

## ***Marbury v. Madison***

Use the Web sites below to research a recent Supreme Court decision involving judicial review of an act of Congress. Write a case summary in which you describe the law's purpose, the Court's ruling, and the potential impact of the decision.

[James Madison: His Legacy http://www.jmu.edu/madison/center/index.htm](http://www.jmu.edu/madison/center/index.htm)

Excellent site to help understand the complexity of the *Marbury v. Madison* Supreme Court case. Site offers an explanation and background information, an article on Marbury's travail, a brief biography of the plaintiff, William Marbury, and Secretary of State, James Madison.

[Marbury v. Madison http://encarta.msn.com/encnet/refpages/RefArticle.aspx?refid=761571106](http://encarta.msn.com/encnet/refpages/RefArticle.aspx?refid=761571106)

Extensive encyclopedia article on the landmark court case of 1803 in which the Supreme Court of the United States established its authority as the arbiter of the constitutionality of congressional legislation.

[William Marbury v. James Madison http://www.tourolaw.edu/patch/Marbury/](http://www.tourolaw.edu/patch/Marbury/)

Transcript of the opinion of the Court, as delivered by Chief Justice John Marshall in February 1803.

## ***Dred Scott v. Sanford***

Use the Web sites below to research what it means to be a citizen of the United States and what rights that citizenship extends. Research which constitutional amendments, U.S. laws, and Supreme Court decisions guarantee the rights of citizens. Prepare an oral presentation or annotated display to summarize your findings.

[Dred Scott Case http://encarta.msn.com/encnet/refpages/RefArticle.aspx?refid=761560456](http://encarta.msn.com/encnet/refpages/RefArticle.aspx?refid=761560456)

Extensive encyclopedia article covering the landmark case of the 1850s that declared that African-Americans were not U.S. citizens. The Supreme Court also established that the portion of the Missouri Compromise of 1820 that banned slavery north and west of the state of Missouri was unconstitutional, therefore opening the door for slavery to spread throughout the United States.

[Dred Scott http://library.wustl.edu/vlib/dredscott/](http://library.wustl.edu/vlib/dredscott/)

Web site created by Washington University in St. Louis, where the famous *Dred Scott v. Sanford* U.S. Supreme Court case originated. Site provides copies of court documents, a time line of the case, and a biography of Scott.

[Dred Scott v. John F. A. Sandford http://www.tourolaw.edu/patch/Scott/](http://www.tourolaw.edu/patch/Scott/)

Transcript of the opinion of the Court, and the separate dissenting opinion of Justices McLean and Curtis.

## ***Plessy v. Ferguson***

Use the Web sites below to research and read Justice Harlan's entire dissent in *Plessy v. Ferguson*. Based on his position, what view might Harlan have taken toward laws that denied African Americans the right to vote? Write a paragraph or two expressing what Harlan would say about those laws.

[Plessy v. Ferguson http://www.africana.com/research/encarta/tt\\_325.asp](http://www.africana.com/research/encarta/tt_325.asp)

Informative article explaining the background of the case, its historical significance, and the Court's decision that eventually led to state instituted racially separate public accommodations. The ruling in *Plessy v. Ferguson* took nearly 60 years for the Court to reverse.

[Plessy v. Ferguson http://www.bgsu.edu/departments/acs/1890s/plessy/plessy.html](http://www.bgsu.edu/departments/acs/1890s/plessy/plessy.html)

Article on the landmark 1896 case where the Supreme Court held that "separate but equal" public facilities did not violate the Constitution.

[Plessy v. Ferguson http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=US&vol=163&invol=537](http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=US&vol=163&invol=537)

Transcript of the petition and opinion of the Court in *PLESSY v. FERGUSON*, 163 U.S. 537 (1896).

## ***Schenck v. United States***

Use the Web sites below to research articles about free speech issues. Select several of these issues-such as whether hate groups have the right to march-to discuss with other students in your class. Choose one issue, and as a group, write down as many arguments as you can on both sides of the issue. Then present a debate to the class.

[Schenck v. United States http://www.tourolaw.edu/patch/Schenck/](http://www.tourolaw.edu/patch/Schenck/)

Transcript of the Court's opinion as delivered by Justice Holmes.

[American Civil Liberties Union: Free Speech http://www.aclu.org/freespeech/index.html](http://www.aclu.org/freespeech/index.html)

Articles and links about free speech issues.

