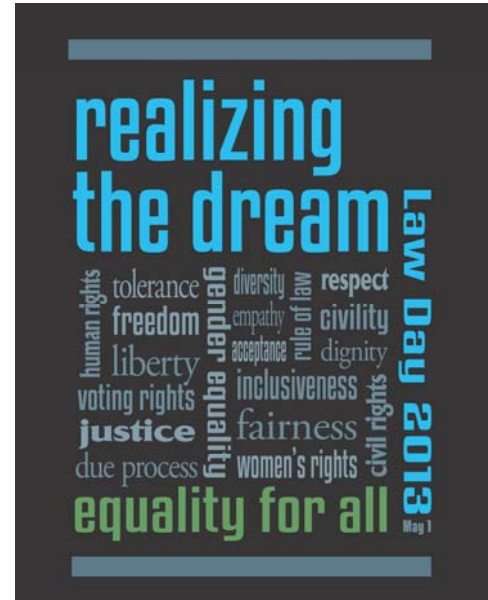


# Law Day 2013 Graphic Organizers

Created to help increase the role New York  
State Law played in the movement for civil  
and human rights in America



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# Law Day

## Graphic Organizers

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## Persuasive Writing – Persuasion Map

Select a local issue from the newspaper (print or electronic) and fill in the persuasion map below. In the “argument” box, identify the issue you are examining and write a sentence explaining your position. Provide up to three reasons and be sure to offer facts or examples to support your position.

The diagram is a flowchart titled "Persuasion Map". It consists of the following elements:

- Argument:** A large vertical rectangular box on the left side.
- Reason:** Three rectangular boxes arranged vertically in the center, each connected to the Argument box by an arrow pointing from the Argument box to the Reason box.
- Fact/Example:** For each Reason box, there are three rectangular boxes stacked vertically on the right side, each connected to the Reason box by an arrow pointing from the Reason box to the Fact/Example box.

**Follow up:** Did this exercise help strengthen your argument? Why or why not?



## **Persuasive Writing – Political/Editorial Cartoon**

Look through several editions of the local newspaper and select a current issue you feel strongly about. Create your own political/editorial cartoon expressing your own point of view about this issue. If editorial cartoons are new to you, you might want to learn more them before you start. Visit the Association of American Editorial Cartoonist’s website *Cartoons for the Classroom* at <http://nieonline.com/aaec/cftc.cfm>.

**Follow up:** Display the finished cartoons on a class bulletin board. Was this assignment harder or easier than you expected it would be? Why?

**Persuasive Writing – Press Release**

Think about an upcoming event at your school or in your community. Write a brief announcement to try to get people to come to the event. Use the chart below to organize the details of your message.

Who? (Who should attend this event? Who would benefit by attending?) \_\_\_\_\_

\_\_\_\_\_

What? (What’s happening?) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Where? (Where is it taking place? Be specific) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When? (What date and time? How long will the event last?) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Why? (Why is this event important?) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Follow up:** Share your observations with the class. What did you learn by completing this activity?

## **Persuasive Writing - Advertisement**

Advertising influences the lives of all of us. Advertising provides the reader with news about sales and available products and services. It reflects trends in consumerism, changing styles and tastes and so on. Select a product or service you feel you know something about. Develop a newspaper advertisement to persuade your peers to buy the product or use the service. Use the space below to create your advertisement.

### **Check your ad – be sure it:**

- attracts the reader's attention
- increases the reader's interest in the product or service
- creates a desire in the reader to own the product or use the service
- urges the reader to action – to buy the product or sign up for the service

**Follow up:** Display the finished advertisements on a class bulletin board. Do you think your advertisement was successful? Why or why not?

## Protests – Short-Term and Long-Term Causes and Effects

Look through the newspaper (print or electronic) for stories about current protests. Fill in the cause and effect chart below, listing short-term and long-term causes and short-term and long-term effects of the protests.

Short-term Causes	Long-term Causes
Give a brief summary of the protests in the news.	
Short-term Effects	Long-term Effects

**Follow up:** Identify and share additional news stories in the coming days and weeks that provide more information on this topic. Specifically what is the new information? Do you think the new information affects the predicted outcome? If so, how? If not, why not?



## Equal Opportunity – Fair/Unfair Treatment

Many laws and rules are enacted so people will be treated equally and fairly. Equal and fair treatment means that everyone is treated the same and has the same chance to succeed. Nobody receives special favors or can break rules that other people must follow.

