TEACHER MATERIALS

**Supreme Court Case Study Planning Map**

1. Supreme Court Case
2. Problem or Issue Before the Court
3. Subject Area Goal/Academic Expectations
4. Concepts, Generalizations, Big Ideas
5. Essential Questions
6. Knowledge
7. Skills and Abilities
8. Instructional Activities
9. Culminating Performance/Activity/Task/Product
10. Instructional Assessment

**EXAMPLE of a Supreme Court Case Study Planning Map using Marbury v. Madison, 1803**

1. **Supreme Court Case**
   
   Marbury v. Madison, 1803

2. **Problem or Issue Before the Court**

   “Should the Court issue a Writ of Mandamus ordering the Secretary of State to deliver the commissions to Marbury and the other Judges?”

3. **Subject Area Goal/Academic Expectations**

   Social Studies: Constitution Article III: Judicial Branch: Supreme Court Decisions: Goal 2.05

4. **Concepts, Generalizations, Big Ideas**

   Judicial Review

5. **Essential Questions**

   - What facts of the case were presented by both the Plaintiff and the Defendant to the Court?
   - What was the decision of the Court?
   - What was the rationale behind the decision?
   - What were the effects, both immediate and long-term, of the decision?

6. **Knowledge**

   Vocabulary Definitions
   Participants in the Case
   Basic Facts of the Case
   Enduring Principles of Government
   Point(s) of Constitutional Law in Contention
7. **Skills and Abilities**
   - Reading Comprehension
   - Memorization
   - Association
   - Comparison/Contrast
   - Acquisition of Information
   - Oral Class Presentations/Public Speaking
   - Problem Solving/Decision Making/Planning

8. **Instructional Activities (Suggested)**
   - Students read a handout containing the basic facts of the case.
   - The instructor leads a class discussion of the case, explaining unfamiliar terms. This discussion could use the Paideia format.
   - The instructor could also use a Power Point presentation of the case to help explain basic concepts to students.
   - Students write definitions for all key terms. Special needs students may want to make flash cards of the key terms and definitions.
   - Students work in cooperative groups to complete the "Guide for Analyzing Supreme Court Cases". The instructor can then lead a class discussion of the responses.
   - Students watch the video "Marbury v. Madison" from the "Equal Justice Under Law" video series (Metropolitan Pittsburgh Public Broadcasting, 36 minutes, NA105V-14). Students complete a teacher made video viewing guide as they watch the video.
   - In groups, students write simple dialogue for the participants in the case (i.e. John Adams, John Marshall, James Madison, Thomas Jefferson, Marbury, etc.)
   - Students may also create simple props to use during the presentation (i.e. hats, signs, buttons, etc.)

9. **Culminating Performance/Activity/Task/Product**
   - Role Play the Case using the student made dialogue

10. **Instructional Assessment (Suggestions)**
    - Multiple Choice/Matching Test
    - Essay: Write an analysis of the majority and/or minority opinions in the case
    - Essay: Write an essay explaining the impact of the decision on subsequent events
    - Participation grade for the Role Play
    - Participation grade for the worksheet “Guide for Analyzing Supreme Court Cases”
Guide For Analyzing Supreme Court Cases

Directions: Fill in the appropriate information for each of the following elements of the case.

Name and Date of Supreme Court Case______________________________
Chief Justice Presiding over the Case______________________________

1. State the issue before the Supreme Court in this case.
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. What facts of the case were presented to the Court?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. What was the decision of the Court? What was the rationale behind the decision?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

4. What were the effects, both immediate and long-term, of the decision?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

Civics and Economics Goal/Objective 2.05 “Analyze court cases that illustrate that the United States Constitution is the supreme law of the land.”
Name and Date of Supreme Court Case: **MARBURY V. MADISON, 1803**

Chief Justice Presiding over the Case: **JOHN MARSHALL**

1. State the issue before the Supreme Court in this case.
   "Should the Court issue a writ of mandamus ordering the Secretary of State to deliver the commission to Marbury and the others?"

2. What facts of the case were presented to the Court?
   Marbury contended he was entitled to his commission because (1) the Senate had approved the commission, (2) President Adams had signed it, and (3) the Secretary of State had placed the seal of the United States on it. Madison, the new Secretary of State, contended that he was entitled to withhold the commission because it had not been delivered.

3. What was the decision of the Court? What was the rationale behind the decision?
   By unanimous vote the Court rejected Marbury's petition. They agreed that he was entitled to his commission and that a court could order it, but argued that the Supreme Court did not have the right to issue such an order. The power to do so came from an act of Congress that was unconstitutional.

