

## LANDMARK SUPREME COURT CASES

**SS.7.CG.3.11** Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.

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### 2023 BENCHMARK UPDATES

- Updated from SS.7.C.3.12
  - Changed from “Analyze the ~~significance and outcomes~~ of landmark Supreme Court cases including, but not limited to, *Marbury v. Madison*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Gideon v. Wainwright*, *Miranda v. Arizona*, *In re Gault*, *Tinker v. Des Moines*, *Hazelwood v. Kuhlmeier*, *United States v. Nixon*, and *Bush v. Gore*.” to “Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.”
- Depth of Knowledge Changes within Benchmark
  - No changes
- Benchmark Clarification Changes
  - Addition of “Students will recognize landmark Supreme Court cases (e.g., *Marbury v. Madison*; *Dred Scott v. Sandford*; *Plessy v. Ferguson*; *Brown v. Board of Education*; *Gideon v. Wainwright*; *Miranda v. Arizona*; *In re Gault*; *United States v. Nixon*; *Hazelwood v. Kuhlmeier*).”
- Vocabulary Changes
  - Addition of *Dred Scott v. Sandford*
  - Deletion of “*Tinker v. Des Moines*”, “*Bush v. Gore*” and “*District of Columbia v. Heller*”

# Essential Teacher Content Background Information

*[Teacher Content Notes Not Appropriate For Student Use]*

## **This section addresses the following topics:**

1. Protecting Individual Rights through the Bill of Rights
2. Judicial Review
3. Protecting the Rights of Citizens
4. Other Supreme Court Roles

### **1. Protecting Individual Rights through the Bill of Rights**

The Bill of Rights is most often used to protect the privileges and immunities of those persons whose behavior is believed to be either unpopular (political expression, religious practice) or criminal (those accused of committing crimes). This category of protecting unpopular behavior and suspected criminal activity is called “civil liberties”. The U.S. Supreme Court is responsible for interpreting parts of the Bill of Rights and the 14th Amendment as appropriate to determine whether individual rights have been violated through laws or procedures at the federal, state and local level.

The Bill of Rights, ratified in 1791, is the first ten amendments of the U.S. Constitution. It was intended to protect the people from the federal government abusing its power, specifically as to the rights of political and religious expression broadly defined, the rights and protections accorded individuals accused and convicted of crimes, private property protection, and the rights of the people as they relate to federal and state laws, and other rights.

The first word of the Bill of Rights, “Congress”, speaks to the focus of the Bill of Rights on the federal government. Under the Bill of Rights, citizens are guaranteed the right to free speech, peaceful assembly, the press, the free exercise of religion, and the right to petition the government for redress of grievances. Congress may not establish a religion, which is a right related to, though different from, religious exercise. The Bill of Rights also protects those accused or convicted of a crime in that they are entitled to due process of law, and are protected from incriminating themselves, “cruel and unusual” punishment, unreasonable search and seizure and being tried twice for committing the same crime. The concept of “due process” also includes the right to legal representation in criminal trials, the right to face one’s accuser, and the right to trial by jury. The Bill of Rights also protects property rights in that citizens may not be forced to house military personnel during peacetime and only during wartime by an Act of Congress, and that citizens’ property may only be taken with “just compensation”.

The Bill of Rights has been subject to extensive interpretation by the U.S. Supreme Court. Many argue that one of the most notable interpretations occurred when the Court decided, in *Gitlow v. New York* (1925), that the 14th amendment could serve as a tool for applying the Bill of Rights to state law.

The *Gitlow* case extended the “equal protection” and “due process” clauses of the Bill of Rights to the states on a selective basis. Because states may not deny U.S. citizens their due process and equal protection rights under the 14th amendment, U.S. citizens are protected when state laws deny them their rights under the federal Bill of Rights.

The process where the U.S. Supreme Court interprets state laws according to the protections established in the Bill of Rights is called “selective incorporation”—the court “selects” cases dealing with specific laws that, if found to violate the federal Bill of Rights, are “incorporated” into the Bill of Rights. This holds true even

though the Bill of Rights was intended to protect citizens from the federal government and not the state governments.

## 2. Judicial Review

Judicial review is the principle that the judiciary branch, most often through the U.S. Supreme Court, can find federal and state laws unconstitutional. The separation of powers and checks and balances systems outlined in the U.S. Constitution do not address the possibility that the president may sign into law an act that Congress has passed even though that law violates the U.S. Constitution.

