

MIX, MATCH, FREEZE

TEKS U.S. SUPREME COURT CASES for 8th Grade

Learning objective: The student will review the precedent and constitutional application of significant U.S. Supreme Court cases identified in the 8th grade social studies TEKS.

TEKS: 8.19A; 8.20B

Materials Needed: 1 set of the cards (case, precedent, and constitutional application)

Teaching Strategy:

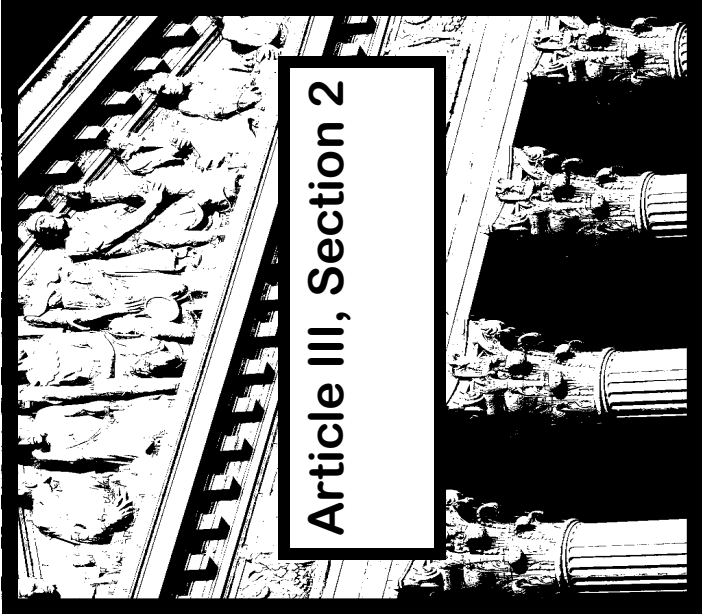
1. This activity works well as a review of the five U.S. Supreme Court cases that are covered in the 8th grade TEKS after using the site, texasbar.com/civics to teach the cases.
2. Run a copy of the cards and cut them apart.
3. With a class of 30, assign each student a partner and pass out a card to each pair. If there are more than 30 in the class, adjust the number in the group. If less than thirty, have some students work without a partner. Explain that they either have the name of a case, the precedent of a case, or the part of the Constitution that was significant in deciding the case.
4. Give them time to think and research about whichever card they have. Note in the *Worcester v. Georgia* case, there is no constitutional application. Therefore, the students should refer to the Indian Removal Act and the resulting "Trail of Tears."

Example:

Case Name	Precedent	Constitutional Application
Hazelwood v Kuhlmeier	This case established that schools "need not tolerate student speech that is inconsistent with its basic educational mission,..." and that schools had the right to censor student publications "so long as their actions are reasonably related to legitimate pedagogical concerns..."	1 st Amendment

5. At a given time, instruct the students to stand up and without talking try to find the missing two parts that complete the identification of the information on their card. This is the "MIX" part of the game.
6. When they think they have a "MATCH," they are to "FREEZE" arm in arm and the teacher will check their answers.
7. After all the groups are correctly matched, each group should explain their case to the class. The teacher should then let any other group see if they can add additional information to the case. Be sure that the students clearly explain how the constitutional application is relevant to this case. They should also be encouraged to discuss the long range impact of these landmark cases on American history.

An alternate way to use the cards is to use them to play the children's game of Memory. This game would require the students to turn the cards over and mix them up. They turn one over at a time until they have a triplet match of case, precedent, and constitutional provision. If they don't have a match after turning over three cards, they must turn the cards back over. The challenge is remembering where a card was in order to complete a triplet. After all cards are matched, the students can discuss the cases.



