

Law Day 2015

Graphic Organizers

Created to prompt discussion on Magna Carta as an international symbol of the rule of law and the basic rights Americans still hold dear, among them, habeas corpus and due process.

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Law Day

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Table of Contents:

- Magna Carta, Bill of Rights & Declaration of Human Rights.....3
- Habeas Corpus: Suspensions in U.S. History4
- Fifth Amendment Crossword Puzzle5
- Hamdi v. Rumsfeld Editorial6
- Fourteenth Amendment – Equal and Fair Treatment7
- In re Gault: 5Ws & H Fact Sheet8
- Goss v. Lopez: Balancing Individual Rights and Safety Concerns9
- Freedom: Acrostic Poem10

General Organizers:

- Reporting – Conducting an Interview.....11
- Persuasive Writing – Persuasion Map12
- Persuasive Writing – Letter to the Editor13
- Persuasive Writing – Political/Editorial Cartoon14
- Persuasive Writing – Press Release15
- Persuasive Writing – Advertisement16

Additional Online Resources 17-18

Answer Key18

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Name _____

Vocabulary – write a brief definition of this Middle English phrase from the Magna Carta:

disseised of his free tenement _____

Magna Carta, the Bill of Rights and the United Nations’ Universal Declaration of Human Rights

Magna Carta included a list of certain basic rights for all freemen. Additional documents have echoed the principles first documented by Magna Carta. Use the chart below to help compare and contrast the list of rights found in each document.

Magna Carta	Bill of Rights	Universal Declaration of Human Rights

Follow up: Look for modern examples of due process in news reports in-print or online. Briefly connect any one of these modern examples to a protection or right found in Magna Carta.

Name _____

Vocabulary – write a definition for the following terms:

writ _____

habeas corpus _____

curtailed _____

Habeas Corpus: Suspensions in U.S. History

Habeas Corpus can and has been suspended several times in our history as a nation. Use the chart below and research the circumstances under which the government acted in this way. For each period answer the following questions: Who issued the suspension? By what authority? What reason was cited for the decision?

U.S. Civil War (1860s)	World War II (1940s)	War on Terror (2000s)

Follow up: Look for current news reports in-print or online that might require the necessity to suspend habeas corpus. Under what circumstances do you think one's rights to due process could or should be reasonably curtailed?

Name _____

Vocabulary – write a definition for the following terms:

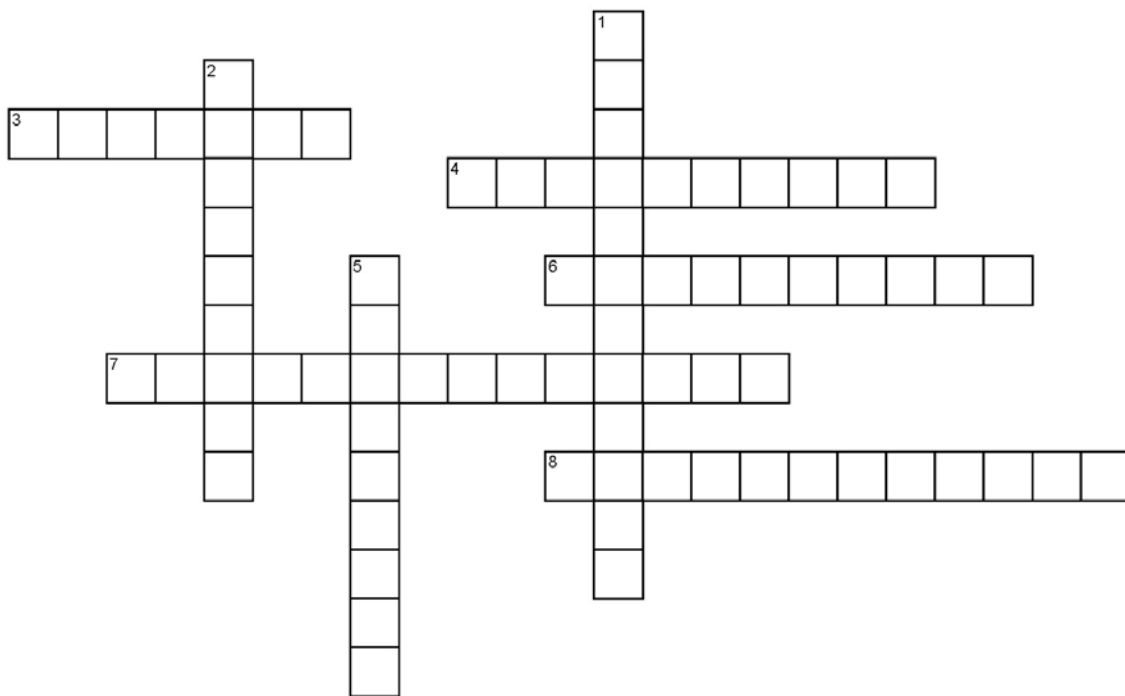
indictment _____

compelled _____

deprived _____

compensation _____

Fifth Amendment Crossword Puzzle



ACROSS

- 3. The state of being free within society from oppressive restrictions imposed by authority on one's way of life, behavior, or political views.
- 4. The legal requirement that the government must respect all legal rights that belong to a person. (2 words)
- 6. A formal charge or accusation.
- 7. The prosecution of a person twice for the same offense. (2 words)
- 8. The first ten amendments to the U.S. Constitution, ratified in 1791. (3 words)

DOWN

- 1. Something given or received as an equivalent for services, debt, loss, injury, or suffering - usually money.
- 2. A jury selected to examine the validity of an accusation before trial. (2 words)
- 5. A change or addition to a legal or statutory document; an article added to the U.S. Constitution.

Follow up: As a class, share any current examples of 5th Amendment rights you found in the news.

Name _____

Vocabulary – write a definition for the following terms:

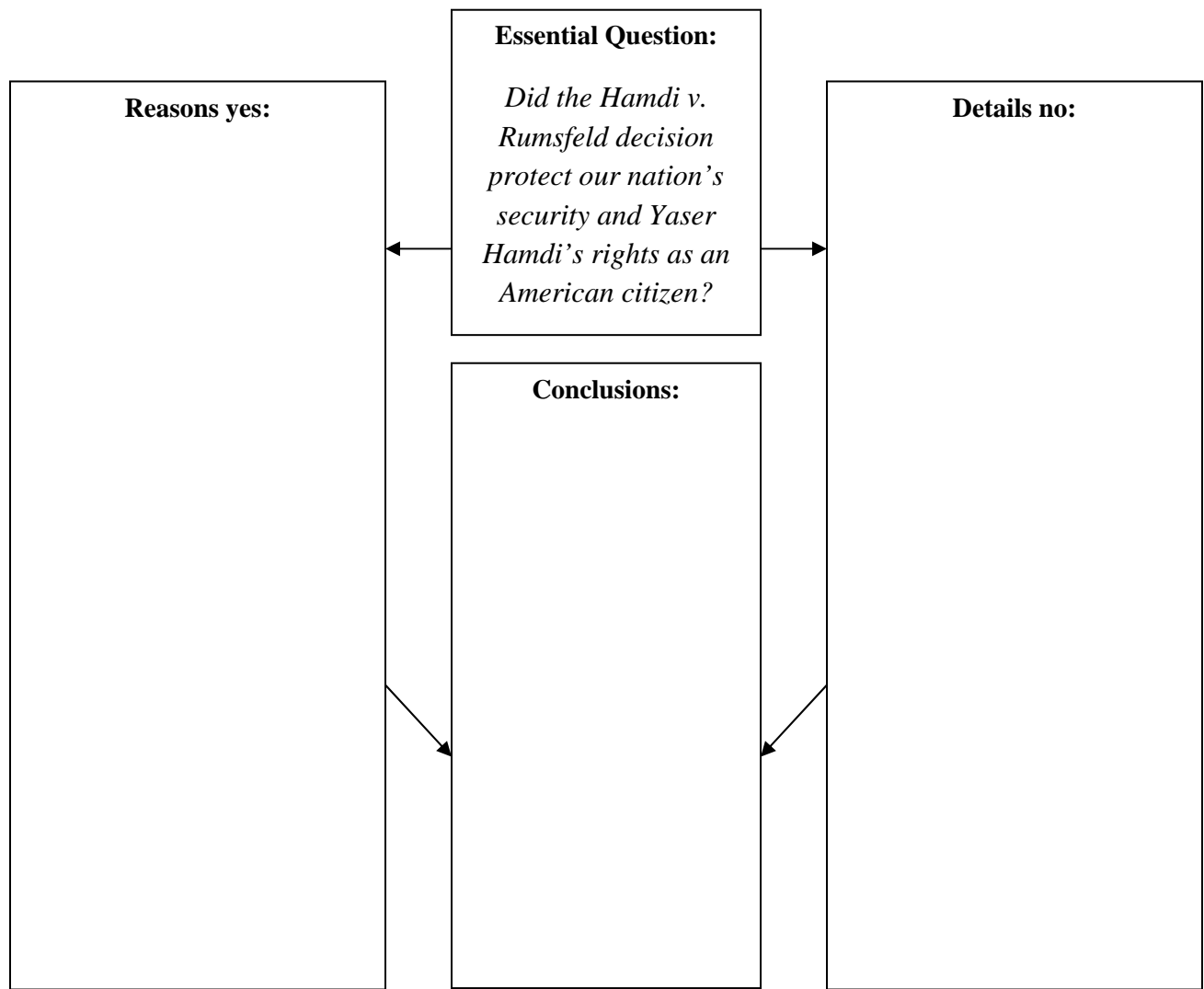
petition _____

oversight _____

plurality opinion _____

Hamdi v. Rumsfeld Editorial

Review several newspaper editorials. Pay close attention to the writing style and content. Write your own editorial answering the question, “Did the Hamdi v. Rumsfeld decision protect our nation’s security and Hamdi’s rights as an American citizen?” 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: Compare any current examples of balancing individual rights and security with the Hamdi v. Rumsfeld case. What similarities and differences are there?

Name _____

Vocabulary – write a definition for the following terms:

jurisdiction _____

abridge _____

immunities of citizens _____

Fourteenth Amendment – Equal and Fair 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.

1. 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. _____

2 a. Find an example in the newspaper of someone being treated unfairly. Write out what was unfair about the treatment. _____

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

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

4. 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 acceptable the way it is. _____

Follow up: What did you learn about the 14th Amendment?

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

Name _____

Vocabulary – write a definition for the following terms:

juvenile _____

rehabilitation _____

In re Gault: 5Ws & H Fact Sheet

Pretend you are a reporter covering the Gerald Gault case. Using the In re Gault Law Day feature and other resources, fill in the information for Who, What, When, Where, Why and How in the chart below to help gather information and organize your thoughts. Then write your own “newspaper” article describing the events that took place.

Who is the accused? Who made the accusation? Who else is involved?
What happened?
When did these events occur? (Consider creating a timeline of events on another piece of paper)
Where did the events occur?
Why is this important?
How was the case decided by the Supreme Court? (Describe the conclusion of the case in your own words.)

Follow up: How does the Gault case compare with current examples of juvenile justice cases?

Name _____

Vocabulary – write a definition for the following terms:

rudimentary _____

practicable _____

Goss v. Lopez: Balancing Individual Rights and Safety Concerns

Pretend you belong to brand new club. Use this chart to help draft a policy to deal with a member’s misconduct. Remember you need to consider the rights of each individual while protecting the safety of your clubhouse & all members.

Rule(s) to deal with misconduct	Protect Individual Rights?	Provide Group Safety?

As a class, discuss policy drafts and if necessary combine the best parts of two and more. Work on finding the best compromise - something you can all agree to abide by. Write down what the group has agreed is the best policy. Explain why you believe it is the best option.

Do you think there are any unresolved issues? If so, record them here and explain why.

Follow up: Read the newspaper, in-print or online, for a story that deals with the balance of individual rights and the safety of persons or property. Does the news example show all parties are being treated fairly? Are the authority figures in the story also obeying the law?

Name _____

An acrostic poem is a poem in which the initial letters of the lines, taken in order, spell a word or phrase. Each line should relate back to the central theme. In honor of the 800th anniversary of Magna Carta, Law Day 2015 and the human desire for life, liberty and fair treatment under the law, create an acrostic poem using *FREEDOM* as your theme.*

F
R
E
E
D
O
M

Follow up: Write a brief summary of the news story (stories) you selected as a potential “turning point” in the future of man’s search for freedom. Also, please explain why you made this (these) selection(s).

