

MIX, MATCH, FREEZE

TEKS U.S. SUPREME COURT CASES for Government

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

TEKS: Govt.14B; Govt.14C; Govt.21A;

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 government TEKS after using the site, texasbar.com/civics to teach the cases. There is one case mentioned in the TEKS that is not covered in the activity due to the fact it did not reach the U.S. Supreme Court—*Edgewood ISD v. Kirby*—A Texas Supreme Court which established the method of financing public schools which became known as the “Robin Hood” plan. Additionally, there are three cases from the 8th grade TEKS that are also included as they are usually taught by government teachers as a review. Those cases are *Marbury v. Madison*, *McCulloch v. Maryland*, and *Gibbons v. Ogden*.
2. Run a copy of the cards and cut them apart. Pass out a card to each student. 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.
3. Give them time to think and research about whichever card they have.

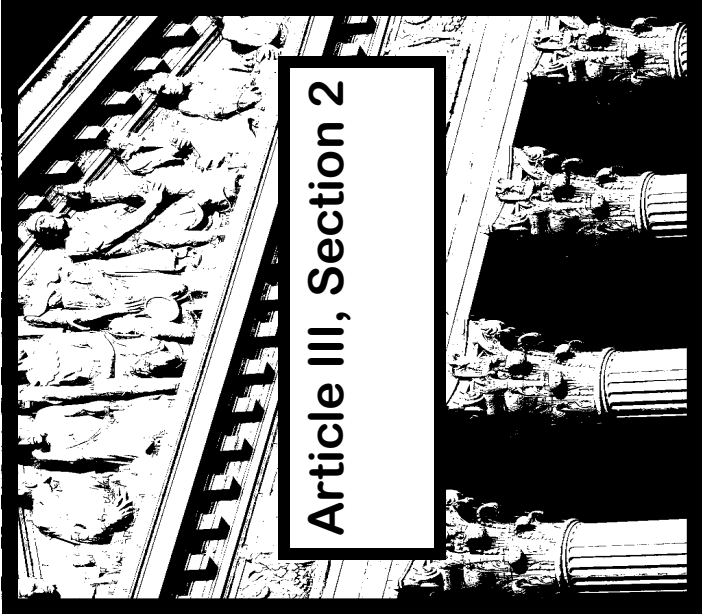
Example:

| 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 |

4. 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.
5. When they think they have a “MATCH,” they are to “FREEZE” arm in arm and the teacher will check their answers. It also beneficial to place the cases in chronological order to see if the students can draw any conclusions about the relationship of the case to the times.
6. 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 this case on American government.

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.



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
implied powers
clause by
Congress.



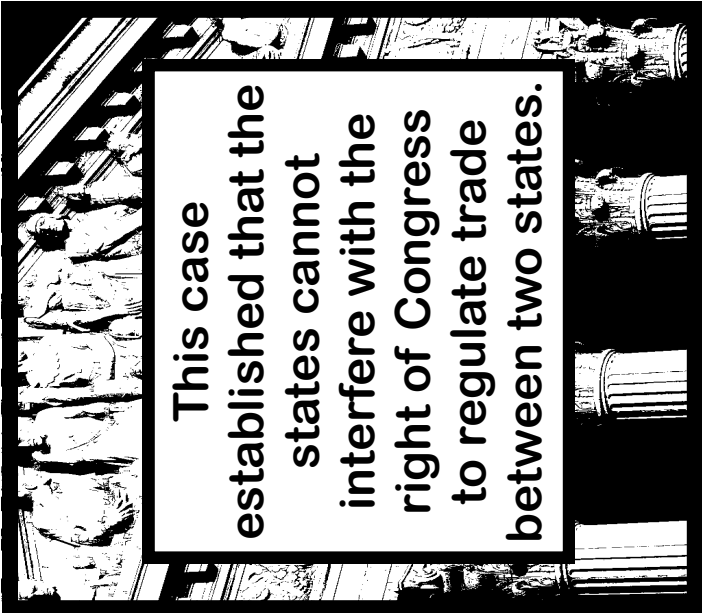
Marbury v
Madison
1803



McCulloch v
Maryland
1819



Gibbons v Ogden
1824



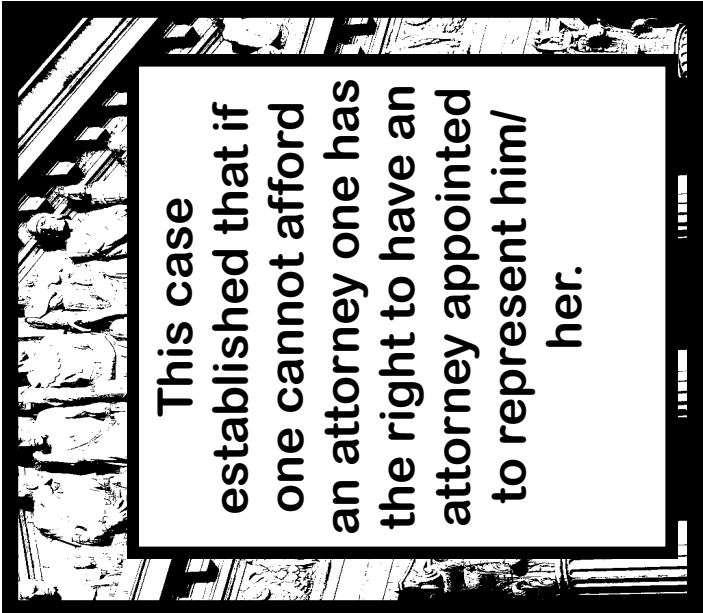
This case established that the states cannot interfere with the right of Congress to regulate trade between two states.



