

Constituting America's 90 Day Study

Supreme Court

Name _____

Last First

Class Period _____ Due Date _____

Lesson Plan

Historical Supreme Court Cases

Constituting America's 90 Day Study of *The Supreme Court* is a resource guide for students. This study supplies many of the important facts and figures of various Supreme Court decisions. There are also intriguing facts, stories, and information about the case itself, the people involved, how the case arrived at the Supreme Court, the ruling of the Court, those in favor and those dissenting. The lesson plan below is created to engage students in the process and operations of the Supreme Court.

Lesson Plan: The purpose of this lesson is to have students learn of various historical Supreme Court cases. Students will understand the process of bringing a case to the Supreme Court, read arguments and discover the importance of this third branch of government. Students will discover the changes these cases made in the lives of people. From their knowledge gained students can determine how the outcome of the court may have affected their life. The presentation to the class is determined by a number on the paper drawn to select their individual court case.

State Standards: We did not list state standards since each state has its own unique labeling. We are sure that your state standards will include, the Supreme Court, various court cases, results of Supreme Court cases. Please feel to add your state's standards numbering if needed to support assignment.

Teacher Selection:

Go to this link on the Constituting America website: <https://constitutingamerica.org/archives-supreme-court/#!?category=us-supreme-court-decisions-and-justices>

Click On the "Subclassification" Dropdown

The screenshot shows the Constituting America website's Constitution Archives page. At the top, there is a navigation bar with links for 'BOOK A SPEECH', 'CONTEXT', '90 DAY STUDIES', 'DONATE', and 'MORE...'. Below this is a search bar and social media icons. The main heading is 'CONSTITUTION ARCHIVES'. On the left, there are social media icons for Facebook, Twitter, LinkedIn, and YouTube. The central area is titled 'START YOUR SEARCH...' and features a search bar with the text '7. U.S. Supreme Court Decisions and Justices'. To the right, there is a 'STAY CONNECTED!' section with fields for 'FIRST NAME' and 'LAST NAME'. A dropdown menu is open below the search bar, showing a list of cases and their guest essayists. The cases listed include: Abrams v. United States (1919), Adair v. United States (1908), Allgeyer v. Louisiana (1897), Baker v. Carr (1962), Barron v. Baltimore (1833), Bolling v. Sharpe (1954), Briscoe v. Bank of Kentucky (1837), Bush v. Gore (2000), Carter v. Carter Coal (1936), Champion v. Ames (1905), Charles River Bridge v. Warren Bridge (1837), Cherokee Nation v. Georgia (1831), City of Chicago v. City of Chicago (1897), Chicago, Milwaukee And St. Paul Railroad v. Minnesota (1890), and Dred Scott v. Sandford (1857).

From here you will find a plethora of Supreme Court cases to make your selections.

From the list of Supreme Court cases, provided by Constituting America, the teacher will choose what Supreme Court cases to be discussed by students. Using the titles of the Supreme Court case chosen, print all cases chosen on a piece of paper.

Cut out each Supreme Court case the teacher selected in strips. Number each strip numerically and place in a container. The number represents the order which each student presents their Supreme Court case.

The container needs to be configured so a student can use their hand to select one piece of paper with the title of the court case labeled. Each student pick is their court case assignment to report.

Student Resource:

Go to this link on the Constituting America website: <https://constitutingamerica.org/archives-supreme-court/#!?category=us-supreme-court-decisions-and-justices>

Click on “subclassification” and find your Supreme Court case and click. Enjoy doing the assignment as much as your teacher did creating it.

Assignment: Each report is a minimum of 7 minutes and no longer than 20 minutes. Students are to be creative in reporting on their Supreme Court case, as a grade for creativity will be recorded. You are to maintain school standards and student hand book policy when reporting. A thru F, see below, will be shared in your presentation to the class. Your presentation will be turned in on a flash drive or sent to the teacher's email. Presentation completed on due date. Presentation will need a title page with the title of your Supreme Court case, your name, last name then first with class period and date. Your grade is determined by the Rubric below. ***Do not write on the Rubric below that is for your teacher to grade your presentation.*** The order of class presentations is determined by the number on your selection paper. We will start with number 1 and do the odd numbers. When all the odd numbered presentations have completed we will start with the highest even numbered and proceed backwards until all the even numbered presentations have been given. *This paper will be turned in prior to your presentation.* Each report will contain the following:

A. Important Facts: Presentation on due date. Ex dates, reasons for the case, important events and people.

B. Creativity

C. What event happened to create this case? Explain in some detail.

D. How did this outcome affect history ?

E. Explain how you felt about the decision of the court regarding your case. Was the decision fair, would the outcome change people's lives, who benefited and who would suffer.

F. If you were a justice on the Supreme Court when this case was presented, explain the decision you would make. Use references from the case to support your selection.

Rubric: *(Do not fill in the blanks this is to be completed by teacher)*

- _____ A. - Follow instructions and on time: See Assignment (5)
- _____ B. - Creativity (15)
- _____ C. - Event (20)
- _____ D. - Outcome (20)
- _____ E. - Your thoughts on the decision (20)
- _____ F. - If you were the justice (20)
- _____ **TOTAL (100)**

Remember this paper is to be turned in prior to your classroom presentation.