccess.gov)

- THOMAS

<http://thomas.loc.gov/>

## **Legislative Process**

- Annenberg Classroom: Life of a Law

<http://www.annenbergclassroom.org/page/life-of-a-law>

- National Constitution Center, Civic Action Center

“The Legislative Process”

<http://capwiz.com/constitutioncenter/issues/basics/?style=legis>

- How Our Laws Are Made, U.S. House of Representatives

<http://www.senate.gov/reference/resources/pdf/howourlawsaremade.pdf>

- The Center on Congress at Indiana University

“The Dynamic Legislative Process” (An interactive learning module)

<http://congress.indiana.edu/e-learning-module-the-dynamic-legislative-process>

- U.S. Senate: “Enactment of a Law”

By Robert B. Dove, Parliamentarian, United States Senate, Updated February 1997

<http://thomas.loc.gov/home/enactment/enactlawtoc.html>

- U.S. House of Representatives: “How Our Laws Are Made”

Revised and Updated by Charles W. Johnson, Parliamentarian, U.S. House of Representatives, U.S. Government Printing House, 2003

<http://thomas.loc.gov/home/lawsmade.toc.html>

- Office of the Clerk, U.S. House of Representatives

“The Legislative Process”

<http://clerk.house.gov/legislative/legprocess.html>

- U.S. Senate

“Legislative Process: How a Senate Bill Becomes a Law”

<http://www.senate.gov/reference/resources/pdf/legprocessflowchart.pdf>

## Teaching Strategies

- iCivics  
Interactive curriculum on the Judicial Branch  
<http://www.icivics.org/subject/judicial-branch>

## Federal Courts

- Annenberg Classroom  
The Role of the Courts  
<http://www.annenbergclassroom.org/page/the-role-of-the-courts>
- Supreme Court of the United States  
<http://www.supremecourtus.gov>
- United States Courts  
<http://www.uscourts.gov>

## Understanding Democracy

- Understanding Democracy, A Hip Pocket Guide—John J. Patrick  
<http://www.annenbergclassroom.org/page/understanding-democracy-a-hip-pocket-guide>

*“Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.”*

— Margaret Mead

# Student Materials

- Class Prep-Assignment
- Self-Assessment: Part 1 — “What Do I Know About Making and Changing Federal Laws?”
- Self-Assessment: Part 2 — “Check and Correct”
- Self-Assessment KEY
- Student’s Video Guide: **A Call to Act: Ledbetter v. Goodyear Tire and Rubber Co.**
- Research: “Making and Changing Laws: A Puzzle and a Process”
- Activity: “Real-World Connections”

# CLASS-PREP ASSIGNMENT

## Lesson: Actions that Changed the Law

The following assignment provides important background knowledge and context for the video *A Call to Act: Ledbetter v. Goodyear Tire and Rubber Co.* and related class work.

### Instructions

Review the following resources, answer the questions, and complete the self-assessment.

### Materials Needed:

#### Resources (Included)

- *Understanding Democracy: A Hip Pocket Guide* by John J. Patrick  
Topics: Citizen; Citizenship; Civic Education; Participation; Rule of Law  
<http://www.annenbergclassroom.org/page/understanding-democracy-a-hip-pocket-guide>  
(Copies are available from the teacher or the readings may be viewed at the above link.)

#### Student Materials (Included)

- Self-Assessment: Part 1 — “What Do I Know About Making and Changing Federal Laws?”

