

# Our Rights, Our Future

## 1. In a constitutional rights case, what are examples of remedies for harm?

Check all boxes that apply.

- ☐ Court declares harm to a constitutional right.
- ☐ Court recognizes a new constitutional right.
- ☐ Court orders government to stop action causing harm.
- ☐ Court orders government to protect and restore public trust resources.

## 2. In youth climate cases, match letter of harm with remedy for harm.

**A DUE PROCESS    B EQUAL PROTECTION    C PUBLIC TRUST RIGHTS    D ALL**

\_\_\_\_ Court recognizes a healthy atmosphere and stable climate system as critical resources under the Public Trust Doctrine.

\_\_\_\_ Court recognizes a new constitutional right to a healthy atmosphere and stable climate system under Due Process Clause of 5<sup>th</sup> Amendment.

\_\_\_\_ Court orders government to create and put into effect a science-based climate recovery plan.

\_\_\_\_ Court declares harm to equal protection rights under 5<sup>th</sup> Amendment.

## 3. What makes a civil case a potential game changer? Check boxes that apply.

- ☐ It is a constitutional rights case.
- ☐ It could recognize new constitutional rights.
- ☐ It could establish harm to existing constitutional rights.
- ☐ It could change the way people behave or act in society.
- ☐ It could recognize new critical resources under the Public Trust Doctrine.

## 4. Match the letter for the court with its description.

**A District Court    B Appeals Court    C Supreme Court**

\_\_\_\_ Where complaints are filed to start a legal proceeding.

\_\_\_\_ Has final say on matters of constitutional rights.

\_\_\_\_ Commonly hears appeals from trial court.

## 5. In the U.S., who is responsible for taking care of natural and cultural resources critical for human survival? Check all that apply.

- |  |   |
|--|---|
| <input type="checkbox"/> Federal, state, and local governments | <input type="checkbox"/> Federal and state courts |
| <input type="checkbox"/> Businesses and home owners            | <input type="checkbox"/> Voters, citizens, people |
| <input type="checkbox"/> Schools                               | <input type="checkbox"/> Me                       |

## 6. What is your “take-away” from this lesson?

