



Law Day 2017 Graphic Organizers

Created to prompt discussion about the 14th Amendment, its key clauses, civic principles, rights and protections, and as a source for equal justice under the law.

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Law Day

Graphic Organizers

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Name _____

Vocabulary – write a brief definition for the following terms:

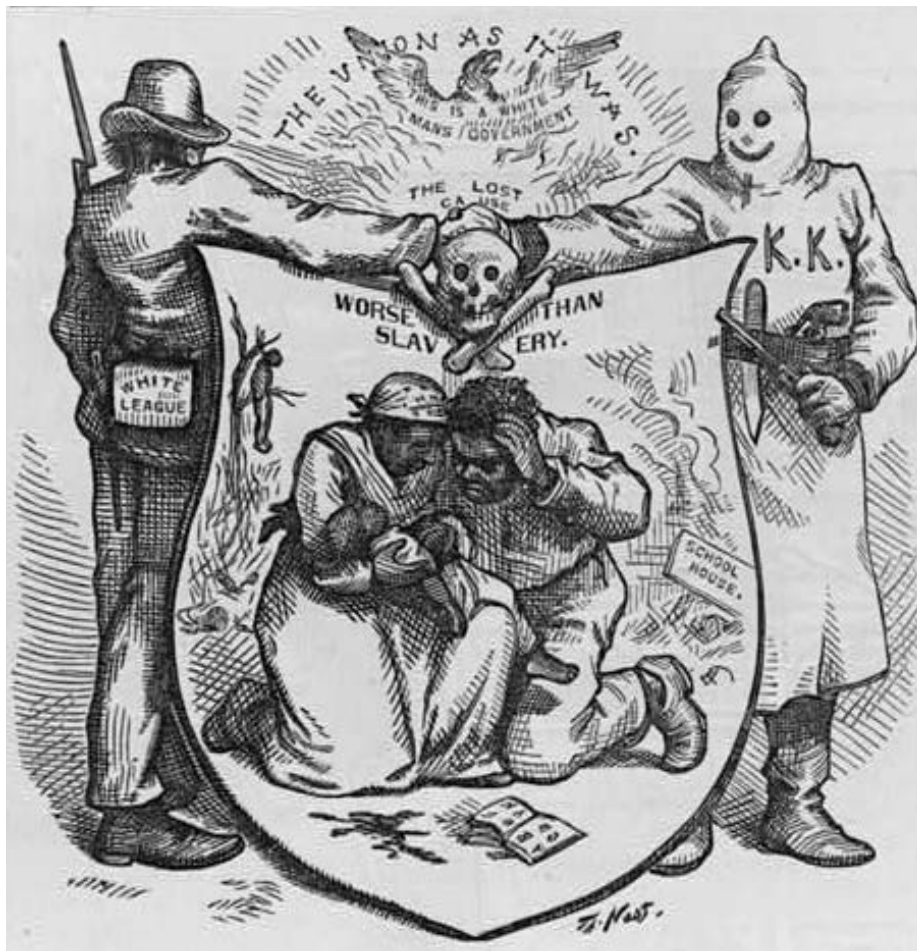
Reconstruction Era _____

Bill of Rights _____

fundamental rights _____

advocate _____

Reconstruction Amendments - Equality vs. Reality



After the Civil War, Reconstruction aimed to reunite the nation. The Reconstruction Amendments freed the slaves, made them citizens and attempted to give them equal protection under the law, however the struggles of African Americans were far from over.

Discrimination, intimidation, and violence against former slaves was common and state and local governments made laws designed to bypass the 13th, 14th and 15th Amendments.

Here, cartoonist, Thomas Nast is making an emotionally-charged statement about the state of the nation—that the environment created by racist groups has made the African American experience during Reconstruction worse than slavery.

Use the political/editorial cartoon analysis sheet on the next page to organize your thoughts about this cartoon.

Research Tip: The White League may also be referred to as Redeemers.

Source: Cartoonist, Thomas Nast – Harper’s Weekly – 1874, The Library of Congress, Prints and Photographs Division, LC-USZ62-128619.

Assessment question: What one thing about this lesson would you like to know more about?

Name _____

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?

Name _____

Vocabulary – write a definition for the following terms:

servitude _____

naturalized citizen _____

jurisdiction _____

abridge _____

immunities _____

undermined _____

Background Information/Historic Context for 14th Amendment

In the first column, write what you already know about about the 14th Amendment. In the second column, write what you want to know or questions you have about it. After you have completed your research, write what you learned in the third column.