Judicial review is the process that, in finding federal and state laws unconstitutional, makes such laws null and void. The principle of judicial review was first established in 1803 with *Marbury v. Madison*, a U.S. Supreme Court case that found that parts of the Federal Judiciary Act of 1789 were inconsistent with Article III of the U.S. Constitution. The spirit of checks and balances, in essence, mandates that the U.S. Supreme Court oversees the work of determining the constitutionality of legislation because the president and Congress (or, in the case of a state, the governor and state legislature) have already participated in the legislative process. The spirit of checks and balances precludes either chief executives or legislatures from determining whether their own work is consistent with the U.S. Constitution. Laws made null and void through judicial review are often called “case law”.

Case	Year	Bill of Rights Provision	Amendment
<i>Gideon v. Wainwright</i>	1963	Right to counsel in felony cases	Sixth
<i>Miranda v. Arizona</i>	1966	Right against self-incrimination	Fifth
<i>in re Gault</i>	1967	Right against self-incrimination	Fifth
<i>Tinker v. Des Moines</i>	1969	Free speech/“symbolic speech”	First
<i>Hazelwood v. Kuhlmeier</i>	1988	Free press/free speech	First

## 3. Protecting the Rights of Citizens

The U.S. Supreme Court also takes an active role in protecting the rights of citizens, or “civil rights”. Civil rights are those rights of citizens that the federal and state governments have an affirmative obligation to protect. Civil rights are most often understood to include protecting equal protection and due process rights found in the Fourteenth Amendment, which also defines citizenship. The U.S. Supreme Court engages in statutory interpretation in civil rights cases. This means that the Court is interpreting the meaning of statutes, but does not evaluate those statutes for their constitutionality.

Case	Year	Constitutional Provision	Amendment
<i>Dred Scott v. Sandford</i>	1857	Equal protection	Fourteenth
<i>Plessy v. Ferguson</i>	1896	Equal protection	Fourteenth
<i>Brown v. Board of Education</i>	1954	Equal protection	Fourteenth
<i>Bush v. Gore</i>	2000	Equal protection	Fourteenth

## 4. Other Supreme Court Roles

The U.S. Supreme Court, as the highest court in the nation, has also played key roles in interpreting the U.S. Constitution and the Bill of Rights. For example, the U.S. Supreme Court interpreted the meaning of the

separation of powers structure as it applied to presidential privilege and responsibility as outlined in Article II in United States v. Nixon (1974).

## Lesson Summary

ESSENTIAL QUESTION		
What are the outcomes of select landmark Supreme Court cases? Why are these cases significant?		
BENCHMARK		
<b>SS.7.CG.3.11</b> Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.		
CIVICS EOC REPORTING CATEGORY		
N/A		
OVERVIEW		
In this lesson, students will analyze the effects of select landmark Supreme Court cases.		
BENCHMARK CLARIFICATIONS		
<ul style="list-style-type: none"> <li>Students will recognize landmark Supreme Court cases (e.g., <i>Marbury v. Madison</i>; <i>Dred Scott v. Sandford</i>; <i>Plessy v. Ferguson</i>; <i>Brown v. Board of Education</i>; <i>Gideon v. Wainwright</i>; <i>Miranda v. Arizona</i>; <i>In re Gault</i>; <i>United States v. Nixon</i>; <i>Hazelwood v. Kuhlmeier</i>).</li> <li>Students will use primary sources to assess the significance of each U.S. Supreme Court case.</li> <li>Students will evaluate the impact of each case on society.</li> <li>Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions.</li> </ul>		
BENCHMARK CONTENT LIMITS		
N/A		
CIVICS CONTENT VOCABULARY		
<ul style="list-style-type: none"> <li>arbiter, <i>Brown v. Board of Education</i>, <i>Dred Scott v. Sandford</i>, Equal Protection Clause, executive privilege, <i>Gideon v. Wainwright</i>, <i>Hazelwood v. Kuhlmeier</i>, <i>In re Gault</i>, judicial opinion, judicial review, juvenile rights, landmark, legal equality, legal precedent, <i>Marbury v. Madison</i>, <i>Miranda v. Arizona</i>, <i>Plessy v. Ferguson</i>, prosecute, rights of the accused, segregation, self-incrimination, separation of powers, Supremacy Clause, unanimous, <i>United States v. Nixon</i></li> </ul>		
INSTRUCTIONAL STRATEGIES		
Close reading of complex text	Cooperative learning	Inquiry with primary sources
MATERIALS		
<ul style="list-style-type: none"> <li>Highlighters</li> <li>Landmark Cases Introduction slides</li> <li>National Archives Photograph Analysis Worksheet (external link; optional)</li> <li><i>Marbury v. Madison 1803</i> reading</li> </ul>		