As a class, use the print or electronic edition of the newspaper to find an example of someone being treated fairly. In the space below, write out how the person was treated fairly and why that was important. \_\_\_\_\_

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Find an example in the newspaper of someone being treated unfairly. Write out what was unfair about the treatment. \_\_\_\_\_

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Do some research and see if there is a rule or law that addresses this situation. Briefly describe the law (if there is one). \_\_\_\_\_

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If there is a law, was it enforced?    YES    NO

If no rule or law exists, write out an idea for a law that would make sure people would be treated fairly in this situation in the future. If a law exists, write how you think it should be changed or why the law is okay the way it is. \_\_\_\_\_

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**Follow up:** What did you learn about rules and laws in our society?

This exercise was modified from one originally created for *Power Pack: Lessons in Civics, Math and Fine Arts for NIE Week 2011 for the NAA Foundation*.

## **Conflict Resolution Tips**

Use these tips with the Conflict Resolution graphic organizer on page 10

### **Behavioral Techniques**

- Don't negotiate when angry.
- Forget the past and stay in the present.
- Focus on the problem not the person.
- Communicate feelings assertively, NOT aggressively. Express concerns without blaming the other side.
- Expect and accept another's right to disagree. Don't push or force anyone to think the way you do; work to develop common agreement.
- Don't view the exercise as a competition where one has to win and the other has to lose. Work toward a solution where both parties have some of their needs met. Understand that not everyone will be 100% happy with a compromise.
- Build 'power with' NOT 'power over' others.
- Thank the person for listening.

### **Negotiation Techniques**

- Identify and define the conflict in specific terms.
- Focus on areas of common interest and potential areas for agreement.
- Never jump to conclusions or make assumptions about what another is feeling or thinking.
- Listen without interrupting; ask for feedback if needed to assure a clear understanding of the issue.
- Think of alternative solutions.
- Discuss the pros and cons of the alternatives. Listen to others, as well as state your case.
- Select the best course of action that ALL can agree upon.
- Implement only the parts of the plan that are in agreement. Remember, when only one person's needs are satisfied in a conflict, it is NOT resolved and the conflict will most likely continue.
- Follow-up to evaluate the effectiveness of the plan and make necessary adjustments.
- Look for a "win-win" solution

Source for this list of techniques was modified from a list originally used in a PBS teaching resource entitled "Briefing Paper: The Taliban and the War on Terror"

## Conflict Resolution

**What is the Problem/Conflict?** Use the newspaper (print or online) as a resource to find a current conflict among individuals or groups of people. Identify and define the conflict in specific terms listing all parties and their concerns.

Problem/Conflict	Parties	Concerns

### What are some Possible Solutions?

List different solutions you develop.

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**What is the Best Compromise?** As a class discuss the possible solutions and work on finding the best compromise. Write down what the group has agreed is the solution to the problem(s) stated above. Explain why you believe it is the best option.