Know	Want to Know/Questions	Learned

Follow up: After studying the 14th Amendment, look for current news reports in-print or online for local legal proceedings involving questions of citizenship, due process or equal protection – living examples of rights under the Fourteenth Amendment.

Name _____

Vocabulary – write a definition for the following terms:

second-class _____

Caucasian _____

alleged _____

statute _____

Jim Crow laws _____

14th Amendment Word Search

J	E	S	B	Y	W	R	C	G	V	K	N	P	A	U
Y	W	F	V	C	C	C	B	N	O	O	O	X	N	Y
K	M	U	I	M	Y	L	H	Y	I	T	I	U	L	G
E	Q	U	A	L	P	R	O	T	E	C	T	I	O	N
Y	T	R	E	B	I	L	C	T	A	Y	U	J	B	Y
N	O	I	T	A	Z	I	L	A	R	U	T	A	N	T
S	T	N	E	M	D	N	E	M	A	L	I	G	J	R
D	N	J	F	S	E	S	C	G	P	Z	T	R	P	E
P	I	F	I	C	I	T	I	Z	E	N	S	H	I	P
S	P	R	I	V	I	L	E	G	E	S	N	F	P	O
B	U	A	B	R	I	D	G	E	L	Q	O	V	H	R
J	S	S	E	C	O	R	P	E	U	D	C	F	C	P

Word bank:

ABRIDGE, AMENDMENT, CITIZENSHIP, CONSTITUTION, DUE PROCESS, EQUAL PROTECTION, JURISDICTION, LIBERTY, LIFE, NATURALIZATION, PRIVILEGES, PROPERTY

Follow up: As a class, share news stories of someone standing up against something they believe to be wrong. Compare this individual and his or her action with that of Homer Plessy. How are they similar? How are they different?

Name _____

Vocabulary – write a definition for the following terms:

