

MIX, MATCH, FREEZE

TEKS U.S. SUPREME COURT CASES for American History

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

TEKS: US.17A; US.18A

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

Teaching Strategy:

1. This activity works well as a review of the U.S. Supreme Court cases that are covered in the U.S. history TEKS after using the site, texasbar.com/civics to teach the cases. There are two cases mentioned in the TEKS that are not covered in the activity due to the fact they did not reach the U.S. Supreme Court—Mendez v. Westminster (9th Circuit U.S. District Court); Delgado v. Bastrop ISD (U.S. District Court for Western District of Texas.)
2. Run a copy of the cards and cut them apart. There are 24 cards, so some students may work with a partner.
3. Pass out a card to each student/pair. 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.

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. It may also be beneficial to place the cases in chronological order to see if the students can draw any conclusions about the relationship between the cases.
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 impact of these landmark cases on American history.

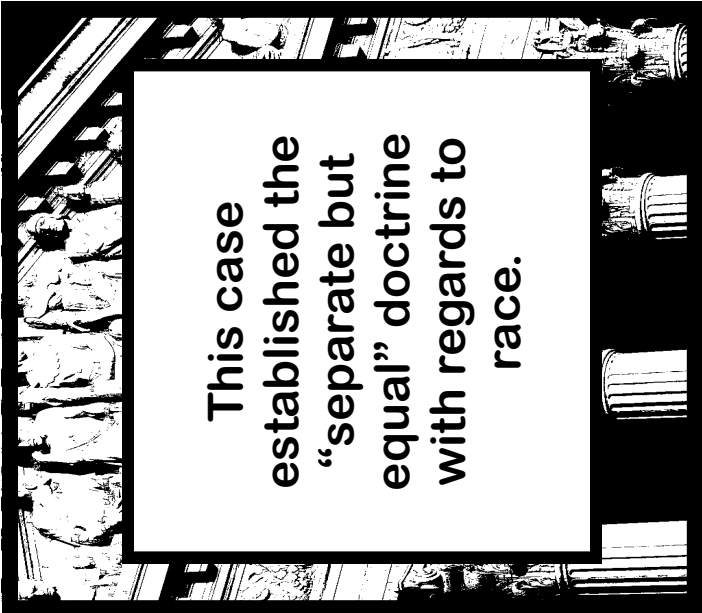
An alternate way to use the cards is to use them to play the children's game of Memory. This game would require the students to turn the cards over and mix them up. They turn one over at a time until they have a triplet match of case, precedent, and constitutional provision. If they don't have a match 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.



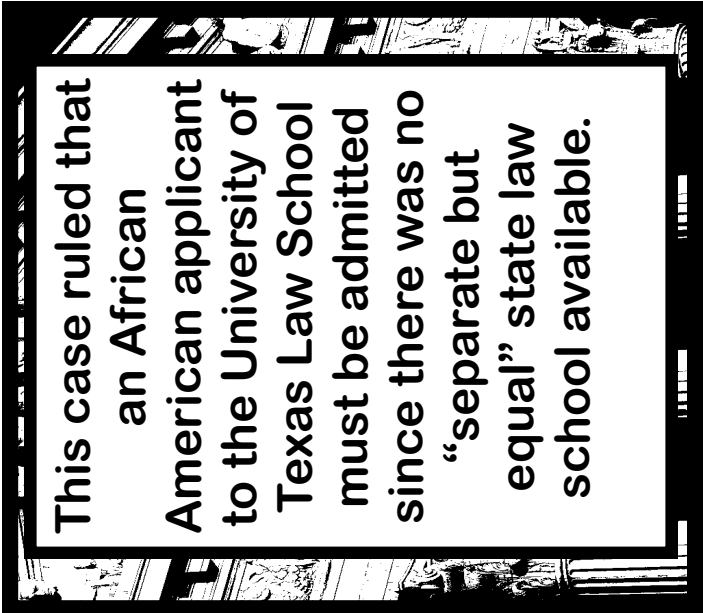
13th Amendment;
14th Amendment,
Section 1



14th Amendment,
Section 1



This case
established the
“separate but
equal” doctrine
with regards to
race.



This case ruled that
an African
American applicant
to the University of
Texas Law School
must be admitted
since there was no
“separate but
equal” state law
school available.