- *Plessy v. Ferguson 1896* reading activity
- Interior of Railroad Car image (external link)
- *Brown v. Board of Education 1954* reading activity
- Tallahassee Democrat Headline for Segregation Ban image (external link)
- School Integration image (external link)
- Landmark Supreme Court Cases Graphic Organizer
- Landmark U.S. Supreme Court Case Study readings
- *Gideon v. Wainwright* Quote
- Supreme Decision Game (external link; optional)

### **B.E.S.T. STANDARDS**

- ELA.7.R.2.1 - Explain how individual text sections and/or features convey a purpose in texts.
- ELA.7.R.3.2 - Paraphrase content from grade-level texts.
- ELA.K12.EE.1.1- Cite evidence to explain and justify reasoning.

## Suggested Student Activity Sequence & Pace

DAY	ACTIVITY SEQUENCE
DAY 1	<p><b>Planning Note:</b> Conduct this lesson after you have taught the judicial branch (SS.7.CG.3.9) and the Bill of Rights (SS.7.CG.2.3) and your students have an understanding of the court system and the responsibilities of the U.S. Supreme Court.</p> <ol style="list-style-type: none"> <li>To begin this lesson, display slide 1 of the “Landmark Cases Introduction” slides.</li> <li>Pose the following questions for discussion: What is happening in this image? How do you know? What do you think is the issue in the image? What evidence helps you identify the issue?</li> <li>Complete the same discussion questions for slide 2.</li> </ol> <p><b>Teacher Note:</b> If your students require additional direction for analyzing these images, please use the <a href="#">National Archives Photograph Analysis Worksheet</a>.</p> <ol style="list-style-type: none"> <li>Allow students time to share out and then pose the following question for discussion: How do you think these images relate to the judicial branch?</li> <li>Using slide 3, lead students to the understanding that the first image is related to the concept of ‘separate but equal’, the second image shows an integrated school and both issues are related to landmark U.S. Supreme Court cases.</li> <li>Share the following definition of landmark on slide 4: <i>Landmark – an important or unique decision, event, fact, discovery, etc.</i></li> <li>Explain to students that they are going to learn about landmark U.S. Supreme Court cases and that one characteristic of landmark cases is that they have had a big impact on society.</li> <li>Explain to students that they will read, as a whole class, a short text on the first landmark U.S. Supreme Court Case: <i>Marbury v. Madison</i>.</li> <li>Pass out the “<i>Marbury v. Madison 1803</i>” reading and read through the directions and text as a whole class.</li> <li>Place students into pairs and instruct the students to reread the text with their partner, answer the questions at the bottom of the page and mark evidence in their text to justify their answers.</li> <li>Review the answers as a whole class.</li> </ol>