### Questions to Answer

1. Write the definition of citizenship provided by Patrick in *Understanding Democracy: A Hip Pocket Guide*.
2. Discuss the value of a constitutional democracy.
3. Explain the dependent relationship between citizens and their government in a constitutional democracy.
4. Define civic education and explain its role in a democracy.
5. What do citizens need to know and be able to do?
6. Why do citizens have responsibilities and duties in a democracy?
7. What do you expect government to do for you?
8. In a constitutional democracy, who has ultimate responsibility for how the government works and the laws it makes?
9. Define civic participation and explain its importance to our society and democracy.
10. What standards must be met by a democratic society for it to have a government that operates by the rule of law?
11. Why is it important to have a government of laws and not of men and women?
12. Respond to the following:  
“If democracy is not extensively participatory, can it really be government of, by, and for the people? Or is a heavy reliance on the representatives of the people, who are judged periodically by citizens through public elections, sufficient to sustain an authentic constitutional democracy?”  
(*Understanding Democracy: A Hip Pocket Guide*, pg. 67)

**\*\* Bring this sheet and the completed self-assessment with you to class. \*\***

# SELF-ASSESSMENT: Part 1

## What Do I Know about Making and Changing Federal Laws?

**Instructions:** Because our democracy relies on knowledgeable citizens for the development of good laws, answer the following questions to learn about your level of civic knowledge related to the making and changing of federal laws.

1. What is the supreme law of the land?\*
2. What does the Constitution do?\*
3. The idea of self-government is in the first three words of the Constitution. What are these words?\*
4. Name the three branches of government.
5. What stops one branch of government from becoming too powerful?\*
6. What does the judicial branch do?\*
7. What is the highest court in the United States?\*
8. How many justices are on the Supreme Court?\*
9. What is the “rule of law”?\*
10. Who is in charge of the executive branch?\*
11. What does the executive branch do?
12. Who vetoes bills?\*
13. What is an enrolled bill?
14. Who makes federal laws?\*
15. What are the two parts of the U.S. Congress?\*
16. How many U.S. Senators are there?\*
17. The House of Representatives has how many voting members?\*
18. We elect a U.S. Representative for how many years?\*
19. We elect a President for how many years?\*
20. We elect a U.S. Senator for how many years?\*
21. Whom does a U.S. Senator represent?\*
22. How do federal judges get their jobs?
23. Who signs bills to become laws?\*
24. What is the draft of a law called?
25. How do laws get started?
26. Why do we have laws?
27. What is an amendment?\*
28. How many amendments does the Constitution have?\*
29. What are two ways that Americans can participate in their democracy?\*
30. Name two ways laws can be changed.

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31. On the back of this paper, draw and label a diagram that shows the steps in the lawmaking process



# SELF-ASSESSMENT: Part 2

## Instructions:

**1. Check your answers.** After verifying with the teacher that your self-assessment is complete, request the key to check your answers. (Note: Correct answers are not limited to those in the key as there may be other correct answers. Any difference must be supported by research to count as correct.)

## 2. Research to make corrections.

- iCivics: Get a behind-the-scenes look at how a bill becomes a law.

Video on the Legislative Branch (4 min. 42 sec.)

<http://www.icivics.org/subject/legislative-branch>

- Schoolhouse Rock video: “I’m Just a Bill” (3 min.)

(Lyrics and link to video from You Tube)

<http://www.schoolhouserock.tv/Bill.html>

Fun Fact: According to the website, when the video debuted in 1975, “a number of government agencies and lobbyists asked for copies to educate their own staffs.”

- National Constitution Center, Civic Action Center, “The Legislative Process”

<http://capwiz.com/constitutioncenter/issues/basics/?style=legis>

- The Center on Congress from Indiana University

Video: “The Dynamic Legislative Process” (An interactive learning module)

<http://congress.indiana.edu/e-learning-module-the-dynamic-legislative-process>

- Bens’ Guide to U.S. Government: How Laws are Made

<http://bensguide.gpo.gov/9-12/lawmaking/index.html>

- Office of the Clerk, U.S. House of Representatives: “The Legislative Process”

<http://clerk.house.gov/legislative/legprocess.html>

- Civics (History and Government) Questions for the Naturalization Test (rev. 10/09)

<http://www.uscis.gov/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/100q.pdf>

Twenty-two questions, the ones marked with an asterisk (\*), are from the bank of questions used for the updated test. All applicants seeking U.S. citizenship are required to pass a civics test.

## 3. Score your assessment.

- For the all questions: Each question is worth 1 point. Indicate partially correct answers as a decimal.

