



Law Day Teachers' Guide

Created to prompt discussion about the rule of law and the civic principles, rights and protections at work in the consistent, and yet, ever changing U.S. Constitution.

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About this guide

This guide was created to accompany and complement the New York Newspapers Foundation's Law Day 2023 News Media Literacy/Newspaper In Education series of features.

STANDARDS:

NYS Social Studies - nysed.gov/curriculum-instruction/k-12-social-studies-framework and ELA Standards - nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards

Outside NYS: NCTE / IRA Standards for the English Language Arts and for the Assessment of Reading and Writing (2012) - <https://ncte.org/resources/standards/>
National Curriculum Standards for Social Studies - socialstudies.org/standards/strands

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Supreme Court Background Links:

Brown v. Board of Education (1954)

A portion of the case conclusion from Oyez.com: Unanimous Decision - Separate but equal educational facilities for racial minorities is inherently unequal violating the Equal Protection Clause of the Fourteenth Amendment. For more details, go to <https://www.oyez.org/cases/1940-1955/347us483>.

Lau v. Nichols (1974)

Case conclusion from Oyez.com: Justice William O. Douglas wrote for a unanimous court. The Court determined that the school system's failure to provide supplemental English language instruction to students of Chinese ancestry who spoke no English constituted a violation of the California Education Code in the SFUSD Handbook and Section 601 of the Civil Rights Act of 1964 because it deprived those students of an opportunity to participate in the public education program. For more details, go to <https://www.oyez.org/cases/1973/72-6520>.

Regents of the University of California v. Bakke (1978)

Case conclusion from Oyez.com: There was no single majority opinion. Four of the justices contended that any racial quota system supported by government violated the Civil Rights Act of 1964. Justice Lewis F. Powell, Jr., agreed, casting the deciding vote ordering the medical school to admit Bakke. However, in his opinion, Powell argued that the rigid use of racial quotas as employed at the school violated the Equal Protection Clause of the Fourteenth Amendment. The remaining four justices held that the use of race as a criterion in admissions decisions in higher education was constitutionally permissible. Powell joined that opinion as well, contending that the use of race was permissible as one of several admission criteria. So, the Court managed to minimize white opposition to the goal of equality (by finding for Bakke) while extending gains for racial minorities through affirmative action. For more details, go to <https://www.oyez.org/cases/1979/76-811>

Plyler v. Doe (1982)

Case conclusion from supremejustia.com: A Texas statute which withholds from local school districts any state funds for the education of children who were not "legally admitted" into the United States, and which authorizes local school districts to deny enrollment to such children, violates the Equal Protection Clause of the Fourteenth Amendment. For more details, go to <https://supreme.justia.com/cases/federal/us/457/202/>

Grutter v. Bollinger (2003)

A portion of the case conclusion from Oyez.com: In a 5-4 opinion delivered by Justice Sandra Day O'Connor, the Court held that the Equal Protection Clause does not prohibit the

Law School's narrowly tailored use of race in admissions decisions to further a compelling interest in obtaining the educational benefits that flow from a diverse student body. For more details, go to <https://www.oyez.org/cases/2002/02-241>

Fisher v. University of Texas (2016)

A portion of the case conclusion from Oyez.com: The University of Texas' use of race as a consideration in the admissions process did not violate the Equal Protection Clause of the Fourteenth Amendment. Justice Anthony M. Kennedy delivered the opinion for the 4-3 majority. The Court held that the University of Texas' use of race as a factor in the holistic review used to fill the spots remaining after the Top Ten Percent Plan was narrowly tailored to serve a compelling state interest. Previous precedent had established that educational diversity is a compelling interest as long as it is expressed as a concrete and precise goal that is neither a quota of minority students nor an amorphous idea of diversity. For more details, go to <https://www.oyez.org/cases/2015/14-981>

Fry v. Napoleon Community Schools (2017)

Case conclusion from Oyez.com: The Individuals with Disabilities Education Act (IDEA) does not require that a plaintiff exhaust administrative remedies before suing under the Americans with Disabilities Act if the plaintiff's claims are not based in, and seeking relief for, the denial of a free and appropriate public education (FAPE). For more details, go to <https://www.oyez.org/cases/2016/15-497>

