

United States v. United States District Court (Keith Case) Work Sheet.

Vocabulary:

1st and 4th Amendments

Richard Nixon

US Attorney John Mitchell

Electronic surveillance

Judicial review

Omnibus Crime Control and Safe Streets Act (1968)

Elements of the Case:

Directions: Fill in the appropriate information for each of the following elements for this case.

- 1) State the issue(s) before the Supreme Court in this case. (Your statement should be in question form).
- 2) What historical facts of the case were presented to the Supreme Court? (Students should complete this question in paragraph form).
- 3) What was the decision of the Court?
- 4) What was the rationale behind the majority ruling? What was the rationale behind the dissenting opinion? (Students write this in paragraph form).
- 5) What was the effect of the decision on society? (Students write this in paragraph form).

Evaluation of the Case:

Directions: Use your own judgement to evaluate the justices' decision and state your opinion about the case. Students must support their position with facts.

- 6) In your opinion, what would have been the effect on society if the Supreme Court ruled in favor of the United States instead of the U.S. District Court?

****Note to teacher: the teacher may want to use the two following reading strategies**

Contextual Redefinition Strategy:

The instructor may want to use the Vocabulary Strategy of "Contextual Redefinition" and the case's vocabulary words before analyzing the case.

- a) Before the students begin reading, select the words that will be unfamiliar to them. Have students guess the meanings of the words. This causes students to become active involved in the reading.
- b) Present some clues by using sentences or you can use the passage from the reading, or both

Resource for Activating and using prior knowledge the KWL Strategy

Students can begin reading an assignment with no prior preparation or knowledge about a particular topic may finish the assignment but do not seem to remember much about what they read. One useful method for aiding students in retaining the knowledge is the KWL strategy – What I Know, What I want to Know, and What I Learned. The major purpose of this strategy is to activate students' prior knowledge about a topic.

Step1) Fill out the first two columns of the KWL chart. Students write down everything they know for sure about the topic. They should write down everything they want to know about this topic in the middle column. This way students are identifying what they know for sure and what they may know. Students should write down what they want to know in question form.

Step 2) The students read, view pictures / visuals, or listen to content about the topic.

Step 3) The students then begin to fill out the What they Learned column. This can be done in small cooperative groups to aid students in elaborating on their answers.

Step 4) Now, the students construct a concept map that represents an integration of what students knew before reading and what they learned.

Step 5) the students use the concept map and what they learned to write a summary about the topic. The summary focuses the students on the most important points in the reading.

Resources for using a Mock Trial in the High School / Middle School Classroom

The Illinois State Bar Association has a great teacher's resource for aiding high school and middle school teachers in using mock trials as a teaching strategy in their classroom. The resource provides the following:

- Case examples
- Trial rubrics
- Teacher training materials
- Putting on a mock trial

All materials can be download and modified to fit the individual classroom – level of learners.

See – Mock trial resources for Teachers:

<http://www.isba.org/teachers/mocktrial>

Resources for INSERT Method for taking effective notes

The INSERT Method (Interactive Notation System for Effective Reading and Thinking) is used to help students focus on the most important points they read. Some struggling readers do not realize that thinking is necessary while reading. Strong readers integrate the information in the text with what they already know. They constantly make decisions or have running conversation with themselves such as the following:

- This point is important, but this one is a detail.
- This seems like an example used to help me understand the text.
- I already knew this material.
- This is new material to me.
- This is boldfaced type and therefore it must be important.

How to use the INSERT Method:

Step 1) The teacher and students introduce symbols – INSERT. Examples are below:

!! I knew this already

*** Important information

+++ This is supporting information for detail

Ex This is examples of important concepts

??? I did not understand this material – I need help

OR

MI Main ideas

HH Historical point I should use

EE Explanation of material

OR

AA Agree with this statement

DD Disagree with this statement

II An interesting statement

Step 2) Teachers can have students fold a sheet of paper lengthwise into three sections, place the INSERT symbols at the top of the page with a line to indicate the page number, and instruct students to place this sheet alongside the book for note taking. Other teachers may use sticky notes with the symbols printed on them to mark the passage – colored symbols are helpful.

Step 3) The teacher may wish to have the class compare notes. This can be done in small groups or a whole class. The teacher leads a discussion and this will help students understand how to find main ideas and organize information. The main ideas can be rewritten in their notebooks for later use.

*** The INSERT Method works well with the Cornell Note taking method.