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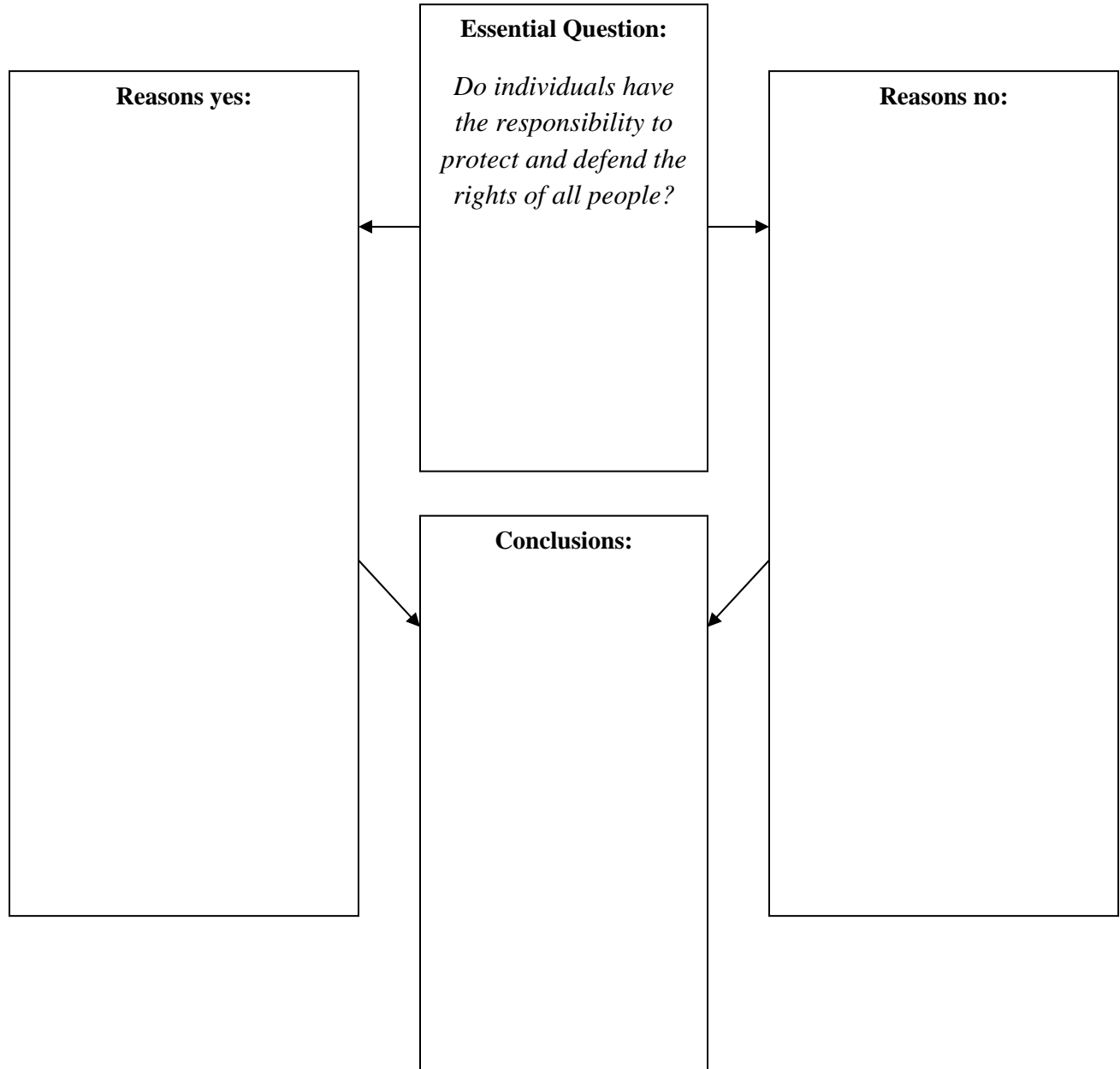
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**Follow up:** Do you think there are any unresolved issues? If so record them here and explain why.

## Editorial Writing: Protect and Defend the Rights of All People

Review several newspaper editorials. Pay close attention to the writing style and content. Write your own editorial answering the question, “Do individuals have the responsibility to protect and defend the rights of all people?” Be sure to back up your conclusion/opinion with facts. Prepare an outline before writing. List reasons that citizens and leaders give for answering “yes” or “no” to the question.



**Follow up:** What question(s) do you still have after completing this activity?

This activity was originally developed for *Community Connections with Geography and the Newspaper* curriculum guide for the NAA Foundation by Dr. Sandra Cook.

**Web resources:**

The New York News Publishers Association, Newspaper In Education program has a feature from the 350<sup>th</sup> Anniversary of the [Flushing Remonstrance](#) (2007) available online.

The New York State Constitution can be downloaded as a PDF file at

<http://www.dos.ny.gov/info/pdfs/Constitution.pdf>

The National Archives and Records Administration's website has links to electronic copies of the original documents containing Lincoln's [Emancipation Proclamation](#) and Martin Luther King Jr.'s ["I Have a Dream" Speech](#).

Library of Congress lesson plans for students (Grades 6-8 and 9-12) [Women's Suffrage: Their Rights and Nothing Less](#).

The text of Elizabeth Cady Stanton's Declaration of Sentiments can be found at the National Parks Service website at <http://www.nps.gov/wori/historyculture/declaration-of-sentiments.htm>

[www.dhr.ny.gov/](http://www.dhr.ny.gov/) - New York State Division of Human Rights

[www.p12.nysed.gov/dignityact/](http://www.p12.nysed.gov/dignityact/) - Dignity for All Students Act

The [New York State Bar Association's Law, Youth and Citizenship Program \(LYC\)](#) promotes citizenship and law-related education in schools throughout New York State. LYC assists educators in creating opportunities for students to become effective citizens able to participate fully in our democratic society.

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For more lesson plans inspired by the 2013 theme, "Realizing the Dream: Equality for All" go to the [American Bar Association website](#).