[Schenck v. United States http://www.oyez.org/cases/1901-1939/1918/1918\\_437/](http://www.oyez.org/cases/1901-1939/1918/1918_437/)

Summary of *Schenck v. United States*, the 1919 case where the Court ruled that free speech, protected by the First Amendment, may be suppressed if it creates a clear and present danger that it will produce a "substantive evil" which can be legally prevented.

[Schenck v. United States http://faculty-web.at.northwestern.edu/commstud/freespeech/cont/cases/schenck.html](http://faculty-web.at.northwestern.edu/commstud/freespeech/cont/cases/schenck.html)

Short brief on *Schenck v. United States*, including the decision of the Court and Justice Oliver Wendell Holmes's opinion on free speech.

## Chapter 15 : The New Deal

### ***NLRB v. Jones & Laughlin Steel Corp.***

Use the Web sites below and read the opening sections of *United States v. Lopez*. There, Chief Justice Rehnquist offers a summary of the Court's interpretation of the commerce clause over the years. Summarize in your own words Rehnquist's description of the current meaning of the commerce clause.

[N.L.R.B. v. Jones & Laughlin Steel Corp. http://www.tourolaw.edu/patch/Nlrb/](http://www.tourolaw.edu/patch/Nlrb/)

Text of the opinion in *N.L.R.B. v. Jones & Laughlin Steel Corp.* as delivered by Justice Hughes.

[United States v. Lopez http://www.law.cornell.edu/supct/html/93-1260.ZO.html](http://www.law.cornell.edu/supct/html/93-1260.ZO.html)

In 1995, Chief Justice Rehnquist offered a summary of the Court's interpretation of the commerce clause over the years—including *NLRB v. Jones & Laughlin Steel Corp.*

[N.L.R.B. v. Jones & Laughlin Steel Corp. http://nesara.org/court\\_summaries/nlrb\\_v\\_jones\\_and\\_laughlin\\_steel\\_corp.htm](http://nesara.org/court_summaries/nlrb_v_jones_and_laughlin_steel_corp.htm)

Brief of the landmark case that used the Constitution's commerce clause to implement and enforce social agendas.

### ***Korematsu v. United States***

Use the Web sites below to locate the three dissenting opinions in *Korematsu* written by Justices Frank Murphy, Robert Jackson, and Owen Roberts. Read one of these opinions, and then write a summary that states its main idea. What constitutional principle, if any, does the opinion use?

[Of Civil Wrongs and Rights http://www.pbs.org/pov/pov2001/ofcivilwrongsandrights/storyline.html](http://www.pbs.org/pov/pov2001/ofcivilwrongsandrights/storyline.html)

Profile of Fred Korematsu, a shipyard welder who twice went to the U.S. Supreme Court to challenge the World War II-era internment of Japanese Americans. Site includes recommendations for further reading and online exploration of Korematsu's case.

[Confinement and Ethnicity http://www.cr.nps.gov/history/online\\_books/anthropology74/index.htm](http://www.cr.nps.gov/history/online_books/anthropology74/index.htm)

National Park Service site provides an overview of World War II Japanese-American relocation, including information and photographs of each of the internment camps where Japanese Americans were held.

[Japanese-American Internment Camps http://www.lib.utah.edu/spc/photo/9066/9066.htm](http://www.lib.utah.edu/spc/photo/9066/9066.htm)

Photographs from Utah internment camps where Fred Korematsu and other Japanese Americans were held during World War II. The photographs are part of a collection at the University of Utah.

## ***Miranda v. Arizona***

Use the Web sites below to research laws and other court decisions related to Mapp and Miranda. Then, prepare a debate on whether courts should or should not set a guilty person free if the government broke the law in establishing that person's guilt.

[Miranda v. Arizona](http://www.tourolaw.edu/patch/Miranda/) <http://www.tourolaw.edu/patch/Miranda/>

Copy of the decision of the Court as delivered by Chief Justice Warren on June 13, 1966.

[Beyond Miranda](http://www.landmarkcases.org/miranda/beyond.html) <http://www.landmarkcases.org/miranda/beyond.html>

A summary of Supreme Court cases since 1966 dealing with *Miranda*.