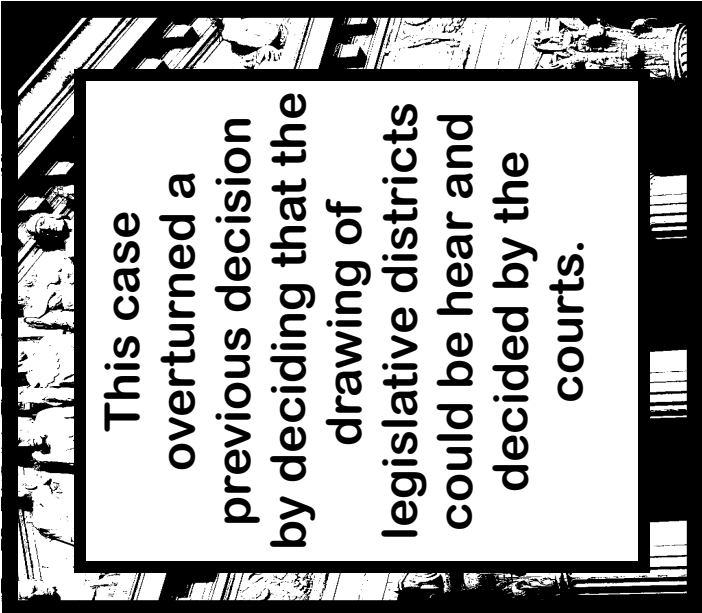
Plessy v
Ferguson
1896



Sweatt v Painter
1950



**Baker v
Carr
1962**



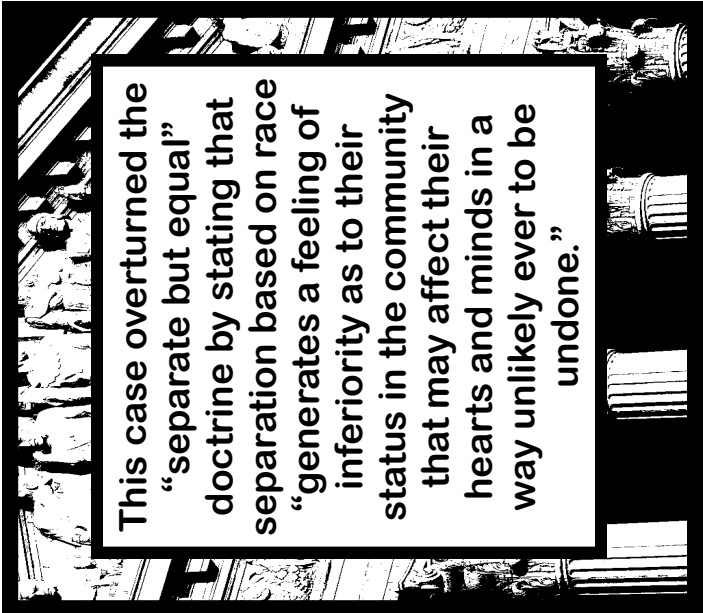
**This case
overturned a
previous decision
by deciding that the
drawing of
legislative districts
could be heard and
decided by the
courts.**



**14th Amendment,
Section 1**



**Brown v Board of
Education of
Topeka
1954**



**This case overturned the
“separate but equal”
doctrine by stating that
separation based on race
“generates a feeling of
inferiority as to their
status in the community
that may affect their
hearts and minds in a
way unlikely ever to be
undone.”**



**14th Amendment,
Section 1**



**Mapp v Ohio
1962**

This case established the “exclusionary rule,” which states that illegally gained evidence was not admissible in state courts.

4th Amendment



**Schenck v United States
1919**

This case established the principle that speech can be regulated if it presents a “clear and present danger”.

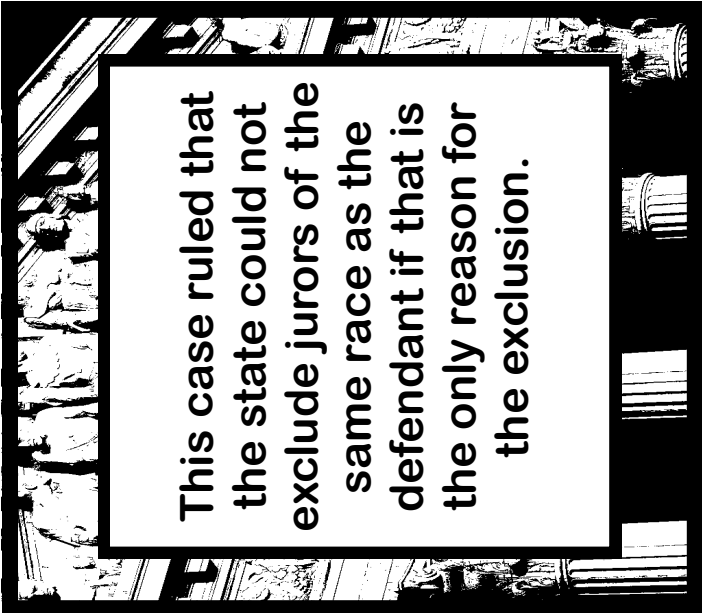
1st Amendment




6th Amendment



1st Amendment



This case ruled that the state could not exclude jurors of the same race as the defendant if that is the only reason for the exclusion.



This case prohibited the use of a prescribed prayer in public schools.



Hernandez v.
Texas
1954



Engel v Vitale
1962