Preamble of the Constitution

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Constitutional Amendments and Laws

(That relate to the cases in this year's series)

United States Constitution –

- **Amendment XIV** - Passed by Congress June 13, 1866, and ratified July 9, 1868.
 - Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Civil Rights Act of 1964, approved July 2, 1964

AN ACT To enforce the constitutional right to vote, to confer jurisdiction upon the district courts of the United States to provide injunctive relief against discrimination in public accommodations, to authorize the Attorney General to institute suits to protect constitutional rights in public facilities and public education, to extend the Commission on Civil Rights, to prevent discrimination in federally assisted programs, to establish a Commission on Equal Employment Opportunity, and for other purposes.

Source: archives.gov

Title VI of Civil Rights Act of 1964

Nondiscrimination in Federally Assisted Programs

SEC. 601. No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Source: ed.gov

Clarification of Title VI from the USDOE Office of Civil Rights:

Programs and activities that receive ED funds must operate in a non-discriminatory manner. These may include, but are not limited to: admissions, recruitment, financial aid, academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, vocational education, recreation, physical education, athletics, housing and employment, if it affects those who are intended to benefit from the Federal funds. Source: ed.gov

Executive Order No. 10925 – Affirmative Action

On March 6, 1961, shortly after JFK took office, he signed Executive Order 10925, opening a new chapter in achieving access to good jobs by requiring government contractors to “take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, creed, color or national origin.” Executive Order No. 10925 gave federal contracting agencies authority to institute procedures against federal contractors who violated their EEO obligations—including contract cancellation, debarment from future contracts and other sanctions. Source: dol.gov

Equal Opportunity

OVERVIEW:

Explore the rule of law principles involving the equal protection clause of the 14th Amendment and Title VI of the Civil Rights Act of 1964.

OBJECTIVES:

Students will:

- Identify past and present efforts to applying the rule of law giving people equal opportunity
- Demonstrate the ability to read a nonfiction passage or text
- Understand and articulate what the text directly as well as indirectly states in order to make an assumption about the text

MATERIALS:

- Copy of the Law Day 2023 Cornerstones of Democracy: Civics, Civility and Collaboration series
- Internet access (for electronic editions of the newspaper or additional resources)
- Graphic organizer – The fight for equality under the law

PROCEDURES:

- Read the feature entitled “Equal Opportunity Rights for English Language Learners”
- Research current news events of people fighting for equal treatment under the law
- Complete the graphic organizer – The fight for equality under the law

Closure:

As a class, briefly discuss what you discovered doing this activity.

Evaluation:

Students will be informally assessed on their ability to obtain the facts from the newspaper and inferences about future actions based on those facts and by the completion of the student assessment:

- **What do you think you’ll remember most about this lesson? Why?**

Adaptations:

- Working in pairs or small groups will help ELL students and those with special learning needs to complete the desired tasks.

Additional Online Resources:

- iCivics.org – *Lau v. Nichols* Lesson Plan - <https://www.icivics.org/teachers/lesson-plans/lau-v-nichols-1974>
- colorincolorado.org - *Lau vs. Nichols*: A Landmark Case for ELL Education – a 2:44 minute video summary of the case - <https://www.colorincolorado.org/video/lau-vs-nichols-landmark-case-ell-education>

Name _____

Vocabulary – write a definition for the following terms:

jurisdiction _____

segregation _____

supplemental _____

The Fight for Equality Under the Law

The fight for equal education for Kinney Kinmon Lau and others went all the way to the Supreme Court. Look through the newspaper (in-print or electronic) for examples of people standing up for their rights or the rights of others. Compare and contrast these current actions with those of the students of Chinese descent and others. Use the chart below to organize the information you find.

Fight for equal education opportunities	Modern fight for equal treatment under the law

Follow up: The *Lau v. Nichols* Court case and ruling continues to help guarantee “meaningful” education for English language learners. What do you think might be the short and long-term effects of the civil rights actions taking place today?

Equal Protection – Immigrants’ Rights

OVERVIEW:

This lesson explores the principle that *all* people are protected by the equal protection clause of the 14th Amendment of the Constitution.