[Miranda v. Arizona](http://www.landmarkcases.org/miranda/background3.html) <http://www.landmarkcases.org/miranda/background3.html>

Summary and questions pertaining to the landmark case that called into question the rights of the accused while in police custody.

## ***Brown v. Board of Education***

Use the Web sites below to research the Supreme Court's changing opinions on civil rights. Compile a chart or time line to present the facts—date, plaintiff, defendant, major issue, and outcome—of several major cases. Then give an oral presentation explaining the Supreme Court's role in civil rights.

[Brown v. Board of Education of Topeka](http://encarta.msn.com/encnet/refpages/RefArticle.aspx?refid=761588641) <http://encarta.msn.com/encnet/refpages/RefArticle.aspx?refid=761588641>

Encyclopedia article on the landmark 1954 court case in which the Supreme Court unanimously declared racially separate schools to be unconstitutional. The Brown ruling is among the most important Supreme Court decisions of the 20th century.

[Brown v. Board of Education](http://www.pbs.org/jefferson/enlight/brown.htm) <http://www.pbs.org/jefferson/enlight/brown.htm>

PBS site discussing the issue of racial segregation in public schools and *Brown v. Board of Education*. Includes an image of Thurgood Marshall with James Nabrit Jr. and George E.C. Hayes after their victory before the Supreme Court on May 17, 1954. The Brown decision overturned the 1896 *Plessy v. Ferguson* decision that established that "separate but equal" facilities were constitutional.

[Brown v. Board of Education](http://www.landmarkcases.org/brown/) <http://www.landmarkcases.org/brown/>

Resources and activities for students related to the Supreme Court case of *Brown v. Board of Education*, 347 U.S. 483 (1954).

[Brown v. Board of Education National Historic Site](http://www.nps.gov/brvb/) <http://www.nps.gov/brvb/>

Image of the Monroe Elementary School in Topeka, Kansas, and a brief explanation of Public Law 102-525 establishing the *Brown v. Board of Education* National Historic Site to commemorate the landmark Supreme Court decision aimed at ending school segregation.

## ***Reynolds v. Sims***

Use the Web sites below to research minority redistricting decisions such as Shaw v. Hunt (1996). Write a summary of the rulings and how they have affected elections.

[Reynolds v. Sims](http://exchanges.state.gov/education/engteaching/pubs/AmLnC/br68.htm) <http://exchanges.state.gov/education/engteaching/pubs/AmLnC/br68.htm>

Transcript of the 1964 case that established "one person, one vote." States must redraw their legislative districts so each has an equal number of people. Chief Justice Earl Warren delivered the Court's opinion.

[Shaw v. Hunt](http://www.law.cornell.edu/supct/html/94-923.ZO.html) <http://www.law.cornell.edu/supct/html/94-923.ZO.html>

A redistricting case brought before the Supreme Court in 1996.

[History of the Court](http://www.supremecourthistory.org/02_history/subs_history/02_c14.html) [http://www.supremecourthistory.org/02\\_history/subs\\_history/02\\_c14.html](http://www.supremecourthistory.org/02_history/subs_history/02_c14.html)

A history of the U.S. Supreme Court under Chief Justice Earl Warren; includes a description of the Alabama reapportionment case of Reynolds v. Sims in which the Court reaffirmed the principle of one person, one vote.

## ***Regents v. Bakke***

Use the Web sites below to research and read about Proposition 209, California's 1996 law banning affirmative action at state universities. Prepare arguments for an in-class debate about whether the law will have a positive or negative long-term effect.

[Background on University of California v. Bakke](http://usinfo.state.gov/usa/infousa/facts/democrac/41.htm) <http://usinfo.state.gov/usa/infousa/facts/democrac/41.htm>

History and decision of the Supreme Court case that challenged affirmative action.

[Civil Rights](http://usinfo.state.gov/usa/civilrights/) <http://usinfo.state.gov/usa/civilrights/>

U.S. State Department Web site offering a history and chronology of federal affirmative action policies with links to articles and documents from organizations concerned about the issue.

[Affirmative action: History of Controversy](http://news.bbc.co.uk/2/low/americas/2664505.stm) <http://news.bbc.co.uk/2/low/americas/2664505.stm>

BBC article published in 2003 discussing the Bakke case in the context of President George Bush's statements on affirmative action.

