Law Day 2016

Graphic Organizers

Created to prompt discussion about criminal justice and human rights in our country and the Constitutional principles, rights and protections associated with this landmark Supreme Court case.

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Law, Youth and Citizenship Program of the New York State Bar Association
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# Law Day

## Graphic Organizers

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_A special thank you to Judge Jonah Triebwasser (Town of Red Hook), Karen Ferris-Fearnside (NYS Master Teacher Trainer-We the People: The Citizen and the Constitution), Vincent Stark, Esq., David Scott Esq. (Project PATCH, Northport - East Northport UFSD) and Elisa Scott for guidance and for reviewing and editing the materials in this project._
Name ________________________________________________________________

**Vocabulary – write a brief definition for the following terms:**

compelled ____________________________________________________________
counsel ______________________________________________________________
procedural rights ______________________________________________________
overreaching __________________________________________________________
coercive ________________________________________________________________

**Miranda Warning in Editorial Cartoons**

Immediate reaction to Miranda was mixed. Many groups criticized it and political cartoonists poked fun at the logic of the wording. More recently, cartoonist Daryl Cagle drew this cartoon criticizing the uneven application of providing Miranda warnings following the arrest of one of the Boston Marathon bombers. Use the political/editorial cartoon analysis sheet on the next page to organize your thoughts about this cartoon.

![Cartoon Image](source: Cagle.com)

**Assessment question:** What one thing about this lesson would you like to know more about?
Analyzing an Editorial/Political Cartoon

1. What is the cartoon’s title or caption?
2. Who drew the cartoon?
3. When and where was it published?
4. What is familiar to you in this cartoon?
5. What questions do you have about this cartoon?
6. Editorial cartoonists combine pictures and words to communicate their opinions. What tools does the cartoonist use to make his or her point?

   ___ Humor ___ Labels
   ___ Caricature ___ Analogy to another historical or current event
   ___ Symbols ___ Stereotypes
   ___ Speech/idea balloons ___ References to popular culture, art, literature, etc.

7. List the important people or objects shown in the cartoon:

8. Are symbols used? If so, what are they and what do they mean?

9. Are stereotypes used? If so, what group is represented?

10. Is there a caricature of anyone in the cartoon? If so, who?

11. Briefly explain the message of the cartoon:

12. What groups would agree or disagree with the cartoon’s message? Why?

13. Do you think this cartoon is effective in expressing the artist’s message? Why or why not?
Vocabulary – write a definition for the following terms:

Miranda warning (Write out the words of a typical Miranda warning) ______________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
interrogate/interrogation ___________________________________________________________
voluntary _____________________________________________________________
self-incrimination _____________________________________________________________
explicitly ____________________________________________________________

You Have the Right to Remain Silent

Based on case law, you must explicitly assert (speak up and say) your Fifth Amendment right against self-incrimination if you wish to exercise it. In the space below, argue the pros and cons of the rational for this seemingly contradictory principle.

<table>
<thead>
<tr>
<th>Pros: I think this is correct because….</th>
<th>Cons: I think this is wrong because….</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Follow up: Look for current news reports in-print or online of someone asserting one of more or their constitutional rights. Compare one example with the right to remain silent (or against self-incrimination).
Vocabulary – write a definition for the following terms:

alleged _______________________________________________________________________

assailant ______________________________________________________________________

violate ________________________________________________________________________

demeanor _______________________________________________________________________

Miranda Warning Crossword Puzzle

ACROSS
5. Questioning a suspect while in police custody. (2 words)
6. Poor, needy
7. To know the meaning of
8. The part of the Bill of Rights that protects someone suspected of a crime from being a witness against himself/herself. (2 words)

DOWN
1. Liberties whose protection from governmental interference is guaranteed by a constitution. (2 words)
2. The state in which Ernesto Miranda was arrested and tried.
3. The highest court in the United States.
4. Another term for attorney
5. To petition or call on for help or aid

Follow up: As a class, share any current examples of Constitutional rights you found in the news.
Name ____________________________________________

Vocabulary – write a definition for the following terms:

felony ______________________________________________
capital offense _________________________________________
the means ____________________________________________

**Gideon v. Wainwright and the Sixth Amendment Editorial**

Review several newspaper editorials. Pay close attention to the writing style and content. Write your own editorial answering the question, “Was Clarence Gideon right in his assertion that the court must provide a lawyer for him? Why or why not?” 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.