DAY 2	<ol style="list-style-type: none"> <li>Explain to the students that, as a whole class, they will look at two more landmark U.S. Supreme Court cases today.</li> <li>Pass out the “<i>Plessy v. Ferguson 1896</i>” reading activity.</li> <li>Explain to students that they will analyze the U.S. Supreme Court Case <i>Plessy v. Ferguson</i>, 1896 and determine why this case is considered to be a landmark decision.</li> <li>Read together the Essential Question and Background sections on the reading.</li> <li>Instruct students to mark text that helps them summarize the background of the case.</li> <li>Ask students to define ‘opinion’ as it appears in context in the reading.</li> <li>Have students share out.</li> <li>Instruct students to turn to the activity sheet, write down the essential question of this case and summarize the background information in three complete sentences.</li> <li>Read the Constitutional Principles section and summarize both amendments as a class.</li> <li>Instruct students to list the amendments and write a summary of both amendments on their activity sheet.</li> <li>Read together the Decision and Impact section.</li> <li>Discuss Questions 4 and 5 as a class. Instruct students to take notes on their activity sheet.</li> <li>Display the “<a href="#">Interior of Railroad Car</a>” image from Florida Memory</li> </ol>
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	<p>14. Explain to students that this photograph was taken in Jacksonville in 1948.</p> <p>15. Pose the following questions for discussion: What do you think is going on in this photograph? What is the issue on which it is focusing? How do you know? How do you think the people in this photograph feel?</p> <p><b>Teacher Note:</b> If your students require additional direction for analyzing this photograph, please use the “<a href="#">National Archives Photograph Analysis Worksheet</a>”.</p> <p>16. Lead students to the understanding that they are looking at an example of how the idea of ‘separate but equal’ was interpreted.</p> <p>17. Discuss the impact of separate but equal on society and instruct students to take notes on their activity sheet.</p> <p>18. Have students independently write an answer to Question 6 and then share out.</p> <p>19. Pass out the “<i>Brown v. Board of Education 1954</i>” reading activity.</p> <p>20. Explain to students that they will work in their cooperative group to analyze the U.S. Supreme Court Case <i>Brown v. Board of Education</i>, 1954 in the same manner they just did all together with the previous case and determine why this case is considered to be a landmark decision.</p> <p>21. Instruct the students to work with their group members to read the Essential Question and Background sections of the reading and then answer Questions 1 and 2 on their activity sheet.</p> <p>22. Have students share out by reading their summary sentences and sharing the evidence they identified from their text.</p> <p>23. Have students complete the reading and answer Questions 3-5 in their cooperative groups.</p> <p>24. Have students share out.</p> <p>25. Display the “<a href="#">Tallahassee Democrat Headline for Segregation Ban</a>” image from Florida Memory.</p> <p>26. Pose the following questions for discussion: What is the headline in the photograph about? How do you know? Why do you think the Tallahassee Democrat made this the front-page headline?</p> <p>27. Display the “<a href="#">School Integration</a>” image from the Library of Congress.</p> <p>28. Pose the following questions for discussion: What is happening in this photograph? How do you know? How might this photograph be related to the outcome of <i>Brown v. Board of Education</i>?</p> <p>29. Have students write a response for Question 6 on their student activity sheet. Instruct students to share out. Provide the following key points about the significance of <i>Brown v. Board of Education</i> to help guide their answers:</p> <ul style="list-style-type: none"> <li>■ The U.S. Supreme Court used intangible (unseen, not measurable) evidence to determine that the 14th Amendment's equal protection clause was violated.</li> <li>■ The U.S. Supreme Court's decision was impactful in that it applied to all children enrolled in school, which was (and still is) required by state and federal law.</li> <li>■ The U.S. Supreme Court ruled unanimously in this case which is rare for such a controversial issue.</li> <li>■ The case broadened the interpretation of the equal protection clause, which set a precedent for later equal protection cases.</li> </ul>
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DAY 3	<p>1. Pass out the “Landmark Supreme Court Cases Graphic Organizer”.</p> <p>2. Read through the directions as a whole class and instruct students to use their notes from yesterday's three Supreme Court cases to organize information into the appropriate row of the</p>
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	<p>graphic organizer (1803, 1896, 1954). For the 1803 row, instruct students to focus on the ‘Name of Case’ and ‘Impact’ columns.</p> <ol style="list-style-type: none"> <li>Place students into six cooperative learning groups. <b>Teacher Note:</b> You can have more groups, but you need to have a minimum of six.</li> <li>Explain to students that they will work in their small groups to analyze another landmark U.S. Supreme Court case. Explain to students that their task is to analyze the case in the same way that they did for <i>Plessy v. Ferguson</i> and <i>Brown v. Board of Education</i>. In addition to analyzing the case, they will need to present the case to the rest of the class as an expert and clearly explain why their assigned case is a landmark U.S. Supreme Court case. The presentation must explain the essential question, the constitutional principle(s), the outcome, impact on society, and why the case is considered a landmark.</li> <li>Assign each group one Supreme Court case to focus on from the following: <i>Dred Scott, v. Sandford</i>, <i>Gideon v. Wainwright</i>, <i>Miranda v. Arizona</i>, <i>In re Gault</i>, <i>United States v. Nixon</i>, <i>Hazelwood v. Kuhlmeier</i>.</li> <li>Pass out one case from the “Landmark U.S. Supreme Court Case Study” readings to each group. <b>Teacher Note:</b> Before passing out the case studies to each group, be sure to preview each case. The case study readings differ in length and complexity.</li> <li>Instruct the groups to read and complete their graphic organizer in order to analyze their assigned U.S. Supreme Court case.</li> <li>Explain to students that once each group has read and completed their activity sheet, they will be responsible for teaching the rest of the class about their case. Explain to the students that their presentation should briefly explain the background of the case, but should focus on the essential question, the related constitutional principle(s), the outcome, impact on society and why the case is considered a landmark.</li> <li>Provide time for the students to work on their case study and to prepare for their presentation.</li> </ol>
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DAYS 4-5	<ol style="list-style-type: none"> <li>To begin this lesson, display the following “<i>Gideon v. Wainwright</i> Quote”: ‘<i>Lawyers in criminal courts are necessities, not luxuries</i>’.</li> <li>Pose the following questions for discussion: What amendment does this quote refer to? What do you see that makes you say that? What else can you find?</li> <li>Lead students to an understanding of the connection to the 6th amendment ‘guarantees the rights of criminal defendants, including the right to a public trial without unnecessary delay, the right to a lawyer, the right to an impartial jury, and the right to know who your accusers are and the nature of the charges and evidence against you.’</li> <li>Discuss the impact of this right on society and help students understand that many of these important safeguards on rights have come from the cases they have looked at in the previous days, and will hear about today.</li> <li>Instruct students to take out their “Landmark Supreme Court Cases Graphic Organizer”. Explain to students that they need to take notes on each case they learn about during the presentations.</li> <li>Provide time for each group to present their case. After each presentation, allow for other students to ask any clarifying questions.</li> <li>Checking for Understanding (Formative Assessment): Instruct students to write a well-crafted informative response using the following prompt: <u>Prompt</u></li> </ol>
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	<p>Write a well-crafted informative text to explain how U.S. Supreme Court cases have had an impact on society. Provide examples from at least three U.S. Supreme Court cases you have learned about in this lesson.</p>
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	<p><b>Extension Activity:</b> Provide time for students to play the “<a href="#">Supreme Decision Game</a>” from iCivics.</p>
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## Civics Content Vocabulary