*Other suitable terms include: Due Process, Rule of Law, Magna Carta and Law Day

Name _____

Conducting an Interview

Interviewee's name (the person you are interviewing) _____

Interviewee's address (Street, City, State) _____

What is something you've done that you are proud of? (Describe the accomplishment providing at least three details) _____

What challenges did you face? _____

How did you overcome barriers or obstacles and deal or face challenges? _____

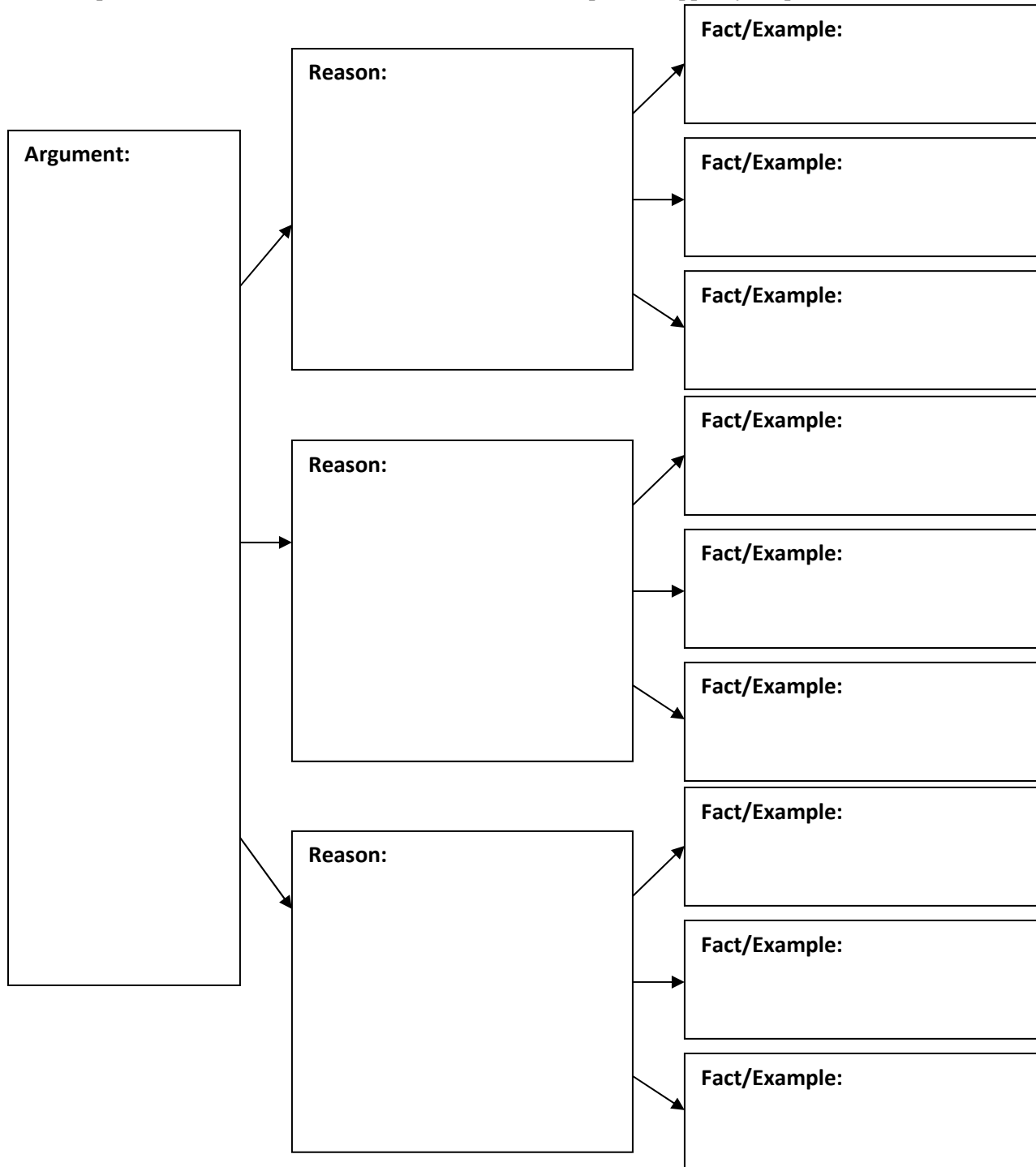
Do you have any advice to the students in my class? _____

Assessment question: What did you enjoy most about this learning activity?