Add up your points and report in this format: Points earned/Points possible (30)

- For the questions with an asterisk (\*): Add up your points and report in this format: Points earned/Points possible (22)

- For the diagram: Give yourself one point for each correctly labeled step in the diagram. Add up your points and report it in this format: Number of points earned/Number of points possible.

## 4. Evaluate your level of knowledge.

Reflect on your scores then rate your performance and write a personal comment.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
Lowest									Highest
Comment:									

# Student's Video Guide

**A Call to Act: *Ledbetter v. Goodyear Tire and Rubber Co.*** (Time: 23 minutes)

## Introduction

In 1998 when Lilly Ledbetter filed her complaint of wage discrimination against the Goodyear Tire and Rubber Co., her goal was to get equal pay for equal work because that was the law. She had no idea that her decision would eventually involve all three branches of government and result in a law with her name on it—the Lilly Ledbetter Fair Pay Act of 2009. Today, the rules governing the process employees must follow to recover discriminatory pay are more fair because one 70-year-old grandmother with grit and determination decided to get involved. This video tells the law-changing story that even a Supreme Court decision did not stop.

## Words and Phrases

Review the vocabulary and circle any words or phrases you cannot define.

11th Circuit Court of Appeals	jury verdict
appellate courts	law
bill	legislative branch
bipartisan	Paycheck Accrual Rule
branches of government	representative government
Congress	Senate
constituents	separation of powers
constitutional case	statute
dissenting opinion	statute of limitations
EEOC	statutory case
employment discrimination	Supreme Court
executive branch	Title VII of Civil Rights Act
House	wage discrimination
judicial branch	

## During the Video

Take notes and jot down definitions for the words you circled.

# Student's Video Guide

**A Call to Act: *Ledbetter v. Goodyear Tire and Rubber Co.*** (Time: 23 minutes)

## Follow-up Questions & Activities

Use your prior knowledge, information in the video, and resources included with this lesson to complete the following questions and activities.

1. On the back of this paper, write a short definition for each of the words or phrases you circled before watching the video.
2. What does the following statement tell you about the difference between the Supreme Court and the other branches of government: "The Supreme Court isn't allowed to look at what popular opinion might be. They really are interpreting the law as they see it."

Explain the significance of the difference.

3. Why did Lilly Ledbetter go to court in the first place? Trace the path of her case through federal court.
4. Why did the Supreme Court decide to take Lilly Ledbetter's case?
5. What question was the Supreme Court asked to decide?
6. Explain the difference between a statutory decision and a constitutional decision made by the Supreme Court.
7. Is a Supreme Court decision absolutely final? Explain.
8. Explain the significance of Justice Ruth Bader Ginsburg's dissent and the means in which she delivered her remarks. To whom did she address her words?
9. Why didn't the story end after the Supreme Court made its decision in *Ledbetter v. Goodyear Tire and Rubber Co.* (2007)?

# Student's Video Guide

## A Call to Act: *Ledbetter v. Goodyear Tire and Rubber Co.* (Time: 23 minutes)

10. Identify the types of workplace discrimination prevented by law. Which law? When was it passed?

11. Describe the wage gap that exists between men and women. Cite statistics used.

12. Why do you think the wage gap started and continues to this day?

13. List the governmental bodies/organizations that got involved because of Lilly Ledbetter.

Estimate the number of public servants whose crucial decisions played a role in the story. Show how you arrived at an answer.

14. Identify the protections and support Ledbetter had for her cause.

15. How did Ledbetter make her cause known?

16. Explain this metaphor as it relates to the story: "Lilly Ledbetter lost the battle but won the war."

17. What principle was Ledbetter fighting for? Was the fight worth it? Explain.

18. TRUE/FALSE: If you know how laws are made, then you know how laws are changed.

Explain:

Name the two kinds of changes that can be made to laws.

Which kind of change was made by the Lilly Ledbetter Fair Pay Act?

