

Content Spotlight:

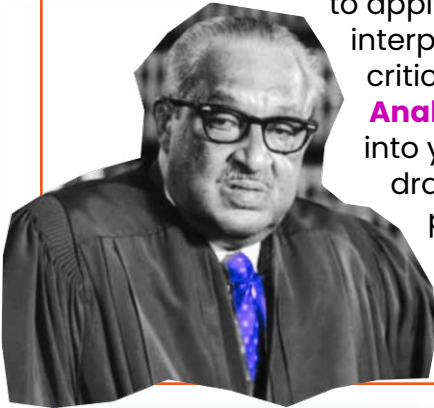
Landmark Cases: Marbury, Tinker, Hazelwood



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The start of the school year is the ideal time to establish classroom routines. At the same time, teachers are expected to teach essential social studies skills. Juggling these tasks, along with countless other demands, can be overwhelming. And with literacy rates dropping nationwide, educators are increasingly called on to reinforce literacy skills across subjects.

Teachers can rise to the challenge by teaching students to analyze quotes. Quotes, while typically short, can be complicated. They are often used as primary sources in state assessments, and analyzing them requires students to apply vocabulary knowledge, interpret complex texts, and think critically. Teach Britannica's **Quote Analysis activity** weaves these skills into your routine, helping students draw meaning and identify multiple perspectives while strengthening literacy skills essential for academic success and navigating the world.



Check out how Britannica experts teach the featured lesson!

Expedition: Learn! is an instructional platform with standards-aligned, interdisciplinary lessons that build content knowledge, reading comprehension, and critical thinking skills. Explore how our experts utilize the *Landmark Cases: Marbury, Tinker, Hazelwood* lesson to analyze primary sources through quotation analysis.

GRADES 6 - 8



Landmark Cases:
Marbury, Tinker,
Hazelwood

Name: _____ Date: _____



Quote Analysis

Write down the direct quote and its author.

Identify key words or phrases from the quote.

Paraphrase the quote (rewrite it in your own words).

Analyze the quote's meaning and context.

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In Practice Analyzing Quotes

When using Teach Britannica's **Quote Analysis activity**, consider:

- Presenting the quote at the beginning of a lesson or unit to spark interest
- Prompting students to define unfamiliar terms
- Relating the quote to contemporary issues
- Providing the necessary context
- Closing a lesson or unit with the quote as a final reflection
- Pairing the quote with an image to deepen understanding

Dig in on p. 4!

Learn more:
britannicaeducation.com/expedition-learn



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Classroom Guide

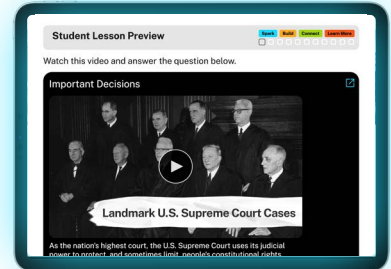
Landmark Cases: Marbury, Tinker, Hazelwood



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Spark

- Play the **Spark** video and allow students time to answer the question.
- Ask students to share their responses, ensuring that they understand the Supreme Court's relationship with the legislative and executive branches of government.
- Introduce the vocabulary words before reading, providing short, practical examples that help students link new words to familiar concepts. For example, setting rules for respectful classroom discussion created a precedent for future discussions.



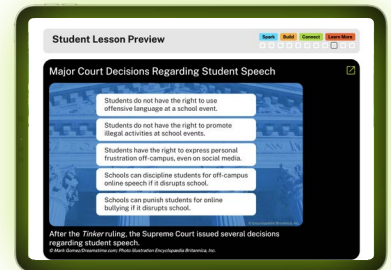
Build

- Distribute the Teach Britannica **Timeline graphic organizer**. Explain that students will complete a timeline featuring brief notes and details about landmark cases from the lesson, beginning with *Marbury v. Madison* (1803) on **Build page 2**.
- After each Build page, pause to allow students to work in pairs to complete the assessment questions and timeline graphic organizer, ending with *Hazelwood School District v. Kuhlmeier* (1988) on **Build page 6**.
- Assess comprehension with a class discussion by asking students:
 - Why is the U.S. Supreme Court's power important?
 - How does the U.S. Supreme Court influence the rights of people?
 - What consequences would the United States experience if there were no judicial branch?