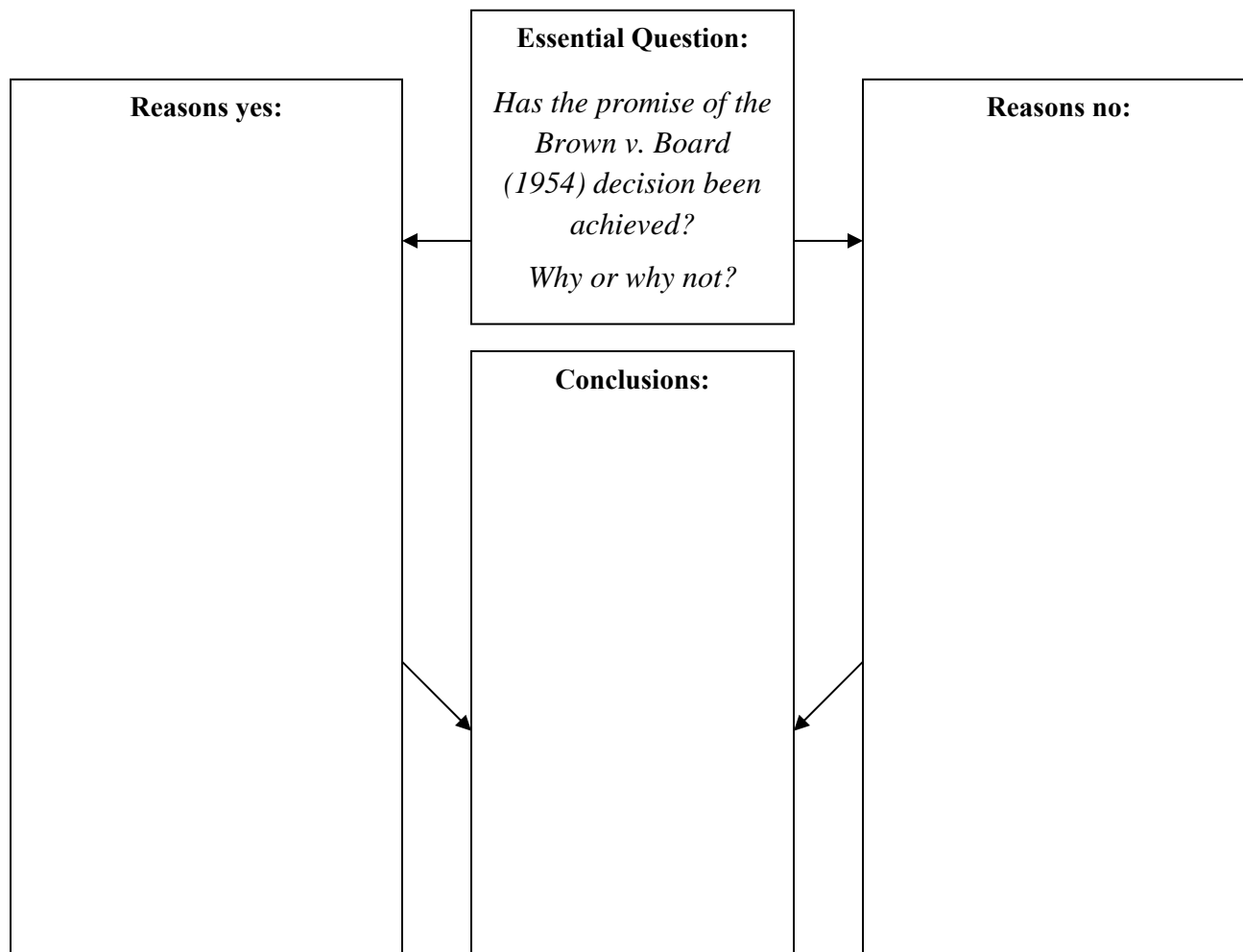
segregation _____

vital _____

detrimental _____

Brown v. Board (1954) and Equal Protection

Review several newspaper editorials. Pay close attention to the writing style and content. Write your own editorial answering the question, “*Has the promise of the Brown v. Board (1954) decision been achieved?*” 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 groups or individual seeking equal treatment as in *Brown v. Board (1954)* case. What similarities and differences are there?

Name _____

Vocabulary – write a definition for the following terms:

procedural _____

substantive _____

practicable _____

***Goss v. Lopez* and Procedural Due Process**

Pretend you belong to brand new club. Use this chart to help draft a disciplinary process 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)/Process 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 or 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.

Does the policy you drafted ensure that the individual’s due process rights are respected and protected? If not – work on a rewrite. If so, be prepared to explain how.

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?

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.

Name _____

Vocabulary – write a definition for the following terms:

compulsory _____

facilitated _____

injunction _____

deliberated _____

unanimous _____

arbitrarily _____

repose _____

***Pierce v. Society of Sisters* and Substantive Due Process:
Making a Unanimous Decision**

Look for a news report, in print or online, for a controversial issue involving a new rule or way of doing things. Research the pros and cons of the issue and then divide the class randomly in groups of nine students (representing the nine Justices of the Supreme Court). In each group, respectively discuss each student's thoughts on the rule (law) in this issue and attempt to come to a unanimous consensus (agreement) about how to solve the issue.

Assessment: What did you learn about the challenges of forming a unanimous agreement?

Name _____

Vocabulary – write a brief definition for the following terms:

exclusion _____

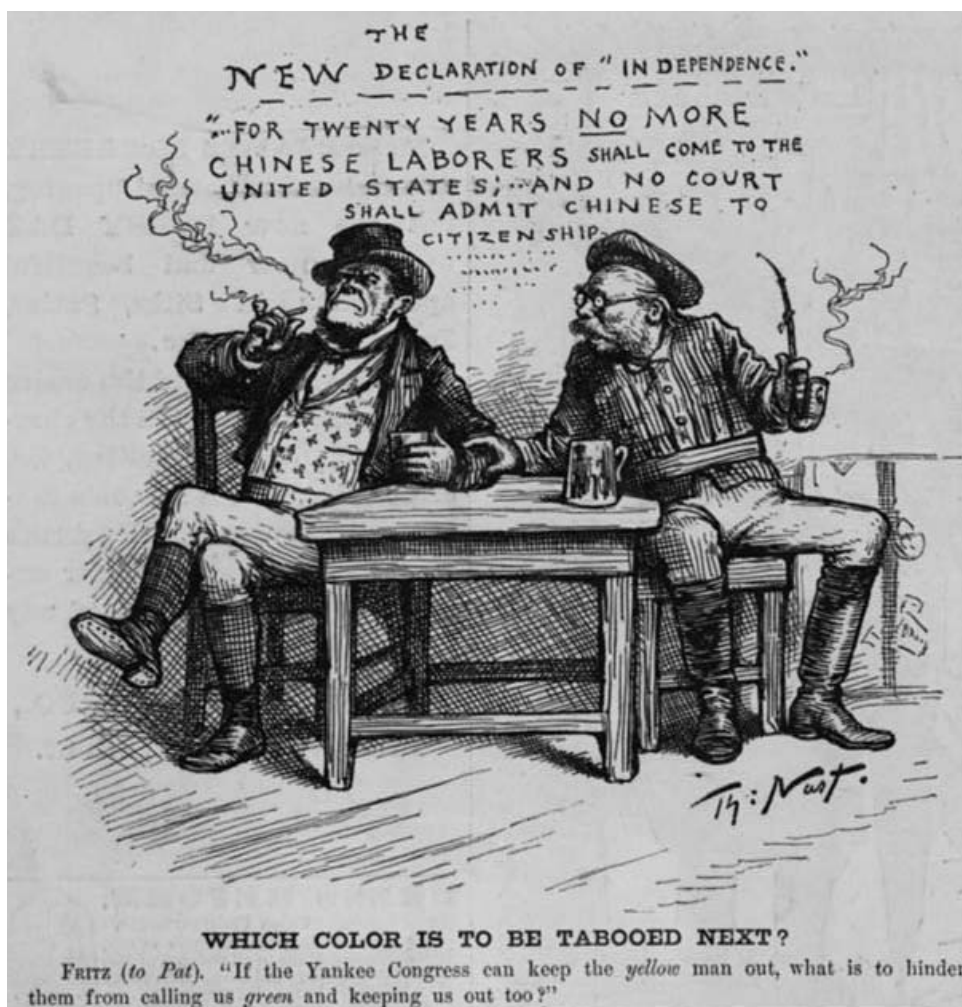
exempt _____

foreign decent _____

diplomats _____

obliterated _____

Immigration and Citizenship



During the 19th century the United States received many immigrants from China. Chinese immigrants who came to work in the United States faced prejudice and brutality.

During his artistic career with Harper's Weekly, Thomas Nast created a total of 46 cartoons about Chinese immigrants and Chinese Americans. Nast's Chinese drawings align with Harper's Weekly editorial position of inclusion and tolerance for all immigrants.

No Chinese character is included in this particular cartoon however, careful examination of it clearly indicates that the topic of Chinese immigration is the artist's focus.

Source: Cartoonist, Thomas Nast – Harper's Weekly – 1882, The Library of Congress, Prints and Photographs Division, LC-USZ61-2195.

Directions: Use the political/editorial cartoon analysis sheet on the next page to organize your thoughts about this cartoon. Look for modern political/editorial cartoons focused on the topics of immigration and citizenship. Compare and contrast them with this one.

Name _____

Analyzing an Editorial/Political Cartoon

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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?

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 Law Day 2017's theme, create an acrostic poem using *EQUALITY* as your base word.*

E
Q
U
A
L
I
T
Y

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: Citizenship, Justice or Constitution.