## Primary Sources for US History

### **Chapter 1: Exploration and the Colonial Era**

[Christopher Columbus](#)

[from A Letter to the Treasurer of Spain, 1493](#)

[John Smith](#)

[What Happened Till the First Supply, 1607-1614](#)

[Inhabitants of New-Plimouth](#)

[from \*The Book of the General Laws\*, 1685](#)

[Samuel Sewall](#)

[A Letter Regarding Relations with the Indians, 1700](#)

[Olaudah Equiano](#)

[from \*The Interesting Narrative of the Life of Olaudah Equiano\*, 1750s](#)

[Lord Adam Gordon](#)

[from How Our Cities Looked, 1765](#)

## **Chapter 2: Revolution and the Early Republic**

[Members of the British Parliament](#)  
[from Resolutions for American Duties, 1764](#)

[Paul Revere](#)  
[from An Account of a Late Military Massacre, 1770](#)

[Thomas Paine](#)  
[from \*Common Sense\*, 1776](#)

[James Madison](#)  
[from Notes on Slavery at the Federal Convention, 1787](#)

[Benjamin Franklin](#)  
[On the Constitution, 1787](#)

[Tench Coxe](#)  
[On The Federal Government, 1787](#)

[Publius](#)  
[from Federalist 51, 1788](#)

[George Washington](#)  
[from Proclamation Regarding the Whiskey Rebellion, 1794](#)

## **Chapter 3: The Growth of a Young Nation**

[Thomas Jefferson from  
A Letter to Meriwether Lewis, 1803](#)

[Meriwether Lewis  
from List of Requirements, 1803](#)

[James Monroe  
from First Inaugural Address, 1817](#)

[John C. Calhoun  
from Address to the People of the United States, 1832](#)

[Andrew Jackson  
from A Message to Congress on Indian Policy, 1835](#)

[Harriet A. Jacobs  
from \*Incidents in the Life of a Slave Girl\*, about 1820s](#)

[American Anti-Slavery Society  
from Declaration of Sentiments, 1833](#)

[Sarah Bagley  
from Pleasures of Factory Life, 1840](#)

[Frederick Douglass  
from A Lecture on the Anti-Slavery Movement, 1855](#)

[Lucy Stone  
Disappointment Is the Lot of Women, 1855](#)

[Robert Stuart  
from \*The Discovery of the Oregon Trail\*, 1812](#)

[Andrea Castañón Villanueva  
Alamo Massacre, 1836](#)

[U.S. Government  
from Treaty of Guadalupe Hidalgo, 1848](#)



## **Chapter 4: The Union in Peril**

[U.S. Government](#)  
[from Fugitive Slave Act of 1850](#)

[Harriet Tubman](#)  
[On Slavery, 1850s](#)

[Jefferson Davis](#)  
[from The Inaugural Address of the President of the Provisional Government, 1861](#)

[John S. Jackman](#)  
[from Diary of a Confederate Soldier, 1862-1863](#)

[General William T. Sherman](#)  
[from A Letter to General John Bell Hood, 1864](#)

[General John Bell Hood](#)  
[from A Letter to General William T. Sherman, 1864](#)

[Mississippi State Legislature](#)  
[from Black Codes of Mississippi of 1865](#)

[U.S. Government](#)  
[from Civil Rights Act of 1866](#)

[Thaddeus Stevens](#)  
[from An Address on Reconstruction, 1867](#)

[Annie Ruth Davis](#)  
[from An Interview with a Former Slave, 1870s](#)

## **Chapter 5: Changes on the Western Frontier**

[J. D. C. Atkins](#)

[On the Use of English in Indian Schools, 1887](#)

[Andy Adams](#)

[from The Log of a Cowboy, 1903](#)

[Elinore Pruitt Stewart](#)

[from \*Letters of a Woman Homesteader\*, 1913](#)

## **Chapter 6: A New Industrial Age**

[Horatio Alger](#)

[The Two Acre Lot, 1856](#)

[Samuel Gompers](#)

[On the Goals of Trade Unions, 1883](#)

[Jennie Curtiss](#)

[How Women Are Treated by the Pullman Company, 1894](#)

[New York Times](#)

[from 141 Die in Factory Fire, 1911](#)

## **Chapter 7: Immigrants and Urbanization**

[Anonymous](#)

[Twelve Hundred More, 1870s](#)

[U.S. Government](#)

[from Chinese Exclusion Act of 1882](#)

[Jane Addams](#)

