INSTRUCTOR GUIDE / EDITION 1.4

The Seattle Docket

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For Class | Teaching pack



Assign the simulation

Use with a unit on the Constitution, the federal courts, or civil liberties. Allow 45–65 minutes including submission. All required case material is included. Share the direct For Class link in Canvas.

Explain how changing a law, a voting rule, or a case fact changes what an institution can do. Give reasons from the record and say what the evidence leaves open.

IN THE ACTIVITY

Seattle Make a first recommendation, then compare the Texas and federal laws. Answer the senior clerk's objection and explain what your reasoning means for the separate property charge.

Interpretation and votes Choose a starting approach to the Constitution. Compare two Senate decision rules with the same votes, and explain what a voting record and a later recollection can tell you.

One new case Choose home surveillance, marriage, or firearms. Write a rule after hearing a rival argument. See what happens when one fact changes, then record a final note and save the report.

Collect the Class report

Students file seven short notes, at least 340 words total. Ask for the PDF from Open Class report. The report includes recommendations, selected records, objections, the Senate calculation, and the student's rule before and after the changed fact.

Students can pause between tasks. For a move from phone to computer, have them use Save or pause to back up the .json file and restore it on the other device. For Fun offers the cases with optional writing.

What did the record settle?

Bring two students together who reached the same result using different records. Give them three minutes to name what their record establishes, then compare one detail that could make each student revise.

Three questions after play

Two clerks recommend the same result using different records. What can each record establish? What further evidence would change their minds?

The same 51 senators vote yes. What changes if the Senate needs 50 votes instead of 66? Which steps would still be required to amend the Constitution?

What did the Court settle in your case? Which part of your recommendation depends on the changed fact or on a rule of your own?

SEATTLE

The federal flag-law charge and the property-damage charge came from the same fire. The Supreme Court addressed the flag-law charge. The property charge was still pending when the Court ruled.

United States v. Eichman, 496 U.S. 310, 312 n. 1 and 316 n. 5

SENATE

The ordinary bill passed 91–9. The amendment proposal failed 51–48, with one senator not voting. With 99 senators voting, a simple majority would take 50 yes votes. The actual two-thirds rule required 66. A roll call shows how a member voted. A statement or another record can help explain why.

Senate roll call 227 and roll call 251

THE CHANGED CASE

In the fictional follow-ups, a heat sensor becomes common in public use, civil unions give the same state-law benefits while a marriage license remains unavailable, or a firearm ban applies for life. Ask students what the Court's actual ruling leaves open and what their own rule would do.

The original rulings and Senate votes come from public records. The senior clerk's dialogue and the changed-fact scenarios are fictional.