OBJECTIVES:

Students will:

- Identify that even non-citizens are protected under the U.S. Constitution
- Demonstrate the ability to read a nonfiction passage or text
- Understand and articulate what the text directly as well as indirectly states in order to make a conclusion about the text

MATERIALS:

- Copy of the Law Day 2023 Cornerstones of Democracy: Civics, Civility and Collaboration series
- Newspapers or internet access (for electronic editions of the newspaper or additional news resources)
- Graphic organizer – The fight for equality under the law

PROCEDURES:

- Read the feature entitled “Student Immigrants’ Rights”
- Also read the ACLU’s position paper – The Rights of Immigrants, at <https://www.aclu.org/other/rights-immigrants-aclu-position-paper>
- Research current news events concerning immigrants’ rights issues/challenges
- Complete the graphic organizer – Equal Protection

Closure:

- Lead a class discussion about the Equal Protection – Immigrants’ Rights activity. Ask students to identify one or two current legal battles concerning immigrants they learned about.

Evaluation:

Students will be informally assessed on their ability to obtain the facts from the newspaper and other sources and by the completion of the student assessment:

- **What one new thing did you learn from this activity?**

Adaptations:

- Working in pairs or small groups will help ELL students and those with special learning needs to complete the desired tasks.

Additional Online Resources:

- National Council for the Social Studies - Equal Protection, Immigration, and Education: *Plyler v. Doe* – https://www.socialstudies.org/system/files/publications/articles/se_7804183.pdf
- PBS NewsHour – <https://www.pbs.org/newshour/politics/what-constitutional-rights-do-undocumented-immigrants-have>

Name _____

Vocabulary – write a definition for the following terms:

undocumented _____

onus _____

underutilize _____

dissenting _____

Equal Protection – Immigrants’ Rights

Look through the news, in print or online, for examples of recent immigrants’ rights issues or challenges. Select one. Prepare a summary of the who, what, where, when, why and how to share with your class.

Who is involved?
What happened?
When did this occur? (Give some historic background. Consider creating a timeline of events on another piece of paper)
Where did this happen?
Why is this a immigrants’ rights concern?
How do you think this immigrants’ right issue/challenge will be resolved? How might it affect how U.S. immigrants are treated in the future?

Follow up: What questions do you still have about the Constitutional rights of people living in the United States?

Advocating for the Rights of Others

OVERVIEW:

In this lesson, students will investigate historic and current examples of people fighting for the rights of those with disabilities. They will also look for current examples in the news of individuals and groups of people advocating with the rights of others.

OBJECTIVES:

Students will:

- Develop a basic understanding of the challenges faced by those living with disabilities
- Development a basic understanding how they might confront injustice in the world today
- Demonstrate the ability to read a nonfiction passage or text
- Understand and articulate what the text directly as well as indirectly states in order to make a conclusion about the text

MATERIALS:

- Copy of the Law Day 2023 Cornerstones of Democracy: Civics, Civility and Collaboration series
- Graphic organizer – Advocating for the Rights of Others
- Newspapers or internet access (for electronic editions of the newspaper or additional news resources)

PROCEDURES:

- Read the feature entitled “Rights with Students with Disabilities”
- Watch the 5-minute PBS NewsHour clip, The Americans with Disabilities Act at 30 years: What comes next? - <https://youtu.be/02lg5nkak04>
- Research current news of individuals or groups of people standing up for what they believe to be right and fair
- Complete the graphic organizer – Advocating for the Rights of Others

Closure:

Lead a discussion about the ways ordinary citizens can help bring awareness of injustices and bring about positive change.

Evaluation:

Students will be informally assessed on their ability to obtain facts from the newspaper and other news sources and by the completion of the student assessment:

- **What did you learn about standing up for others and your rights under the Constitution?**

Adaptations:

- Working in pairs or small groups will help ELL students and those with special learning needs to complete the desired tasks.