19. Read the first paragraph in the Lilly Ledbetter Fair Pay Act, then explain how it affected existing law. Name the laws it impacted.

20. Activity: Develop a step-by-step instruction guide on how to get the law changed that reflects what happened in the video and incorporates what you know about the process and the people involved.

(Before you start, think about what one needs to know, understand, and be able to do. Identify people, resources, and supports needed. Anticipate obstacles and consider strategies for overcoming them. Also consider essential character traits, civic dispositions, beliefs, values and commitments.)

## Making and Changing Laws: A Puzzle and a Process

**Instructions:** Conduct research using the video and primary sources to identify the “puzzle pieces” of information in the following chart. Next, group the pieces and organize them in a flow chart that shows the chronology and the process that led to the Lilly Ledbetter Fair Pay Act of 2009.

Identify the following and explain the role of each in the story:	Identify these dates:
1. Lilly Ledbetter	1963
2. Justice Ruth Bader Ginsburg	1964
3. Justice Samuel Alito	1979-1998
4. Senator Barbara Mikulski	March 1998
5. President Lyndon Johnson	July 1998
6. President Obama	Nov. 1998
7. President John F. Kennedy	Nov. 1999
8. Goodyear Tire & Rubber Co.	2005
9. U.S. House of Representatives	2007
10. U.S. Senate	Jan. 8, 2009
11. U.S. Supreme Court	Jan. 22, 2009
12. Eleventh Circuit Court of Appeals	Jan. 27, 2009
13. District Court	Jan. 28, 2009
14. Opinion of the Court	Jan. 29, 2009
15. Dissenting Opinion	Jan. 29, 2009
16. EEOC	
17. Executive Branch	
18. Legislative Branch	
19. Judicial Branch	
20. Civil Rights Act	
21. Equal Pay Act	
22. Lilly Ledbetter Fair Pay Act	
23. Title VII of the Civil Rights Act	
24. S.181	
25. Public Law No: 111-002	
26. wage discrimination	
27. statutory question	
28. jury trial	
29. Congress	
30. <i>Ledbetter v. Goodyear Tire and Rubber Co.</i>	

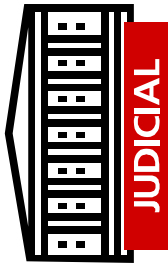
## Making and Changing Laws: A Puzzle and a Process