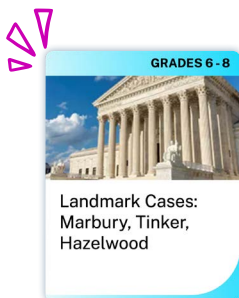
Connect

- **Model:** Display **Connect question 7** and model how to break down the question into parts, starting with the excerpt. Then identify and emphasize what the question stem asks students to do. Use the process of elimination, justifying why each answer choice is correct, possibly correct, or incorrect based on evidence from the text.
- **Guided Practice:** Distribute the Teach Britannica **Paraphrasing graphic organizer**. Display **Connect question 8** and explain that students will break down the excerpt into five parts and paraphrase each portion in their own words. Have students turn and talk to a partner to decipher the meaning of the excerpt, complete the organizer, and answer the question. Invite students to share their responses.
- **Independent Practice:** Allow students time to complete **Connect questions 9 and 10** independently. After responses are submitted, convene the class for a discussion to compare answers and explore different perspectives and interpretations of free speech and students' rights.



Learn More

- Divide the class into pairs. Explain that students will complete their Teach Britannica **Timeline graphic organizer** by filling out the final section using the *Texas v. Johnson* (1989) article in **Learn More**.
- To conclude, assess students' understanding of the judicial branch's role and impact on First Amendment rights by conducting a shared classroom discussion about what they have learned, encouraging critical thinking and engagement with multiple perspectives.
- Use the following questions to guide students' reflection and discussion:
 - What is the difference between something being legal and something being respectful or moral?
 - Why do you think the First Amendment sometimes protects unpopular or offensive opinions?
 - How does the U.S. Supreme Court's role impact the rights of citizens, and how does that change over time?



Keep the exploration going! Discover these resources and more in Expedition: Learn! on Teach Britannica.





Creating a Quote for the Ages

- Invite students to take on the role of a future justice or constitutional thinker by creating an original, one-sentence quote about freedom of expression.
- Challenge students to craft their quote as if it would be remembered for generations and someday carved on a courthouse wall or printed in a civics lesson.
- Once written, display student quotes in a Gallery of Student Voices, prompting students to leave comments with their reactions, questions, and thoughts.

Stare Decisis Reflection Journal

- To help students understand the impact of legal precedents and the judicial branch, invite them to write a journal entry responding to the prompt: *What are the risks and benefits of the Supreme Court breaking precedents and reversing earlier rulings?*
- Scaffold the activity by providing sentence starters, such as "One benefit of following precedent is...", "A danger of never changing precedent might be...", and "Overturning the precedent set in *Tinker v. Des Moines* (1969) would..."
- For further extension, have students research a time when precedent was not followed and analyze how that departure was justified by the U.S. Supreme Court, such as when *Plessy v. Ferguson* (1896) was overturned by *Brown v. Board of Education* (1954).

You Be the Justice

- Coordinate a courtroom simulation by presenting a fictional school-based free speech case (e.g., a student is suspended for sharing a critical online post about the school; a student's graduation speech is cut short after joking about school rules and lunches).
- Divide students into roles: petitioners (the students challenging the school), respondents (the school officials defending their policy), and justices (the rest of the class).
- Petitioners and respondents prepare and present their arguments using evidence from the Constitution and past cases. Justices deliberate, cast votes, and write either a majority or dissenting opinion explaining their ruling.

Continue the *Expedition* with these related lessons!

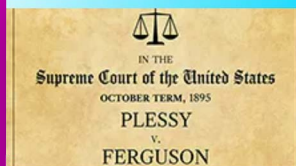
GRADES 6-8



The Judicial Branch



GRADES 6-8



Plessy v. Ferguson



GRADES 6-8



The Civil Rights Movement



GRADES 6-8



Separation of Powers: Dividing Government Roles



Instructions: Explore our curated quotes on key social studies topics to implement the **Quote Analysis activity** in your classroom. Use the accompanying discussion questions to scaffold and spark students' critical thinking.

Landmark Cases: *Marbury*, *Tinker*, *Hazelwood*

Quote 1

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech or of the press; or the right of the people peaceably to assemble and petition the government for a redress of grievances.

—The First Amendment of the Constitution of the United States of America, 1789

1. Why do you think the framers of the U.S. Constitution included this amendment?
2. How is the First Amendment upheld or not upheld today?

Quote 2

The most stringent protection of free speech would not protect a man in falsely shouting fire in a theatre and causing a panic. It does not even protect a man from an injunction against uttering words that may have all the effect of force.