Additional Online Resource:

- ADL Lesson Plan - Equal Treatment, Equal Access: Raising Awareness about People with Disabilities and Their Struggle for Equal Rights - <https://www.adl.org/resources/lesson-plan/equal-treatment-equal-access-raising-awareness-about-people-disabilities-and>

Name _____

Vocabulary – write a definition for the following terms:

advocate _____

disability _____

discrimination _____

equal access _____

public accomodation _____

Advocating for the Rights of Others

What started as parents fighting for the rights of their child to use service dog at her elementary school turned into a Supreme Court case that, over time, could impact many more students and people with disabilities. Look through newspaper coverage, in-print or online, for examples of individuals or groups of people using their voices and First Amendment rights of Speech, Assembly and/or Press to stand up for what is fair. Is it a Constitutional issue? Are any of them students? As a class, discuss whether you agree or disagree about this issue and why. Use the space below to take notes and organize your thoughts.

Assessment: What did you learn about standing up for others and your rights under the Constitution?

Fair Admissions Process

OVERVIEW:

Students will use what they've just learned about historic legislation and the rule of law in creating their own set of rules balancing the ideals of Title IV of the Civil Rights Act of 1964 and affirmative action.

OBJECTIVES:

Students will:

- Understand the importance of having clear and fair guidelines for adhering to laws
- Understand the importance of the rule of law for protection of individual rights and the common good
- Know how various people and groups make, apply and enforce rules and laws for others and manage disputes about rules and laws

MATERIALS:

- Copy of the Law Day 2023 Cornerstones of Democracy: Civics, Civility and Collaboration series
- Internet access (for electronic editions of the newspaper or additional resources)
- Graphic organizer – Fair Admissions Process

PROCEDURES:

- Read the series' feature with the heading "Fair Admissions Practices"
- Individually or in small groups, have students complete the graphic organizer – Fair Admissions Process"

Closure:

Lead a discussion about the challenges of balancing individual rights and the common good, including safety. What current news events have similar challenges?

Evaluation:

Students will be informally assessed on their ability to obtain the facts of the selected case from the newspaper and other sources and by the completion of the student assessment:

- **Complete this statement: I still have a question about...**

Adaptations:

- By working in small groups, ELL students and those with special learning needs should be able to complete the graphic organizer.

Additional Online Resource:

- PBS Above the Noise – Is Affirmative Action Fair? - <https://www.youtube.com/watch?v=ZhUOw0KidZg&t=136s>
- C-SPAN – Lesson Plan: Civil Rights and Affirmative Action - <https://www.c-span.org/classroom/document/?2294>

Name _____

Vocabulary – write a definition for the following terms:

quota _____

race-conscious _____

Fair Admissions Process

Pretend you belong to a brand-new club. Use this chart to help draft the club’s policy to deal with the admission for new members. The goal of the club is to have as diverse and as intelligent a group of members as possible to share ideas and foster understanding. Remember you need to consider and protect the rights of each applicant while attempting to diversify of members of the clubhouse without creating a quota system.

Rule(s)/Process to deal with diversity in club admissions	Protect Individual Rights?	Does it create an unfair quota?

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 rights against discrimination? 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 better good of the group. 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.

Persuasive Argument: Separate is Not Equal

OVERVIEW:

Students will practice finding verifiable facts in current news articles from the newspaper (print or electronic) and other sources. They will also practice using this information to form an opinion and create a persuasive argument. Student may be presented orally or in writing.

OBJECTIVES:

Students will:

- Demonstrate the ability to read a nonfiction passage or text
- Identify, extract, and cite text to thoroughly support their responses
- Use their writing to persuade others
- State an opinion and provide facts/verifiable evidence to support that opinion
- Develop an understanding of how writing can influence or change another's thoughts or actions

MATERIALS:

- Copy of the Law Day 2023 Cornerstones of Democracy: Civics, Civility and Collaboration series
- Newspapers (in print or electronic)
- Internet access (for electronic editions of the newspaper or additional resources)
- Graphic organizer – Persuasive Argument

PROCEDURES:

- Record research using the graphic organizer – Persuasive Argument: Separate is Not Equal
- Have students research a current events topic, form an opinion about it and be prepared to share their persuasive argument with the class. All students should start with the graphic organizer on the next page. All students should start with the graphic organizer on the next page. If there is time, consider assigning one of activities on pages 18 through 21.