STEP-BY-STEP RESEARCH: Identify the judicial process	STEP-BY-STEP RESEARCH: Identify the legislative process
<p>1. Know the hierarchy of the federal court system.</p> <p>2. Begin at the top (Supreme Court) and work backward as each Court decision will explain the facts of the case and describe the path of the case through the lower courts. What is the title of the Supreme Court case you want to find?</p> <p>3. To find a recent Supreme Court decision, check the website of the Supreme Court first, then search by a keyword from the title of the case. (e.g., Ledbetter) <a href="http://www.supremecourt.gov/">http://www.supremecourt.gov/</a></p> <p>4. You may also use other reputable sites for research purposes:</p> <ul style="list-style-type: none"> <li>• Cornell University Law School: Syllabus, Opinion, Dissent <a href="http://www.law.cornell.edu/supct/html/05-1074.ZS.html">http://www.law.cornell.edu/supct/html/05-1074.ZS.html</a></li> <li>• OYEZ: Case Summary <a href="http://www.oyez.org/cases/2000-2009/2006_05_1074">http://www.oyez.org/cases/2000-2009/2006_05_1074</a></li> </ul> <p>5. As you review the case, skim for the background story that is found in the Syllabus and at the beginning of the Court's opinion. There may also be a background story in a dissenting opinion.</p> <p>6. Identify the lower appellate court named, then search cases heard by that court by using the FindLaw database. <a href="http://www.findlaw.com/casecode/index.html">http://www.findlaw.com/casecode/index.html</a> Select "Advanced Search," then select the court and enter the name of one of the parties in the space "Party Name." Click "Search." <a href="http://caselaw.findlaw.com/us-11th-circuit/1148399.html">http://caselaw.findlaw.com/us-11th-circuit/1148399.html</a></p> <p>Also see: Information About Opinions <a href="http://www.supremecourt.gov/opinions/info_opinions.aspx">http://www.supremecourt.gov/opinions/info_opinions.aspx</a> Where to Obtain Supreme Court Opinions <a href="http://www.supremecourt.gov/opinions/obtainopinions.pdf">http://www.supremecourt.gov/opinions/obtainopinions.pdf</a></p>	<p>1. Know the difference between a bill and a law.</p> <p>2. Begin with the law, then work backward to find the path it took as a bill. What is the title of the law you want to find?</p> <p>3. Find the law by using <i>GPO Access</i> (<i>GPO Access</i> is a service of the U.S. Government Printing Office that provides free electronic access to a wealth of important information products produced by the federal government.) <a href="http://www.gpoaccess.gov/">http://www.gpoaccess.gov/</a> Under "Legislative Resources" select "Public and Private Laws" Search by using a keyword from the title of the law. (e.g., Ledbetter).</p> <p>4. Look for the bill number referenced on the law. The letter used indicates whether the bill was introduced in the Senate (S.) or House of Representatives (H.R.).</p> <p>5. Find the bill delivered to the President for signing. On <i>GPO Access</i>, under "Legislative Resources" select "Congressional Bills." Enter a keyword from the name of the law (e.g., Ledbetter). Look for the bill number and select the "Enrolled bill," which is the final version.</p> <p>6. To learn about the bill's path through Congress, use the THOMAS database of the Library of Congress. <a href="http://thomas.loc.gov/">http://thomas.loc.gov/</a> Search by bill number. Select "All Information (except text)" in the table, then check out the "Major Actions."</p>

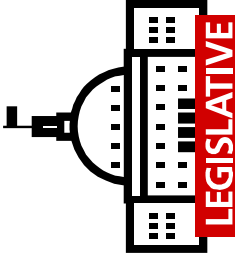
Fill in the following chart to show the sequence (based on dates) of decisions and actions that resulted in changing a law, then number the steps in order.

# Making and Changing Laws: A Puzzle and a Process

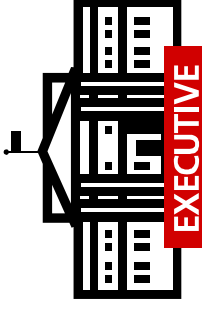
TIP: Begin and end with the law.



Role:

Role:

Role:


## The Branches of Government

### The People


# REAL-WORLD CONNECTIONS

## Introduction:

If you haven't already, the chances are very good that one day you will apply for and get a job. As an applicant and an employee, you are guaranteed certain protections by the law. And, because Lilly Ledbetter got involved and advocated for change, those laws are more fair today. Through this activity you will learn about your rights and responsibilities as a young employee and the organization responsible for protecting you against employment discrimination.

## Reflect on the video:

1. Summarize the background story that was the basis of Lilly Ledbetter's complaint of wage discrimination.

## Examine Supreme Court opinions in Ledbetter.

1. The same organization that helped Lilly Ledbetter is there to help you when you enter the workforce. What is the full name of the organization?
2. How did Lilly Ledbetter make use of its services? Answer with a quote from the opinion of the court *and* from the dissenting opinion in *Ledbetter v. Goodyear Tire and Rubber Co.*

## Learn about the EEOC:

The EEOC has a website dedicated to youth in the workforce called Youth@Work:  
<http://www.eeoc.gov/youth//index.html>

Gather information from the website to help you answer the following questions.

1. How did the EEOC get started and what does it do? Summarize the purpose of the Youth@Work website.
2. Define employment discrimination according to the laws enforced by the EEOC.
3. Which laws named in the video are enforced by the EEOC?

Which one in the video is missing from the EEOC's list?

To figure out the reason, do the following:

- Read the first paragraph of the Act.
- Search by keyword on the parent website. <http://www.eeoc.gov/>

Now draw a conclusion: Why was the law was not listed?