—Justice Oliver Wendell Holmes, Jr., in the opinion of the Supreme Court in *Schenck v. United States*, 1919

1. Under what circumstances should the First Amendment be limited?
2. What would be the effects of not regulating the First Amendment?

The American Revolution

Quote 1

The more the people are discontented with the oppression of taxes, the greater the need the prince has of money to distribute among his partisans and pay the troops that are to suppress all resistance and enable him to plunder at pleasure.

—Benjamin Franklin, 1787

1. Why did colonists protest taxation and treatment under the British monarchy?
2. What is the relationship between taxation, government power, and colonial resistance?

Quote 2

In the new code of laws which I suppose it will be necessary for you to make, I desire you would remember the ladies and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the husbands. Remember, all men would be tyrants if they could.

—Abigail Adams, 1776

1. What does Abigail Adams suggest about gender equality in government?
2. How does gender play a role in government power today?



The Civil War

Quote 1

"The sovereignty of the States" is the language of the Confederacy, and not the language of the Constitution.

—President Andrew Johnson, 1865

1. Why was state sovereignty central to the Civil War?
2. Why would a state want to be sovereign?

Quote 2

Our object should be not only to end this terrible war now, but to prevent its recurrence. All must admit that slavery is the cause of it. Without slavery we should this day be a united and happy people. ... The principles of our Republic are wholly incompatible with slavery.

—Pennsylvania congressman Thaddeus Stevens, 1862

1. Why does Stevens choose the word "admit" in this quote?
2. Which principles of the U.S. government are incompatible with slavery, and why?

Reconstruction

Quote 1

The law on the side of freedom is of great advantage only where there is power to make that law respected.

—Frederick Douglass, abolitionist, 1881

1. Who holds the power to enforce laws?
2. How do people influence how laws are enforced?

Quote 2

The slave went free; stood a brief moment in the sun; then moved back again toward slavery.

—W. E. B. Du Bois, sociologist, 1935

1. What does Du Bois mean by "brief moment in the sun"?
2. What does Du Bois mean when he refers to "slavery"?

Civil Rights

Quote 1

The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.

—Martin Luther King, Jr., 1963

1. Why do you think King was compelled to make this statement?
2. What are examples of how people "stand" during times of "challenge and controversy"?

Quote 2

The idea of freedom is inspiring. But what does it mean? If you are free in a political sense but have no food, what's that? The freedom to starve?

—Angela Davis, activist, 2008

1. How do you think Davis would define freedom?
2. What assumptions about freedom might Davis be challenging?



Westward Expansion

Quote 1

Rightly considered, the policy of the General Government toward the red man is not only liberal, but generous. He is unwilling to submit to the laws of the States and mingle with their population. To save him from this alternative, or perhaps utter annihilation, the General Government kindly offers him a new home, and proposes to pay the whole expense of his removal and settlement.

—President Andrew Jackson in his annual message to Congress, 1830

1. How does Jackson justify the forced removal of Indigenous people from their ancestral homeland?
2. What does the language reveal about the government's view of Indigenous people?

Quote 2

Indigenous resistance is not a one-time event. It continually asks: What proliferates in the absence of empire?

—Nick Estes, citizen of the Lower Brule Sioux Tribe, 2019

1. What does Estes mean by “absence of empire”?
2. What do you think Indigenous people are fighting for today?

Civics and Government

Quote 1

The accumulation of all powers, legislative, executive, and judiciary, in the same hands...may justly be pronounced the very definition of tyranny.

—President James Madison, 1788

1. What government principles is Madison referring to?
2. How does Madison define tyranny and why?

Quote 2

The question we ask today is not whether our government is too big or too small, but whether it works.

—President Barack Obama, 2009

1. What is the difference between a big government and a small government?
2. How does a well-functioning government impact society?

Immigration

Quote 1

I came to America because I heard the streets were paved with gold. When I got here, I found out three things: First, the streets were not paved with gold. Second, they weren't paved at all. Third, I was expected to pave them.

—Unknown Italian immigrant, displayed at the Ellis Island Museum in New York City

1. What expectations did immigrants have about the United States?
2. What was the reality for many immigrants, and why?

Quote 2

Mr. Speaker, with this new immigration act the United States is undertaking to regulate and control the great problem of the commingling of races. Our hope is in a homogeneous Nation. At one time we welcomed all, and all helped to build the Nation. But now asylum ends.

—Congressman Albert Johnson, addressing the Immigration Act of 1924

1. What do Johnson's remarks reveal about the goals of the Immigration Act of 1924?
2. How do views of race influence immigration policies?