4. What were the effects, both immediate and long-term, of the decision?
   The Supreme Court, for the first time, declared an act of Congress void on the grounds that it violated the Constitution. The decision established the U.S. Supreme Court as the final authority on the meaning and interpretation of the Constitution.
TEACHER MATERIALS

OTHER SUGGESTIONS FOR PRESENTING INFORMATION ABOUT SUPREME COURT CASES

1. **Political Cartoons**
   Students sketch political cartoons which illustrate the majority or minority opinion of a Supreme Court Case.

2. **Current Events**
   Students explore current events that relate to cases studies. Students may collect articles, discuss, and write about contemporary events related to Supreme Court Decisions.

3. **You Be The Judge**
   After reading, studying, and discussing the basic facts of a case, students are given an opportunity to predict the outcome of the case. The real decision is then revealed and discussed.

4. **Bulletin Boards**
   Have students create a bulletin board that illustrates the significance of a case or the issues raised by the case. Students can use art, photographs, writing, or other methods to complete their bulletin board.

5. **Posters**
   Students can create posters about cases after they complete assigned research. The posters may be used as visual aids while making oral presentations on their case. Posters can be displayed in the classroom or common areas of the school.

6. **Journals/Diaries**
   Have students create a journal or diary entry assuming the role of a person involved in the case. Examples of roles that students might assume are the defendant, plaintiff, attorney, prosecutor, Chief Justice, jury member, or a witness.

7. **Non-Linear Multimedia Presentation**
   After research, students create a Power Point presentation explaining the case studied. The presentation is shared with other members of the class who keep notebook entries for each case.
# Supreme Court Cases Informational Chart

<table>
<thead>
<tr>
<th>Chief Justice</th>
<th>Case and Date</th>
<th>Issue</th>
<th>Decision</th>
<th>Vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Marshall</td>
<td>Marbury v. Madison, 1803</td>
<td>“Should the Court issue a writ of mandamus ordering the Secretary of State to deliver the commission to Marbury and the others?”</td>
<td>In ruling a portion of the Judiciary Act of 1789 unconstitutional, the Court made clear that it was “emphatically the province of the judiciary to say what the law is.” Judicial Review</td>
<td>6-0</td>
</tr>
</tbody>
</table>

Civics and Economics Goal/Objective 2.05 “Analyze court cases that illustrate that the United States Constitution is the supreme law of the land.”

Rebecca B. Griffith, Avery County High School, Newland, North Carolina 28657
TEACHER MATERIALS
Helpful Internet Resources for Supreme Court Cases Research

- FindLaw
  http://www.findlaw.com/casecode/supreme.html

- Legal Information Institute: Supreme Court Collection
  http://supct.law.cornell.edu/supct/

- United States Supreme Court Plus (Data Base of Opinions)
  http://www.uscplus.com/

- FedWorld (Department of Commerce)
  http://www.fedworld.gov/supcourt/index.htm

- Landmark Cases by Street Law and Supreme Court Historical Society
  http://www.landmarkcases.org

- Oyez United States Supreme Court Multimedia
  http://www.oyez.org/oyez/frontpage

- Supreme Court of the United States Official Website
  http://www.supremecourts.gov/

- Supreme Court Historical Society
  http://www.supremecourthistory.org/

- Government Printing Office Supreme Court Decisions 1937-1975
  http://www.access.gpo.gov/su_docs/supcrt/

- Federal Judiciary Center
  http://www.fjc.gov

- The Washington Post (simple, free registration required)
Criteria For Selecting Additional Supreme Court Cases For Use In Social Studies Courses

1. Is the case relevant to the curriculum goals in the Secondary Social Studies Standard Course of Study?
2. Does the case focus on an enduring Constitutional issue that has had a lasting impact on Constitutional law?
3. Does the case have a practical application for the daily lives of students?
4. Does (or will) the case have a significant long-term impact on society?

Political Cartoon Analysis

Use this cartoon with the Cartoon Analysis Worksheet to discuss the idea of Judicial Review and Checks & Balances.
# Cartoon Analysis Worksheet

## Level 1

<table>
<thead>
<tr>
<th>Visuals</th>
<th>Words (not all cartoons include words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. List the objects or people you see in the cartoon.</td>
<td>1. Identify the cartoon caption and/or title.</td>
</tr>
<tr>
<td></td>
<td>2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</td>
</tr>
<tr>
<td></td>
<td>3. Record any important dates or numbers that appear in the cartoon.</td>
</tr>
</tbody>
</table>

## Level 2

<table>
<thead>
<tr>
<th>Visuals</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Which of the objects on your list are symbols?</td>
<td>4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</td>
</tr>
<tr>
<td>3. What do you think each symbol means?</td>
<td>5. List adjectives that describe the emotions portrayed in the cartoon.</td>
</tr>
</tbody>
</table>

## Level 3

A. Describe the action taking place in the cartoon.

B. Explain how the words in the cartoon clarify the symbols.

C. Explain the message of the cartoon.

D. What special interest groups would agree/disagree with the cartoon’s message? Why?