Closure:

Lead a discussion about the importance of truth and verifiable facts, especially in effectively persuading others.

Evaluation:

Students will be informally assessed on their ability to obtain the facts of the selected topic from the newspaper and other sources and by the completion of the student assessment:

- **Complete this statement: I still have a question about...**

Adaptations:

- By working in small groups, ELL students and those with special learning needs should be able to complete the graphic organizer.

Additional Online Resources:

- A Classroom Guide to Separate Is Not Equal: Brown v. Board of Education https://americanhistory.si.edu/brown/pdf/teachersguide_full_final.pdf
- iCivics – Equal Protection Clause - <https://www.icivics.org/teachers/lesson-plans/equal-protection-clause>

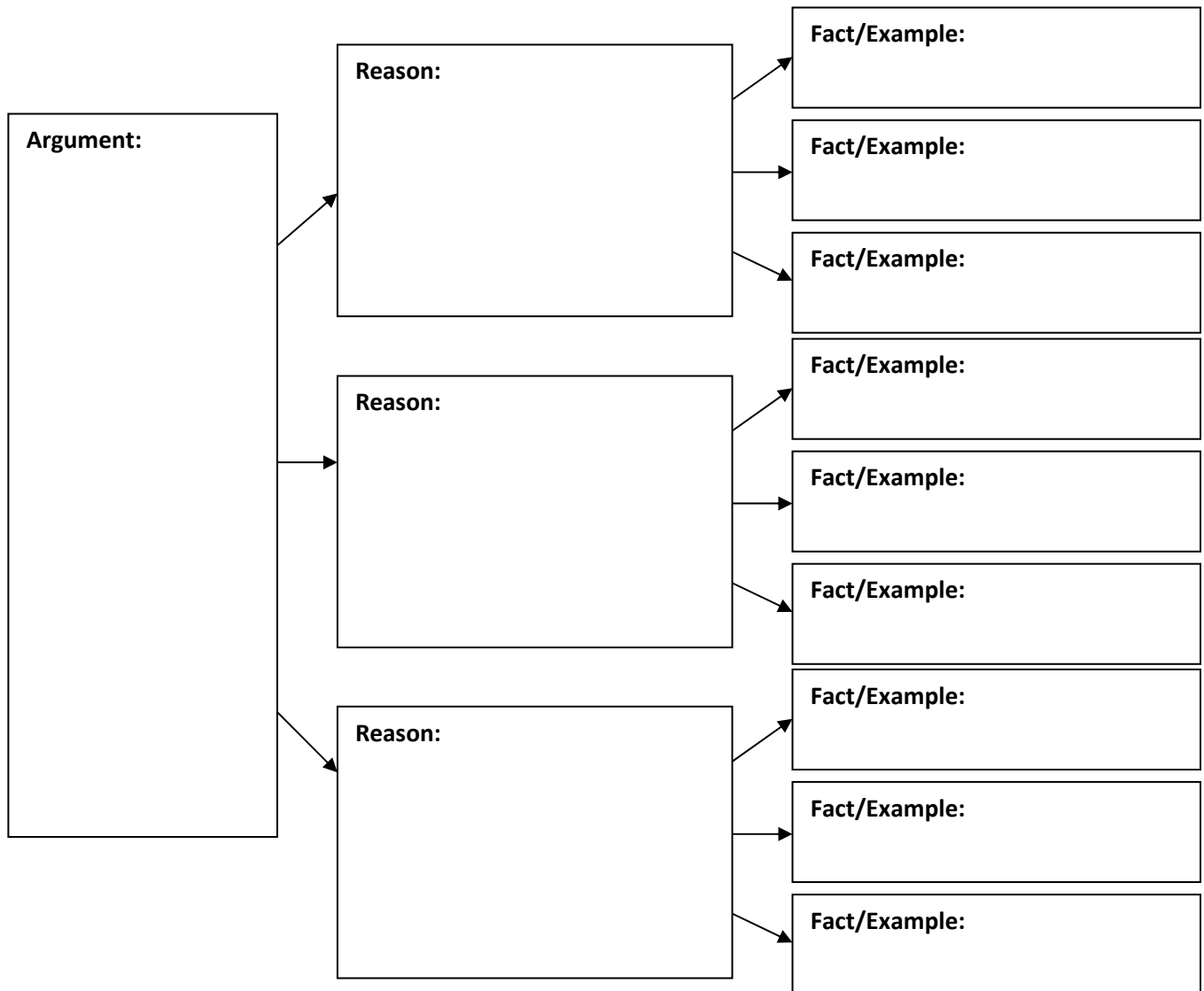
Name _____

Vocabulary – write a definition for the following terms:

