

Education 200 Curriculum Project

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A Lesson for
High School





Curriculum Background

Grade: 11th and 12th

Class: American Government

Unit: The Supreme Court

Landmark and Influential Court Cases

Purpose and Overview

- Deepen understanding of American legal system
 - Focus on landmark Supreme Court cases
 - Explore impact on government, politics, and culture
- Enhance research and debate skills
 - Critically analyze judicial decisions
- Assess impact on civil rights, liberties, and government power balance
- Engage in active learning
 - March Madness-style tournament of influential court cases
 - Foster healthy competition and collaboration



Learning Standards

INQ 9-12.2

Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question

CIV 9-12.10

Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

CIV 9-12.7

Apply civic virtues and democratic principles when working with others.

CIV 9-12.12

Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

CIV 9-12.14

Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.



Daily Objectives

Day One

- Students will be able to identify the structure and function of the Supreme Court such as precedent and judicial review through the case marbury v. madison.
- Students will be able to develop the analytical skills for landmark cases in order to understand their significance and influence

Day Two

- Students will be able to select and research landmark Supreme Court cases for march madness tournament to demonstrate their understanding of influential court .
- Students will be able to engage in peer discussions to learn more about their chosen cases and analyze their significance and effects.



Daily Objectives

Days Three + Four

- Students will be able to demonstrate their knowledge of the supreme court by debating and arguing for the importance and influence of their selected court cases.
- Students will be able to use evidence from case law, historical context, and societal impact to support their arguments.

Day Five

- Students will be able to demonstrate their knowledge by voting on the most influential court case.
- Students will be able to reflect on the process and outcomes of the activity, reflecting on how landmark Supreme Court cases have impacted society..



Daily Learning

Activities

Day One

- Introduce Supreme Court structure, focusing on Marbury v. Madison.
- Discuss and analyze Marbury v. Madison.
- Learn case brief format.

Day Two

- Students select and research influential Supreme Court cases for tournament.
- Engage in peer discussions to explore chosen cases and analyze significance and gain insight.

Daily Learning Activities

Day Three + Four

- Students are debating and arguing for importance of selected cases in 10 min. increments
 - Utilizes evidence from case law, historical context, and societal impact.
- Students engage in inclusive debate structure, joining winning case teams in case of loss.

Day Five

- Final Debate round features one-on-one debate between primary debaters of chosen cases.
- Mid-debate, discussion opens to all students
- Debate outcome determined by democratic vote among all students, regardless of team affiliation.
- Reflection on process and outcomes, considering societal impact of landmark Supreme Court cases.

Incorporating Pedagogies

Cultural Competence

- Students choose court cases based on their own identities, interests, and values promoting cultural relevance
- Reflects diverse experiences and perspectives within American society
- Opportunity to explore diverse cases
- Engages students effectively by personalization

Sociopolitical Consciousness:

- Deepens understanding of social, political, and historical contexts through research and analysis
- Enhances awareness of equity, justice, and power dynamics
- Engages with issues related to equity, justice, and power dynamics

Transformation+Social Action:

- Empowers students through debates and collaborative decision-making
- Active role in shaping learning experiences
- Inspires consideration of contribution to positive social change by understanding case significance
- Encourages reflection on potential impact within communities

	1-2	2-4	4-6	6-8	8-10
Debate Preparation 45%	Minimal effort evident; court brief lacks depth and thoroughness; limited engagement in peer discussions.	Some effort demonstrated; court brief provides some key arguments but lacks thoroughness; limited engagement in peer discussions.	Adequate effort shown; court brief outlines key arguments with some depth; moderate engagement in peer discussions.	Strong effort evident; comprehensive court brief with a thorough understanding of the case; active engagement in peer discussions.	Exceptional effort ; detailed and insightful court brief showcasing deep understanding; highly active engagement in peer discussions.
Debate Performance 25%	Minimal effort in preparation and delivery; lack of clarity and persuasiveness; limited use of evidence; inadequate performance in smaller debates.	Basic effort in preparation and delivery; limited clarity and persuasiveness; some use of evidence; Moderate performance in smaller debates.	Adequate effort in preparation and delivery; moderate clarity and persuasiveness; effective use of evidence; satisfactory performance in smaller debates.	Strong effort in preparation and delivery; clear and persuasive presentation; thorough use of evidence; commendable performance in smaller debates.	Exceptional effort in preparation and delivery; highly persuasive and articulate presentation; extensive use of evidence; outstanding performance in smaller debates.
Engagement and collaboration 20%	Minimal collaboration and engagement; lack of effort to participate or engage with peers; disrespectful or disruptive behavior during debates.	Limited collaboration and engagement; sporadic effort to participate or engage with peers; some respect shown during debates.	Adequate collaboration and engagement; moderate effort to participate or engage with peers; respectful behavior during debates.	Strong collaboration and engagement; active effort to participate or engage with peers; respectful and constructive participation during debates.	Exceptional collaboration and engagement; highly engaged with peers; exemplary respect and contribution during debates.
Makeup Assignment and Exit Ticket	Students who faced barriers during the unit may submit a short paper focusing solely on their assigned court case. This paper should provide a detailed analysis of the case and their interpretations/ beliefs, including key arguments and evidence. This submission will add points to their grade, allowing students to demonstrate their understanding of the course material despite any challenges they encountered. An exit ticket will be 10% of their unit grade, students will receive all 10 points if submitted.				