

Chief Justice Marshall's Court & Cases

Middle/Junior High School US/VA Civics

Objectives: Students will be able to:

- analyze and interpret primary and secondary resources;
- interpret pictures to determine characteristics of people, places or events;
- analyze multiple connections across time and place; and
- access a variety of media, including online resources.

Standards

Virginia: **CE.6a** Evaluating The Supreme Court Exercises the Power of Judicial Review
CE.9b Describing the Exercise of Judicial Review Including *Marbury v. Madison*;
 State Laws Must Conform to the Virginia and the U. S. Constitutions

National: **NSS-USH.5-12.4 Era 4** Expansion & Reform (1801-1861)
NSS-C.5-8.3 Principles of Democracy

Approx. Time: Two 90 minute blocks or four 45 minute blocks

HOOK: The day has finally come for you to get your first job! You are excited to interview with the store manager of your favorite store where you have been dreaming about working for as long as you can remember. Your interview goes perfectly, and the manager offers you the job. You totally accept. The manager instructs you to come in the next morning to begin your new dream job. You can barely sleep that night, but you get up early and go right to the store to begin your new job. When you ask for the manager, a different person appears. You tell the new manager that you are here to start your job. The new manager gives you an unfriendly look and asks when you were hired. You reply, "Yesterday." The manager shakes his head and says he is sorry but the old manager does not work there anymore and he has someone else he wants to hire for the position so the job is no longer yours.

How would you feel if this happened to you? What would you do about it?

Today, you will learn how a situation like this led to one of the most important Supreme Court decisions called *Marbury v. Madison*. You will also learn how Chief Justice John Marshall's decision defined the role of the judicial branch giving it the power to review all laws and actions of the federal government and declare them unconstitutional, if necessary.

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Struggling Learners: If students have trouble understanding the documents or drawing conclusions, you should have them work in pairs or small groups to discuss answers. Have the pairs or groups share their answers with the class to guide the others.

Post Assessment:

Judicial Review Jigsaw Review

To apply what students have learned about judicial review, students will be placed into six groups of different learning levels and styles and will be assigned either a political cartoon or a newspaper headline to interpret. These are the “expert” groups. If the expert groups are struggling with interpreting the image and applying it to the idea of judicial review, give them the clues for the image, one by one, until they have an adequate understanding of the image and its connection to judicial review. You can print the clues out and cut them up, so it is easier to distribute them one by one to the expert groups.

Once they become “experts” on the cartoon or headline, they will then teach the other students about it. To do this, the expert group will pick one person to teach their image to the other students in the class. All of the other members of the group will rotate clockwise through the other groups until they have learned about all six images.

Struggling Learners: Give expert groups all of the clues at once to help guide them with their interpretations.

Advanced Learners: Refrain from giving them too many clues or from giving them any at all. For even more examples of judicial review, students should

- review the online article (below) about Supreme Court cases every teenager should know,
- select a case,
- create a poster for that case, and
- explain how it is an example of judicial review.

Have them share with the class and allow sufficient discussion about the cases. (This is great for class discussion!)

<https://goo.gl/icxXoh>