



Lesson Plan: *Gibbons v. Ogden (1824)*

Learning Objectives: The students will...

1. Be able to define and explain the terms monopoly, navigation, commerce, and interstate.
2. Understand the impact of the ruling in *Gibbons v. Ogden*.
3. Be able to explain the importance of the steamship in early America.
4. Understand the events and figures involved in the landmark Supreme Court case, *Gibbons v. Ogden*.

TEKS:

1. Summarize the issues, decisions, and significance of landmark Supreme Court cases, including *Marbury v. Madison*, *McCulloch v. Maryland*, and *Gibbons v. Ogden*. [18B]

Materials: Oyez video on *Gibbons v. Ogden* (www.texasbar.com/civics), computer and projector with speakers, copies of student viewing guide, copy of teacher notes, white board, and dry erase marker.

Vocabulary: monopoly, commerce, navigation, interstate, injunction

Teaching Strategy:

Intro Activity: (5-10 Minutes)

1. Put students into groups of three or four and give each student a copy of the *Gibbons v. Ogden* viewing guide.
2. Give them a few minutes to brainstorm important inventions in history and their effects while completing Part 1 of the guide.
3. As a class, have the groups share the inventions they discussed and how they changed society. Write the various inventions on the board.
4. Discuss any laws that they can think of related to those inventions. Why are new laws often required when a society-changing invention hits the marketplace? (For example, the creation of the FCC to regulate broadcasting or laws regulating the Internet.)

Video: (35-40 Minutes)

1. Watch the video through 2:27 and pause. Have the students work with their group to complete Part 2 of their guide. You may have to work together as a class to define monopoly.
2. Continue the video through 6:10. Pause and give them time to work with their partner/group to complete the captions for each graphic (use state abbreviations)

and the rest of section up to Part 4. Discuss as a class, putting any necessary answers on the board.

3. To begin Part 4, have the definitions of the three words to know (commerce, interstate, navigation) on the board. Discuss as needed.
4. In their groups, have the students look more closely at the Commerce Clause of the Constitution and circle what words/phrases they think need to be explained or defined to be able to interpret the meaning of the clause. Have the clause written on the board for reference. Let them share what they chose and explain why.
5. Watch the next section (6:11-12:34) and have them work with their partner/group to complete Part 5. Go over and discuss as needed.
6. Watch the final section (12:35-End) and have them work with their partner/group to complete Part 6.

Wrap-Up: (5 Minutes)

Discuss as a class the importance of the Court's interpretation of the Commerce Clause on modern America.

Discussion Questions:

1. Do you think this interpretation of the Commerce Clause gives Congress too much power? Explain your answer giving a specific example.
2. Would you have ruled the same way as the Supreme Court? Explain your answer.
3. How might the U.S. economy be different if the Supreme Court had not interpreted Congress' power under the Commerce Clause the way it did in *Gibbons v. Ogden*?