

Constituting America's 90 Day Study

Supreme Court

Name _____

Last First

Last First

Last First

Class Period ____ Presentation # _____

Lesson Plan

Supreme Court Cases on Display

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 working in groups (2-3 per) focus of one historical Supreme Court case. 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.

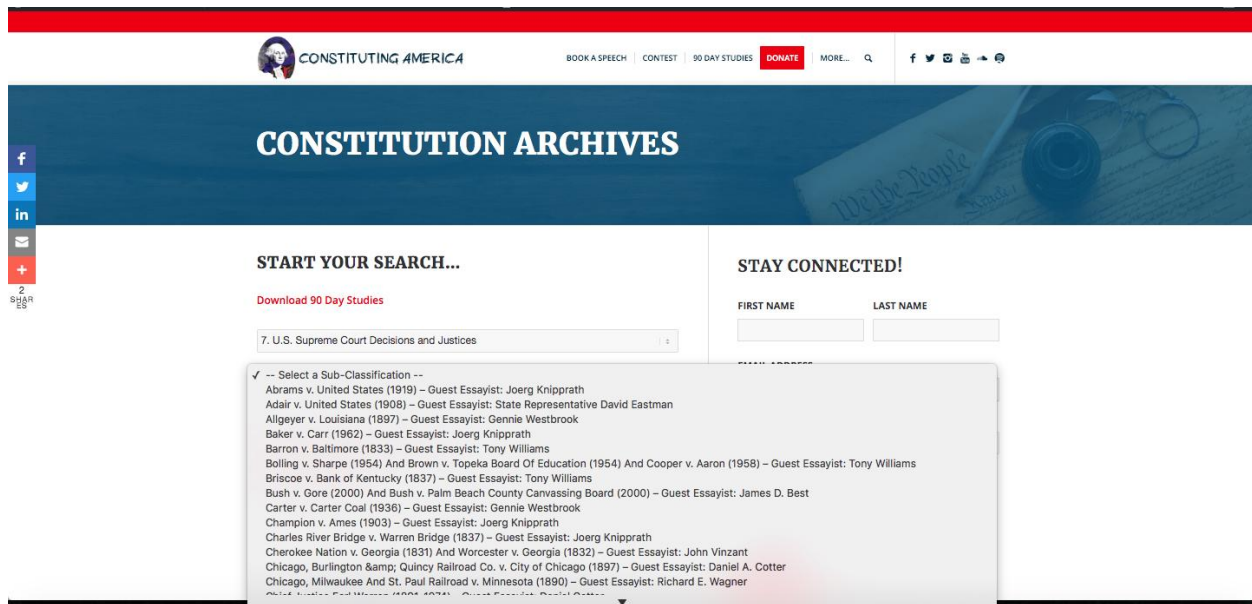
State Standards: We did not list state standards since each state has its own unique labeling. We are sure that your state standards will include, the Supreme Court, various court cases, results of Supreme Court cases. Please feel to add your state's standards numbering if needed to support assignment.

Teacher Selection:

Go To This Link On The Constituting America Website:

<https://constitutingamerica.org/archives-supreme-court/#!/?category=us-supreme-court-decisions-and-justice>

Choose the subclassification drop down as shown in screenshot below



The screenshot shows the Constituting America website's search interface. At the top, there is a navigation bar with the logo and links for 'BOOK A SPEECH', 'CONTEST', '90 DAY STUDIES', 'DONATE', and 'MORE...'. Below this is a dark blue header with the text 'CONSTITUTION ARCHIVES' and social media icons for Facebook, Twitter, and LinkedIn. The main content area is divided into two sections: 'START YOUR SEARCH...' and 'STAY CONNECTED!'. The search section features a search bar with the text '7. U.S. Supreme Court Decisions and Justices' and a dropdown menu for sub-classification. The dropdown menu is open, showing a list of Supreme Court cases with their respective guest essayists. The 'STAY CONNECTED!' section includes fields for 'FIRST NAME' and 'LAST NAME'.

The teacher will select the Supreme Court cases from Constituting America's study of *The Supreme Court*. Select enough cases to allow one case per group in the class. Students will focus on one of the Supreme Court Cases chosen by the teacher from the website. The presentation to the class is determined by a number labeled by the teacher on the paper drawn to select their individual court case. The container needs to be configured so a student can use their hand to select one piece of paper with a Supreme Court case labeled. Assessment can be accomplished by multiple choice or short answer questions. Remind students they are to take notes from students' presentations and assessment will come from presentations.

Student Resource: Go to Constituting America's website at this link:

<https://constitutingamerica.org/archives-supreme-court/#!/?category=us-supreme-court-decisions-and-justices>

Click on the “subclassification” drop down

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. Presenting on due date. Putting all the names of your group in the bottom right hand corner. With each name listed last name then first, class period and presentation #. You will also be judged by your poster artwork and display. Your grade is determined by the Rubric below. ***Do not write on the Rubric 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.*

Student Reminder: Those not presenting are responsible to take notes. Assessment questions will be from each presentation.

Students will work in groups of 2-3. The students will create a large poster about the case they were given. Students will display their court case on paper from paper rolls. Each group will present their court case display as a class presentation where students will take notes.

Each presentation will contain the following and will be graded by the Rubric below. **Do NOT fill in the spaces in the Rubric.** This is for the teacher to grade your group's presentation. *This paper will be turned in prior to your presentation.*

A. Important Facts: Presentation on due date. Ex dates, important events and people, where and when, what was your case regarding.

B. Creativity

C. What was special about this case?

D. How was history changed due to the results of this case?

E. Have one or two people from your group explain the court's ruling.

F. Have one or two people from your group explain the dissenting decision from the court.

G. List on your presentation 5 words your group did not know or understand. Alongside the words give the definition.

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

_____ A. Follow directions (10)

_____ B. Creativity (10)

_____ C. What made this case special (15)

_____ D. How did this case change history (15)

_____ E. Explain court's ruling (20)

_____ F. Explain court's dissent (20)

_____ G. Words unknown and now understood (10)

_____ **TOTAL** (100)

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