Name _____

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.



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

Persuasive Writing – Letter to the Editor

After reading several letters to the editor in your local newspaper (print or online), use the space below to write your own letter based on a local issue in the news.

Name: _____

Date: _____

Dear (name of editor): _____

Topic: _____

Explanation of opinion – Be sure to use evidence to support your opinion: _____

Follow up: Look through the newspaper for current letters to the editor. Did you find one more persuasive than the others? Why do you think it was effective? What one new thing did you learn from this activity?

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?

Additional Online Resources:

Magna Carta, Human Rights and Freedoms – The lesson from the BBC examines one of the key clauses of the Magna Carta, still part of English law today, and provides students with the concepts and language required to take part in a debate on rights and freedoms -

www.teachingenglish.org.uk/article/magna-carta-human-rights-freedoms

Magna Carta: Cornerstone of the U.S. Constitution – A lesson plan from the National Endowment for the Humanities on EDSITEment! - <http://edsitement.neh.gov/lesson-plan/magna-carta-cornerstone-us-constitution>

Magna Carta, Essence of Democracy Curriculum Guide from the Ronald Reagan Presidential Library – <http://www.reagan.utexas.edu/education/For%20Educators/Museum%20Based%20Curriculum%20Guides/MagnaCartaCurriculumGuide.pdf>

A National Constitution Center Classroom Ready Resource called **Editorial Board: Habeas Corpus** - In this lesson, students will gain an understanding of the role of habeas corpus in safeguarding the personal freedom of individuals and as a fundamental element in the due process of law. They will review the history of habeas corpus, examine and discuss specific historical situations where habeas corpus has been suspended or curtailed, and respond to these situations as editorial writers. - http://constitutioncenter.org/jennings/students/Lesson%20Plan_Habeas%20Corpus.pdf

Bill of Rights – National Archives and Records Administration’s translated text - http://www.archives.gov/exhibits/charters/bill_of_rights_transcript.html

Universal Declaration of Human Rights – United Nations - <http://www.un.org/en/documents/udhr/>

The Fifth Amendment: Due Process Protection Through Procedure lessons and activities from the Citizen Advocacy Center funded by the McCormick Foundation - www.citizenadvocacycenter.org/uploads/8/8/4/0/8840743/constitution_the_fifth_amendment.pdf

The 14th Amendment - Annenberg Classroom – This lesson explains three components of the Fourteenth Amendment: due process, equal protection and privileges and immunities. In the linked video, Justice Ruth Bader Ginsburg speaks with students about the Fourteenth Amendment and the protection it offers. - <http://www.annenbergclassroom.org/page/conversation-14th-amendment>

The Washington Post’s lesson plan for the 14th Amendment (part of their Civil War 150 guide) - <http://nie.washingtonpost.com/sites/default/files/FourteenthAmendment.pdf>

Hamdi v. Rumsfeld lesson plan from the Bill of Rights Institute - <http://billofrightsinstitute.org/educate/educator-resources/lessons-plans/landmark-supreme-court-cases-elessons/hamdi-v-rumsfeld-2004/>

In Re Gault lesson plans:

- **American Bar Association** - http://www.americanbar.org/groups/public_education/resources/resources_for_judges_lawyers/7-9/79_juvjustice.html
- **iCivics** - <https://www.icivics.org/teachers/lesson-plans/re-gault-1967>
- **American Constitution Society** - http://www.acslaw.org/files/pdf/HighSchool_ACS%20Sixth_Amd_Lesson_Plan.pdf

Goss v. Lopez lesson plan from the Ohio State Bar Foundation -

<http://www.osbf.net/docs/Constitution%20Classroom/05due%20process%282%29.doc> (pp86-90)

For more lesson plans inspired by the 2015 theme, "Dialogue on Magna Carta" go to the American Bar Association website at <http://bit.ly/1NEbG1u>

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. - <http://www.nysba.org/lychome/>

Answer Key:

Fifth Amendment Crossword (page 5)