Word/Term	Definition
<b>arbiter</b>	a person with the power to decide a dispute
<b><i>Brown v. Board of Education</i></b>	U.S. Supreme Court case that determined that “separate but equal” segregation was not equal in public education
<b><i>Dred Scott v. Sandford</i></b>	U.S. Supreme Court decision in which the Court ruled that African Americans, whether enslaved or free, were not citizens of the United States and therefore did not have the right to sue in federal court
<b>Equal Protection Clause</b>	the section of the Fourteenth Amendment that says that states must apply the law equally and cannot discriminate against citizens or groups of citizens
<b>executive privilege</b>	the belief that the conversations between the president and his aides are confidential
<b><i>Gideon v. Wainwright</i></b>	U.S. Supreme Court case that upheld the Sixth Amendment right that all defendants must be appointed a lawyer if they cannot afford their own attorney
<b><i>Hazelwood v. Kuhlmeier</i></b>	U.S. Supreme Court case that determined that the First Amendment does not protect all types of student speech in school
<b><i>In re Gault</i></b>	U.S. Supreme Court case that determined that juvenile court must follow the Fourteenth Amendment
<b>judicial opinion</b>	judgment by a court
<b>judicial review</b>	the power of the judicial branch to review the actions of the executive and legislative branches and determine whether or not they are unconstitutional (this includes laws passed by Congress); the U.S. Supreme Court case Marbury v. Madison established this power
<b>juvenile rights</b>	rights of people under age 18
<b>landmark</b>	an important or unique decision, event, fact, or discovery
<b>legal equality</b>	the concept that everyone is equal in the eyes of the law
<b>legal precedent</b>	a judicial decision that is used as an example in dealing with later, similar cases
<b><i>Marbury v. Madison</i></b>	U.S. Supreme Court case that established judicial review
<b><i>Miranda v. Arizona</i></b>	U.S. Supreme Court cases that upheld the Fifth Amendment protection from self-incrimination
<b><i>Plessy v. Ferguson</i></b>	U.S. Supreme Court case that determined that “separate but equal” segregation was not discrimination

<b>prosecute</b>	to carry legal action against an accused person to prove his or her guilt
<b>rights of the accused</b>	the rights included in the Fourth, Fifth and Sixth Amendments: protection from unreasonable search and seizure, double jeopardy, and self-incrimination, the right to due process, right to a speedy and public trial, trial by jury, the right to be informed of criminal charges, right to be confronted by adverse witnesses, right to an attorney, protection from self-incrimination
<b>segregation</b>	the separation of people, such as segregation based on race
<b>self-incrimination</b>	the right in the Fifth Amendment that protects a person from being forced to reveal to the police, prosecutor, judge, or jury any information that might subject him or her to criminal prosecution
<b>separation of powers</b>	the structure of the federal government, according to the U.S. Constitution, that sets up three branches with their own distinct powers and responsibilities
<b>Supremacy Clause</b>	the clause that states that the U.S. Constitution is the supreme law of the land, and that national laws are supreme over state laws, found in Article VI
<b>unanimous</b>	in complete agreement
<b><i>United States v. Nixon</i></b>	U.S. Supreme Court case that limited executive privilege