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? _____

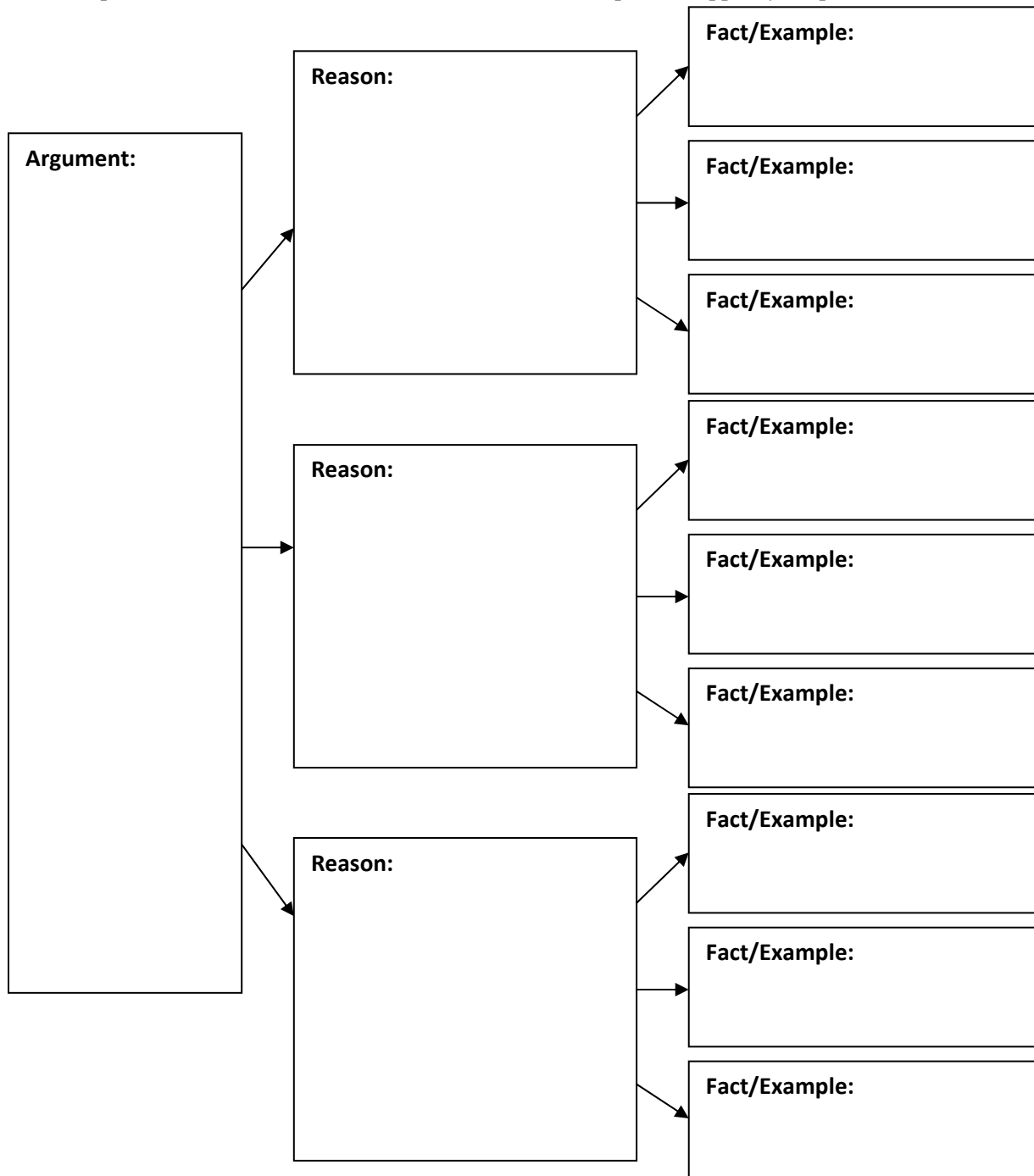
Do you have any advice to the students in my class? _____

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

Name _____

Persuasive Writing – Persuasion Map

Select a local issue from 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.



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?

Name _____

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/aec/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?

Name _____

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?

Name _____

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 – video of Justice Ruth Bader Ginsburg discussing the 14th Amendment
<http://www.annenbergclassroom.org/page/conversation-14th-amendment>

The Bill of Rights Institute – Teaching the Bill of Rights: The Fourteenth Amendment –
<https://billofrightsinstitute.org/educate/educator-resources/lessons-plans/bill-rights-institute-curricula-resources/teaching-complex-topics/teaching-bill-rights-fourteenth-amendment/>

The Bill of Rights Institute – Voices of History - The Bill of Rights and Incorporation -
<http://voicesofhistory.org/preserving-the-bill-of-rights/incorporation/#>

Classroom Law Project – <http://www.classroomlaw.org/resources/teaching-materials/>

Constitutional Rights Foundation Chicago (CRFC) – Civil Conversation on the 14th Amendment -
<http://www.crfc.org/teaching-materials/civil-conversation-14th-amendment>

Library of Congress – 14th Amendment to the U.S. Constitution -
<https://www.loc.gov/rr/program/bib/ourdocs/14thamendment.html>

National Constitution Center – Putting the 14th Amendment to the Test -
<https://constitutioncenter.org/jennings/students/14th-amendment-jennings-lesson.pdf>

National Education Association – High School Lesson Plan - Equal Protection under the Law – 14th Amendment to the U.S. Constitution, Brown v. Board of Education -
<https://www.nea.org/assets/docs/High%20School%20Lesson%20Plan%20-%2014th%20Amendment%20FINAL%20bm.pdf>

National Park Service – The Fourteenth Amendment -
<https://www.nps.gov/chsc/learn/education/upload/Fourteenth%20Amendment%20Lesson%20Plan.pdf>

The New York Times Learning Network – Equality Under the Law? Investigating Race and the Justice System- <https://learning.blogs.nytimes.com/2016/01/06/equality-under-the-law-investigating-race-and-the-justice-system/>

PBS for Educators – The Supreme Court - <http://www.pbs.org/wnet/supremecourt/educators/lp2.html>

PBS Learning - <https://ny.pbslearningmedia.org/resource/bf09.socst.us.const.lpprotect14/the-meaning-of-the-fourteenth-amendment/#.WOQGWLvIU>

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:

14th Amendment Word Search (page 6)

