

**Summer '09****Lesson****The Makings of an Effective US Supreme Court Justice and Effective US Supreme Court Ruling Lesson**Pre-knowledge:Vocab Words:

Segregation  
Desegregation  
Predecessor

Teacher Sequence:

The US Judicial Branch and the decision making process of the US SC

- a) Bellringer
- b) Intro Concept
- c) Review for Understanding on Key vocab (done through bell ringer &/or homework previously assigned)
- d) Read Article (should be assigned previously)—see Handout provided
- e) Create chart (see attached) that students complete for homework while doing reading. Make it dual sided. Students complete on one side for homework. Other side is left blank until discussion occurs in class (becomes key for students for assessment)
- f) On day assignment is due, divide class into two groups ( A & B )
  - 1) Group A is to identify what they as individuals discovered which made Warren a more effective SC CJ than his predecessor Vinson
  - 2) Group B is to identify why they thought the Brown ruling was effective
- g) Have copy of chart for visual display (projecting/whiteboard) so that answers can be written on it
- h) Group Presentations
- i) Discussions
  - 1) Why was Warren more successful than Vinson?
    - a) political background?
    - b) compromises forged?

Teacher Sequence (cont):

- 2) Why was it an effective ruling?
  - a) w/ the Judicial branch being a ‘powerless branch’, Warren’s wording in the Brown decision makes sense:
    - 1) ‘All deliberate speed’ vs immediately desegregate—discuss & explain
    - 2) ‘Invite the South to join us in figuring out how to desegregate’ vs we, the Court, will dictate the how and when
      - discuss & explain
      - a) contrast w/ future, more controversial rulings, like busing—discuss & explain
    - 3) prevents mass protest/resistance from citizenry/other branches—discuss & explain
    - 4) prevents other branches from ‘overturning’ decision through legal or extra-legal means—discuss & explain
      - a) How?—Ignore ruling by Executive-- (Jackson & Marshall—Cherokee) or Legislative (Create Amendment to counter decision)
  - j) Future Connections
  - k) Wrap Up/Assessments
    - Read Hail to the Chief Justice by Jeffrey B. Morris after assessment-

Equipment/Resources:

Texts (if needed for research/reminders).

The Lanahan Readings in the American Polity (2<sup>nd</sup> ed)

Reading: “Simple Justice” by Richard Kluger pgs 535-543

American Gov’t & Politics Today by Steffen Schmidt et al

Additional Reading:

Hail to the Chief Justice by Jeffrey B. Morris

Essential Questions:

What makes an effective US Supreme Court Chief Justice?

What makes an effective US Supreme Court ruling?

Enduring Understanding:

Students will be able to demonstrate, both orally & in written form, through comparing & contrasting an effective/ineffective US SC CJ using the *Brown v Board* case as the springboard.

of government that can be effected by the US Census

Students will be able to show an effective/ineffective US SC ruling using the *Brown v Board* case as the springboard

Students will be able to show the validity of their opinion by learning the ability to research, reason, articulate and defend said opinion

Standards:Gov't:

5.1.12 B, I, J, L, M

5.2.12 C, E, F

5.3.12 A, B, D, G

History

8.1.12 B, C, D

8.3.12 C

R/W/L/S:

1.11.1 F, G

1.2.11 A

1.5.11 A, B, C, D, F, G

1.6.11 A, D, E

Task for Students:

- 1) Students assigned to read Kluger's article "Simple Justice" in Lanahan Reader
- 2) Students are to take notes, using chart provided, while reading above article that divides the thrust of the article into two components:
  - a) effective SC CJ
  - b) effective ruling
- 3) After teacher has divided class into two groups, the groups, using their homework, share their answers:
  - a) Group A is to identify what made Warren a more effective SC CJ than his predecessor Vinson
  - b) Group B is to identify what made the Brown ruling effective
- 4) Each group elects a secretary to compile answers
- 5) Each group elects a spokesman to share 'final group' answers with other group
- 6) Discussion per Presentation
- 7) Chart Completion (both parts of chart)
- 8) Assessments:
  - a) Homework completion
  - b) Class participation
  - c) Final Assessment: Formal Essay
    - proper intro & concl para
    - proper intro sent/conc sentences to individual paras
    - proper explanation on what makes an effective US SC CJ using the Brown case as springboard but providing another example of an ineffective US SC CJ
    - proper explanation on what makes an effective US SC ruling using the Brown case as the springboard but applying another (previously learned) case that illustrates ineffective ruling
  - d) Read Hail to the Chief Justice by Jeffrey B. Morris after assessment

**Learning Styles:**

- 1) Mastery
  - a) Focus of Topic
    - 1) Clear Instructions
  - b) Focus of Task(s)
    - 1) Clear Reasons why doing
  - c) Facts of case provided
  - d) Facts of actions by CJ & words used in ruling are provided
  - e) Eventual 'correct' info shared
  
- 2) Understanding
  - a) Debating
  - b) No 'correct answer' as choices/interpretations allowed
    - 1) Students make a connection and reason it out
  - c) Limited Problem solving is involved
  
- 3) Interpersonal
  - a) Group work
  - b) Limited, but, coaching possible
  - c) Able to generate lists of characteristics of 'feelings' re: effective ruling/justices
  - d) Problem Solving through human interaction is involved in reading and discussion w/in group(s)
  
- 4) Self-Expressive
  - a) Student driven—they created reasons what makes an effective SC CJ or effective ruling
  - b) They are "Shocked" by variety of categories/subcategories that make an effective CJ and/or ruling

**Relate to personal life**

- 1) Students need to see how & why something can be accomplished  
--deliberation & compromise—  
Applicable to US SC as well as themselves
  
- 2) Understand how these SC decisions come about & will effect them throughout their lives as US Citizen