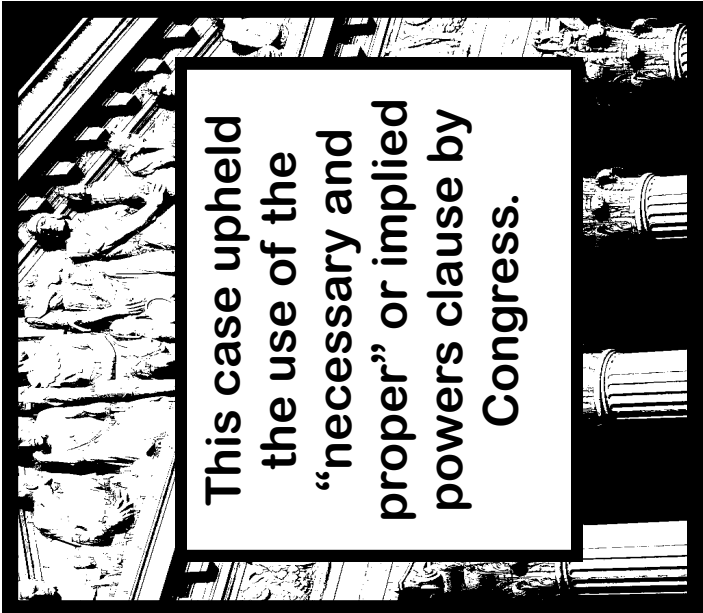
Article III, Section 2



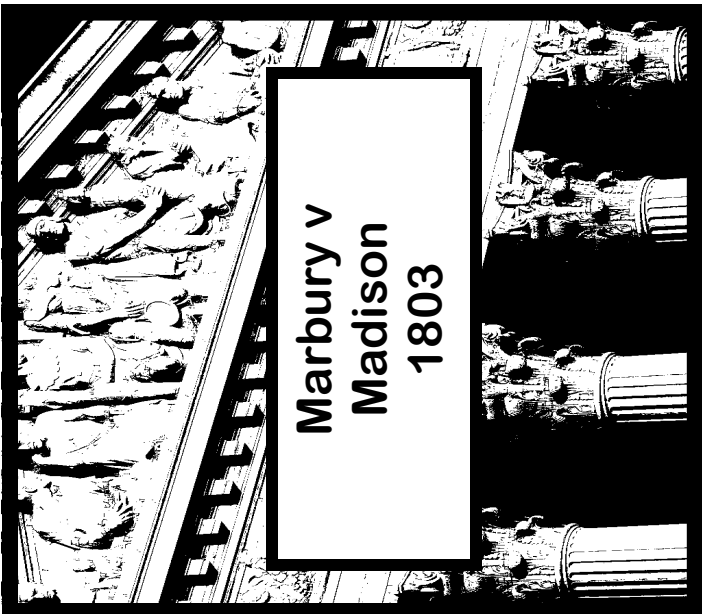
Article I, Section 8,
Clause 18



This case established the principle of judicial review.



This case upheld the use of the “necessary and proper” or implied powers clause by Congress.




Marbury v
Madison
1803



McCulloch v
Maryland
1819




Gibbons v Ogden
1824



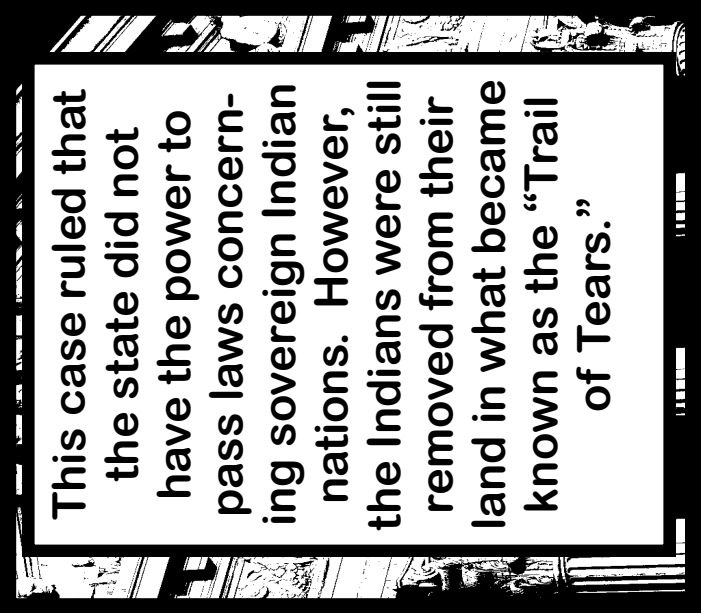
This case established that the states cannot interfere with the right of Congress to regulate trade between two states as well as broadly defining commerce.



Article I, Section 8,
Clause 3



Worcester
v
Georgia 1832



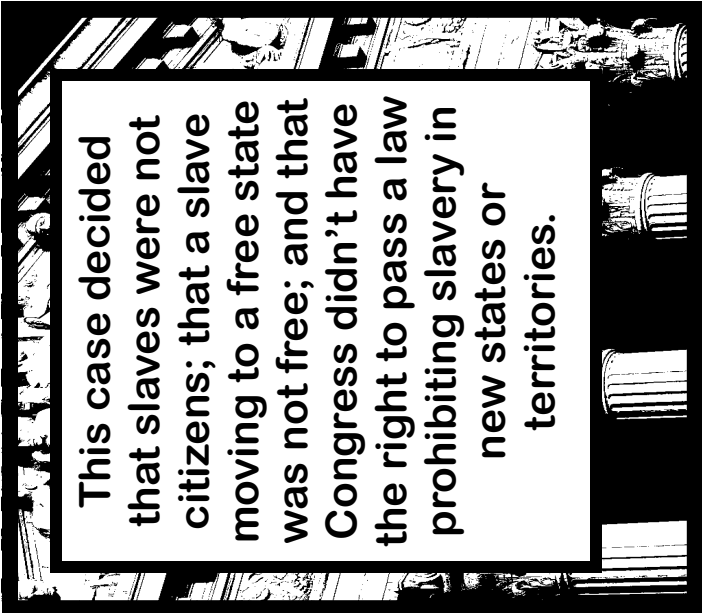
This case ruled that the state did not have the power to pass laws concerning sovereign Indian nations. However, the Indians were still removed from their land in what became known as the “Trail of Tears.”



No direct
Constitutional citation



**Dred Scott v
Sanford
1857**



This case decided that slaves were not citizens; that a slave moving to a free state was not free; and that Congress didn't have the right to pass a law prohibiting slavery in new states or territories.



**Article IV, Section
2, Clause 1**