**Essential Question:**
Was Clarence Gideon right in his assertion that the court must provide a lawyer for him? Why or why not?

**Reasons yes:**

**Reasons no:**

**Conclusions:**

**Follow up:** Compare any current examples of balancing individual rights and criminal justice with the Gideon v. Wainwright case. What similarities and differences are there?
Vocabulary – write a definition for the following terms:

mandate

defendants

public defender

statute

eligibility

dependents

criteria

Public Defenders – Fair and Equal 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. Everyone is supposed to have equal protection under the law.

1. As a class, use the print or electronic edition of a 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 a 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. Do you think that public defenders offer the same quality of criminal defense as a private attorney? Why or why not?  _____________________________________________________ _______________________

____________________________________________________________________________________

Follow up: What did you learn about the 6th 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.
Vocabulary – write a definition for the following terms:

inadvertent

proficient

dialect

convey

contingent

bilingual

Communication Barriers to Equal Justice

Pretend you are visiting a foreign country where most people do not speak English. You get arrested for breaking a law but you’re not even sure what you did that was wrong. Briefly write about how this situation would make you feel?

In pairs or small groups, attempt the following exercise. One person will act as someone accused of a crime. Without speaking or writing any words, the other person(s) must attempt to give the accused a full Miranda warning and confirm his or her understanding. After five or six minutes, stop. How successful were you?

Assessment: What did you learn about communication barriers and equal justice?
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 Law Day 2016’s theme, create an acrostic poem using * MIRANDA as your base word.*

**M**

**I**

**R**

**A**

**N**

**D**

**A**

**Follow up:** Write a brief summary of the news story (stories) you selected that demonstrate our constitutional rights and protections, essential to our liberty. Also, please explain why you made this (these) selection(s).

*Other suitable terms include: Justice, Human Rights or Constitution.*
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?
Persuasive Writing – Persuasion Map

Select a local issue from a 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.

Argument:

Reason:  
Fact/Example:  
Fact/Example:  
Fact/Example:  

Reason:  
Fact/Example:  
Fact/Example:  
Fact/Example:  

Reason:  
Fact/Example:  
Fact/Example:  
Fact/Example:  

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

**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 about 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:**

**Annenberg Classroom:** The Right to Remain Silent: Miranda v. Arizona – a 25 minute video and related resources and lesson plans - [http://www.annenbergclassroom.org/page/the-right-to-remain-silent-miranda-v-arizona](http://www.annenbergclassroom.org/page/the-right-to-remain-silent-miranda-v-arizona)


**New York Times – The Learning Network** – 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 freedom In this lesson, students analyze the implementation and controversy of the Miranda rights. Students then explore the views of various types of legal professionals regarding the Miranda decision and other law enforcement and individual rights issues through small group interviews and presentations. - [http://learning.blogs.nytimes.com/1999/12/13/the-right-to-know-your-rights/?_r=0](http://learning.blogs.nytimes.com/1999/12/13/the-right-to-know-your-rights/?_r=0)

**PBS: Understanding and Applying the Miranda Decision** - In this lesson students learn about the Supreme Court’s decision in Miranda v. Arizona (1966). This case created the law that police have to read someone their rights before they are arrested, this includes the right to a lawyer. They will use what they have learn and decide what they would have done in real, recent cases. One case, Yarborough v. Alvarado (2004), affects the rights of juveniles. - [http://www.pbslearningmedia.org/resource/bf09.socst.us.const.lpmirzona/understanding-and-applying-the-miranda-decision/](http://www.pbslearningmedia.org/resource/bf09.socst.us.const.lpmirzona/understanding-and-applying-the-miranda-decision/)


**Miranda warning jigsaw puzzle** - [http://www.manythings.org/miranda/](http://www.manythings.org/miranda/)


**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/](http://www.nysba.org/lychome/)
Answer Key:

Miranda Warning Crossword (page 6)