## ADDITIONAL RESOURCES

### [Civics 360 Resources](#)

Florida Department of Education's Civic Literacy Reading List

Supreme Court Cases

- *Brown v. Board of Education* (1954)
- *Marbury v. Madison* (1803)
- *Dred Scott v. Sandford* (1857)
- *Miranda v. Arizona* (1966)
- *Gideon v. Wainwright* (1963)
- *Plessy v. Ferguson* (1896)

## ANSWER KEYS

Sample Answers: *Marbury v. Madison* 1803 reading

Sample Answers: *Plessy v. Ferguson* 1896 reading activity

Sample Answers: *Brown v. Board of Education* 1954 reading activity

Sample Answers: Landmark Supreme Court Cases Graphic Organizer

Written Response: Sample Scoring Rubric

## SOURCES

Learn to swim campaign image: <http://www.loc.gov/pictures/resource/cph.3f05399/>

School integration. Barnard School, Washington D.C. image:

<http://www.loc.gov/pictures/resource/ppmsca.03119/>

Interior of railroad car image: <https://www.floridamemory.com/items/show/52962>

National Archives Photograph Analysis Worksheet:

[http://www.archives.gov/education/lessons/worksheets/photo\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf)

Tallahassee Democrat headline for segregation ban: <http://www.floridamemory.com/items/show/34838>

Supreme Decision game: <http://www.icivics.org/games/supreme-decision>

*Marbury v. Madison* reading:

<http://www.uscourts.gov/uscourts/educational-resources/get-involved/legal-concepts/judicial-review.pdf>

*Plessy v. Ferguson* reading, all accessed March, 2013: Adapted from Oyez.org

[http://www.oyez.org/cases/1851-1900/1895/1895\\_210](http://www.oyez.org/cases/1851-1900/1895/1895_210), Streetlaw.org,

<https://store.streetlaw.org/plessy-v-ferguson-LMC/#:~:text=After%20losing%20twice%20in%20the,the%20separate%20but%20equal%20doctrine>, and Laws.com

<http://constitution.laws.com/supreme-court-decisions/plessy-v-ferguson>

*Brown v. Board of Education* reading, all accessed March, 2013: Adapted from Oyez.org

<https://www.oyez.org/cases/1940-1955/347us483> and Streetlaw.org,

<https://store.streetlaw.org/brown-v-bd-HS/>

*Gideon v. Wainwright* reading, all accessed March, 2013: Adapted from Oyez.org

<https://www.oyez.org/cases/1962/155>, Streetlaw.org, <https://store.streetlaw.org/gideon-v-wainwright-HS/> and

Laws.com <http://constitution.laws.com/supreme-court-decisions/gideon-v-wainwright>  
*Gideon v. Wainwright* quote image, accessed September 2022 from Floridabar.org  
<https://www.floridabar.org/the-florida-bar-journal/50-years-later-memories-of-gideon-v-wainwright/>  
*Miranda v. Arizona* reading, all accessed March, 2013: Adapted from Oyez.org  
[http://www.oyez.org/cases/1960-1969/1965/1965\\_759](http://www.oyez.org/cases/1960-1969/1965/1965_759), Streetlaw.org,  
<https://store.streetlaw.org/miranda-v-az-LMC/>, and Laws.com  
<http://constitution.laws.com/supreme-court-decisions/major-decisions-miranda-v-arizona>  
*In re Gault* reading, all accessed March, 2013: Adapted from Oyez.org  
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<http://criminal-justice.laws.com/in-re-gault>  
*United States v. Nixon* reading, all accessed March, 2013: Adapted from Oyez.org  
<https://www.oyez.org/cases/1973/73-1766>, Streetlaw.org, <https://store.streetlaw.org/us-v-nixon-MS/>, Law.com  
<http://constitution.laws.com/supreme-court-decisions/major-cases-us-v-nixon> and  
<http://www.thefreedictionary.com/executive+privilege>  
*Hazelwood v. Kuhlmeier* reading, all accessed March, 2013: Adapted from Oyez.org  
[http://www.oyez.org/cases/1980-1989/1987/1987\\_86\\_836](http://www.oyez.org/cases/1980-1989/1987/1987_86_836), Landmark Cases  
<https://store.streetlaw.org/hazelwood-v-kuhlmeier-HS/>  
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<https://www.landmarkcases.org/cases/dred-scott-v-sandford>