Supreme Court Justice Math Lesson Ideas

**Possible Investigative Questions (Less advanced):**

* What percentage/fraction of all SCJs have been \_\_\_\_\_\_\_\_? (Male, or resigned, or white, or upper class, etc.)
* What is the mean/median/mode of SCJ \_\_\_\_\_\_\_? (Term length)
* Choose two variables, graph them and discuss significance.
* Discuss how to choose variables to graph and what types of graphs are most appropriate to graph them.

**Possible Investigative Questions (More advanced):**

* Is the Supreme Court a representative model for the American People? Why/Why not? (*should* they be is a different question that may or may not be worth addressing, i.e. *should* they all have law degrees? Should they be required to be a minimum age etc.)
* What percent are female? BIPOC? LGBTQ+? Various religions? Etc. and compare these to the Nation as a whole
  + Is there a significant difference?
* Has the average term length of SCJs changed overtime?
* Have the amount of SCJs resigning/retiring versus dying to end their term limits changed overtime?
* Create a graph and best fit line for term lengths.
* Have students investigate trends in general

Students can also do reflections following whatever activity they choose that can be either more on the mathematical side (discussing statistical significance, other variables, etc) or could be more on the social studies or writing side (persuasive essay, social significance, etc.)

Also note that some of the data (income, LGBTQ+ status, etc.) is not really a clear cut metric, so there may be discussion/dispute regarding the data table. Feel free to edit it for your own purposes, or email me ([nadgeniuslabs@gmail.com](mailto:nadgeniuslabs@gmail.com)) with any comments/questions/suggested edits!