segregation _____

Persuasive Argument: Separate is Not Equal

In the case of *Brown v. Board*, the Supreme Court held that “separate but equal” facilities are inherently unequal and violated the protections of the Equal Protection Clause of the Fourteenth Amendment and therefore unconstitutional. Use the chart below to strengthen your persuasive writing skills. Select a local issue or court case from the news 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 verifiable 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/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?

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?

Equal Rights: An Acrostic Poem

OVERVIEW:

Students will apply what they have learned about Supreme Court cases attempting to ensure equal rights in education by creating an acrostic poem.

OBJECTIVES:

Students will:

- Understand and explain what an acrostic poem is
- Students will be able to use knowledge of antonyms and synonyms to determine meanings of words
- Demonstrate knowledge of the importance of rule of law and each citizen's role in upholding and safeguarding its principles in the acrostic poem each creates

MATERIALS:

- Copies of the NIE features - Law Day 2023 Cornerstones of Democracy: Civics, Civility and Collaboration series
- Newspapers (in print or electronic)
- Internet access (for electronic editions of the newspaper or additional resources)

PROCEDURES:

- Review or introduce Acrostic Poems depending on the background knowledge of your students including modeling an example of creating an acrostic poem.
- Independently, or in small groups, have students use the newspaper (print or electronic) to help find and brainstorm vocabulary words appropriate to the task.
- Write, share with a partner and revise, if necessary, based on feedback

Closure:

Re-cap different aspects of the importance of the rule of law in our nation's continually striving to ensure equal rights and social justice for all students. Display the final acrostic poems on a class bulletin board or via an electronic slide presentation.

Evaluation:

Students will be informally assessed on their ability to find examples of democracy at work from the newspaper and other sources and by the completion of the student assessment:

- **What new vocabulary words did you learn doing this activity?**

Adaptations:

- Teacher may need to model more than one example or use a word wall to assist students in identifying appropriate words for the task.
- By working in small groups, ELL students and those with special learning needs should be able to complete the graphic organizer.

Name _____

Equal Rights: An Acrostic Poem

Now that you know more about some of the case laws protecting equal access to education why not write a poem about it? Acrostics are a fun poetic form that anyone can write. To complete the acrostic, from newspapers, select words that describe ideals of democracy and include the letters in the words, "Equal Rights." Note that the letters in the words you choose may appear at the beginning, middle or end of the words.

**E
Q
U
A
L

R
I
G
H
T
S**

Follow-up: Explain your choice of words to another student. Respond to any questions. Then, in your own words, write a paragraph or two about the importance of adhering to the rule of law while we protect and defend the rights of all people.

Assessment: What new vocabulary words did you learn doing this activity?

Additional Resources:

(Listed in alphabetical order)

American Bar Association - Rights of Immigrants Questions and Answers - <https://www.americanbar.org/groups/crsj/projects-and-initiatives/civil-rights-civics-institute/rightsofimmigrants/>

American Defamation League (ADL) – Backgrounder: A Brief History of the Disability Rights Movement <https://www.adl.org/resources/backgrounder/brief-history-disability-rights-movement>

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

C-SPAN – Americans with Disabilities Act – This lesson details the provisions of the Americans with Disabilities Act signed by President George H.W. Bush. It also looks at the 20th Anniversary speech made by President Barack Obama and his vision for the future of Americans with Disabilities. <https://www.c-span.org/classroom/document/?17001>