[The Modern City and the Municipal Franchise for Women, 1906](#)

## **Chapter 8: Life at the Turn of the 20th Century**

[Harper's Weekly](#)

[from The Base-Ball Season, 1886](#)

[Charles E. Bolton](#)

[from A Visit to the World's Columbian Exposition, 1892](#)

[Frederick Dwight](#)

[from Automobiles: The Other Side of the Shield, 1908](#)

[Lillian Gish](#)

[from The Movies, Mr. Griffith, and Me, 1914](#)

## **Chapter 9: The Progressive Era**

[U.S. Government](#)

[from The United States of America v. Susan B. Anthony, 1873](#)

[Florence Kelley](#)

[On the Need for Child Labor Laws, 1905](#)

[Frederick W. Taylor](#)

[The Taylor System, 1912](#)

[Percy Andreae](#)

[On Prohibition and Liberty, 1914](#)

## **Chapter 10: America Claims an Empire**

[Captain Charles D. Siggsbee](#)

[from \*The "Maine": An Account of Her Destruction\*, 1898](#)

[Theodore Roosevelt](#)

[from \*The Strenuous Life\*, 1899](#)

[Anti-Imperialist League](#)

[Platform, 1899](#)

[Albert J. Beveridge](#)

[On the War in the Philippines, 1900](#)

## **Chapter 11: The First World War**

[Woodrow Wilson](#)

[Request for a Declaration of War, 1917](#)

[Committee on Public Information](#)

[Four-Minute Speech, 1918](#)

[Henry Cabot Lodge](#)

[On the Terms of Peace, 1918](#)

[Woodrow Wilson](#)

[Why a League of Nations Is Necessary, 1919](#)

## **Chapter 12: Politics of the Roaring Twenties**

[U.S. Department of Justice](#)

[Instructions Regarding Conduct on Raids, 1920](#)

[Denver Post](#)

[Senate Demands Information on Teapot Dome, 1922](#)

[Louis Marshall](#)

[from A Letter Regarding Immigration Restrictions, 1924](#)

## **Chapter 13: The Roaring Life of the 1920s**

[Samuel Hopkins Adams](#)

[from My Bootlegger, 1921](#)

## **Chapter 15: The New Deal**

[Eleanor Roosevelt](#)  
[from Women Must Learn to Play the Game as Men Do, 1928](#)

[Franklin Delano Roosevelt](#)  
[from Acceptance Speech, 1932](#)

[Franklin Delano Roosevelt](#)  
[from First Inaugural Address, 1933](#)

## **Chapter 16: World War Looms**

[Franklin Delano Roosevelt](#)  
[On the Declaration of War, 1941](#)

## **Chapter 17: The United States in World War II**

[Office of Civilian Defense](#)  
[What Can I Do?, 1942](#)

[U.S. Government](#)  
[Japanese-American Testimony from the National Defense Migration Hearings, 1942](#)

[Harry S. Truman](#)  
[Statement on the Atomic Bomb, 1945](#)

## **Chapter 18: Cold War Conflicts**

[Harry S. Truman](#)  
[The Truman Doctrine, 1947](#)

## **Chapter 20: The New Frontier and the Great Society**

[John F. Kennedy and Lyndon B. Johnson](#)  
[On the Space Program, 1961](#)

[U.S. Government](#)  
[from Civil Rights Act of 1964](#)

## **Chapter 22: The Vietnam War Years**

[U.S. Government](#)  
[The Tonkin Gulf Resolution, 1964](#)

[Lyndon B. Johnson](#)  
[from Peace Without Conquest, 1965](#)

## **Chapter 24: An Age of Limits**

[House Judiciary Committee](#)  
[Articles of Impeachment, 1973](#)

[Jimmy Carter](#)  
[On Energy and National Goals, 1979](#)

## **Chapter 25: The Conservative Tide**

[Ronald Reagan](#)  
[On the Program for Economic Recovery, 1981](#)

## **Chapter 26: The United States in Today's World**

[Bill Clinton](#)

[from First Inaugural Address, 1993](#)

[Newt Gingrich](#)

[A Contract with America, 1994](#)

[George W. Bush](#)

[from Inaugural Address, 2001](#)

## **Chapter Reagan and the Cold War**

["Tear Down This Wall," Ronald Reagan \(1987\) \(PDF\)](#)