Article I, Section 8,
Clause 3



Gideon v
Wainwright
1963



This case established that if one cannot afford an attorney one has the right to have an attorney appointed to represent him/her.



6th Amendment



**Miranda v Arizona
1966**

This case established that the police must inform a person of his/her rights when arrested.

**5th Amendment
14th Amendment,
Section 1**



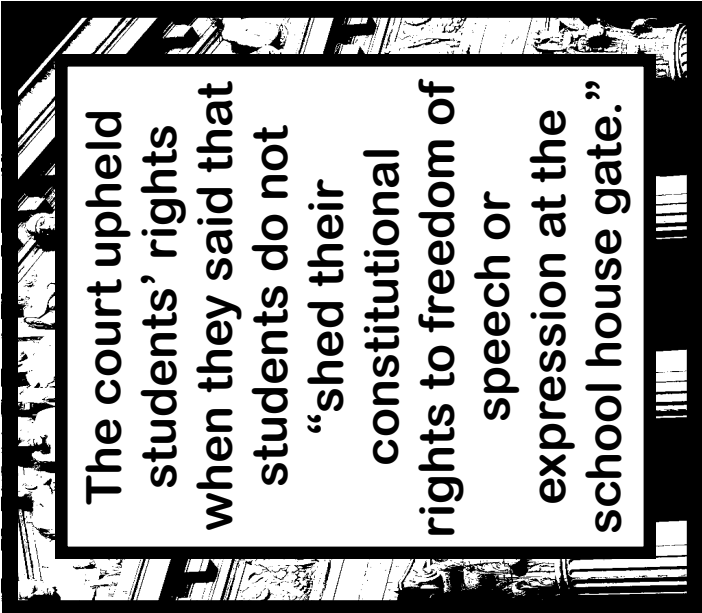
**Roe v Wade
1973**

This case overturned state laws preventing abortions and established a new right to privacy.

**9th Amendment
14th Amendment**



**Tinker v Des
Moines School
District
1969**



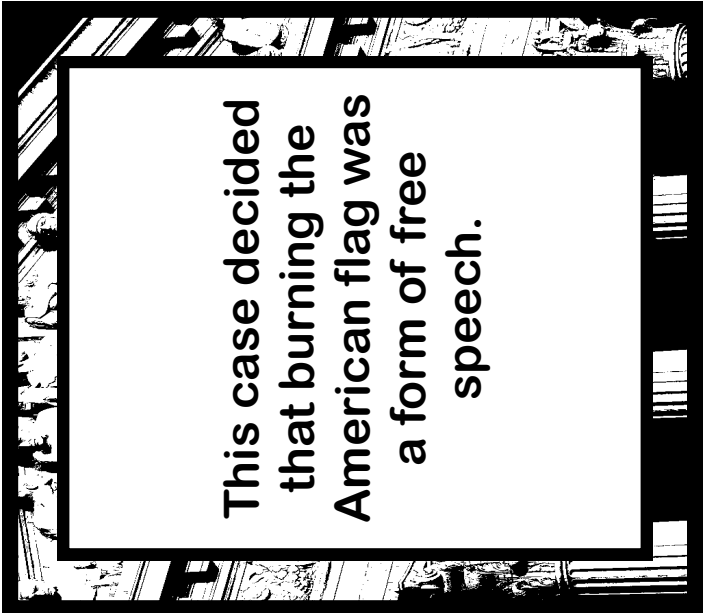
**The court upheld
students' rights
when they said that
students do not
“shed their
constitutional
rights to freedom of
speech or
expression at the
school house gate.”**



1st Amendment



**Texas v
Johnson
1989**



**This case decided
that burning the
American flag was
a form of free
speech.**



1st Amendment



**White v
Regester
1973**

This case ruled that state legislature districts can vary in population by up to 10%, and that multi-member districts were 2 Texas counties were unconstitutional due to racial discrimination.



**14th Amendment,
Section 1**



**Wisconsin v
Yoder
1972**

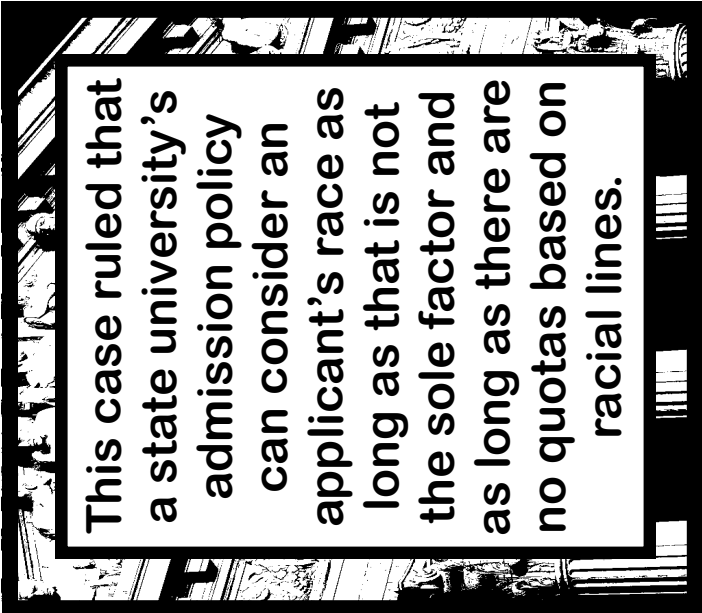
This case ruled that a state law requiring children of the Amish religion to attend school until the age of 16 violated their freedom of religion.



1st Amendment



**Grutter v
Bollinger
2003**



This case ruled that a state university's admission policy can consider an applicant's race as long as that is not the sole factor and as long as there are no quotas based on racial lines.



**14th Amendment,
Section 1**