C-SPAN – How Should the Constitution be Interpreted? – This lesson looks at the different ways that Supreme Court Justices and scholars interpret the Constitution. Students will explore perspectives such as the living Constitution theory, originalism and literalism by viewing clips. Student will develop their own Constitutional philosophy by applying these interpretations to current topics. <https://www.c-span.org/classroom/document/?9512>

Constitutional Rights Foundation – Educating About Immigration - <http://www.crfimmigrationed.org/lessons-for-teachers>

EDSITEment - Oyez! Oyez! Oyez!: Simulating the Supreme Court - a lesson that helps students learn about the judicial system through simulating a real court case involving student free speech rights. <https://edsitement.neh.gov/lesson-plans/oyez-oyez-oyez-simulating-supreme-court>

Junior Scholastic - Lesson Plan - The Fight for Disability Rights - <https://junior.scholastic.com/pages/promotion/031521/the-fight-for-disability-rights/lesson-plan.html>

National Constitution Center – Fun, free educational video lessons about the U.S. Constitution - <https://constitutioncenter.org/learn/hall-pass>

National Park Service – Teaching Engaged Citizenship, Amending the U.S. Constitution – This lesson includes activities that encourages learners to think critically about why individuals support amendments, which amendments succeed, and which fail. <https://www.nps.gov/articles/000/teaching-civics-amending-the-u-s-constitution.htm>

PBS for Educators – How History Affects Supreme Court Decisions and Supreme Court Decisions Affect History: A Look at the Fourteenth Amendment - <http://www.pbs.org/wnet/supremecourt/educators/lp2.html>

PBS POV American Documentary Inc – Disturbing the Universe: Lesson Plan: Standing Up Against Injustice - <http://archive.pov.org/disturbingtheuniverse/lesson-plan/>

Name _____

Law Day 2023 Vocabulary

Look up and write a definition for each of the following terms

Advocate _____

Affirmative Action _____

Civics _____

Civility _____

Collaboration _____

Constitution _____

Disability _____

Discrimination _____

Dissenting _____

Law Day 2022 Vocabulary (continued)

Equal Access _____

Jurisdiction _____

Onus _____

Public Accommodations _____

Quota _____

Race-conscious _____

Rights _____

Rule of Law _____

Segregation _____

Supplemental _____

Law Day 2022 Vocabulary (continued)

Underutilize _____

Undocumented _____

Assessment: What is one new thing have you learned by defining these vocabulary words?

Name _____

Law Day 2023 Crossword

Use the terms in the word bank and the clues below to complete the crossword puzzle.

WORD BANK:

ADVOCATE
 ACCOMMODATION
 AFFIRMATIVE
 AMENDMENT
 CIVILITY
 COLLABORATION

CONSTITUTION
 DISABILITY
 EQUAL ACCESS
 ONUS
 PRINCIPLES
 QUOTA
 RIGHTS
 RULE OF LAW



ACROSS

- 2. something (as a duty) that is burdensome or trying; an obligation that is disagreeable
- 4. favoring or supporting a proposition or a motion
- 7. working with someone or in a group to produce or create something
- 8. fundamental laws or doctrines
- 9. basic principles/rights/laws of a nation
- 10. clearly defined laws that apply equally to all people, all the time
- 11. to support or recommend openly
- 12. having a physical or mental condition that limits movements, senses, or activities
- 13. powers or privileges to which one is legally entitled
- 14. addition, change or deletion (law, bill, motion)

DOWN

- 1. a fixed proportional part or share
- 3. permission, liberty or ability to enter, approach, communicate with, pass to or from or make use of for everyone
- 5. something supplied for convenience or to satisfy a need; an adaptation
- 6. politeness and courtesy in behavior or speech

Assessment: What one thing will you remember most about the rule of law?

Name _____

Law Day 2023 Word Search

Search for the Law Day terms below.

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

WORD BANK

ADVOCATE

COLLABORATION

PRINCIPLES

ACCOMMODATION

CONSTITUTION

QUOTA

AFFIRMATIVE

DISABILITY

RIGHTS

AMENDMENT

EQUAL ACCESS

RULE OF LAW

CIVILITY

ONUS

Assessment: What did you think you'll remember most about the rule of law?

Answer Keys

