



Law Day Teachers' Guide

Created to prompt discussion about the importance of voting and the ongoing fight to ensure voting rights through people's voices and actions

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About this guide

This guide was created to accompany and complement the New York News Publishers Association's Law Day 2024 News Media Literacy/Newspaper In Education series of features. The features highlight public figures from the 1700s through today and their quotes about the importance of voting. The guide includes supplementary content and graphic organizers to make the materials easier to incorporate into the classroom. The seven features are available in English and Spanish.

The materials and a corresponding student video contest were funded by a grant from the New York Bar Foundation and the continued support of the New York Newspapers Foundation.

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

Special thank you to the following:

- ***The New York Bar Foundation*** for their financial support for the essay contest and student debate related to this year's theme. Look for links online at <https://www.nynpa.com/nie/lawday.html>
- ***Lisa Robert Lewis*** (Former editor for *The Record* (Troy) for reviewing and editing the series features.
- ***Carey and Jan Cook*** of myvocabulary.com for their assistance on the crossword puzzle.
- ***Debbie Paniccia*** (Former Spanish teacher at South Colonie CSD) for her Spanish translation of the six features.

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Background Resource Links:

Alexander Hamilton

(c.1755–1804) born on the island of Nevis, in the Eastern Caribbean and orphaned at a young age. He arrived in New York City in 1772 desiring to go to college. He left school to fight in the American Revolutionary War. During his short life, this founding father served as a soldier, lawyer, scholar, economist, congressman, and first U.S. Secretary of the Treasury. For more information about Hamilton, go to <https://www.nps.gov/articles/000/alexander-hamilton.htm>. His quote is from a letter he wrote and was published in 1784. To read the full transcript of the letter go to <https://founders.archives.gov/documents/Hamilton/01-03-02-0347>.

Susan B. Anthony

(1820–1906) She was born into a Quaker family committed to social equality. Anthony fought for causes including, anti-slavery, temperance and women’s rights. This quote is part of a speech given after her arrest for casting an illegal vote in the presidential election of 1872. She was tried and then fined \$100 but refused to pay. To learn more about Susan B. Anthony’s life go to <https://www.nps.gov/people/susan-b-anthony.htm>. To read Anthony’s complete address, go to <https://voicesofdemocracy.umd.edu/wp-content/uploads/2010/07/richards-anthony.pdf>.

Martin Luther King, Jr.

(1929–1968) Born in Atlanta, Georgia, Martin Luther King, Jr. was a Baptist minister and social activist who advocated for the use nonviolence measures to effect social change. He led the civil rights movement in the United States from the mid-1950s until his death by assassination in 1968. For more about Dr. King’s life and legacy go to <https://thekingcenter.org/about-tkc/martin-luther-king-jr/>.

The quote in this series was taken from a speech given during the Prayer Pilgrimage for Freedom demonstration in Washington, D.C. in 1957. To listen to an audio recording of this speech go to <https://www.youtube.com/watch?v=oPre-KEFiVs>.

Fannie Lou Hamer

(1917–1977) Fannie Townsend was 20th child born to sharecroppers, Lou Ella and James Townsend, in Montgomery County, Mississippi. Because of the family’s poverty, she started picking cotton beside her parents and siblings at the age of six. She learned to read and write and ultimately became a community organizer and voting rights activist. For details of Fannie Lou Hamer’s life visit the National Women’s History Museum’s website at <https://www.womenshistory.org/education-resources/biographies/fannie-lou-hamer>.

To read and listen to a full transcript of Fannie Lou Hamer’s testimony that is quoted in this series go to <https://americanradioworks.publicradio.org/features/sayitplain/flhamer.html>.

To watch a video about her testimony go to <https://www.youtube.com/watch?v=07PwNVCZCcY>.

John R. Lewis

(1940–2020) Born in rural Alabama, John Lewis was one of the founding members of the Student Nonviolent Coordinating Committee (SNCC), and served as its president from 1963 to 1966. He participated in the Selma to Montgomery march across the Edmund Pettus Bridge on a day that became known as Bloody Sunday when state troopers and police attacked Lewis and the other marchers. He served in the United States House of Representatives for Georgia's 5th congressional district from 1987 until his death in 2020. For more about Lewis's life go to <https://achievement.org/achiever/congressman-john-r-lewis/>.

To watch a video and read the transcript of his address to the National Democrat Convention in 2012 go to, <https://www.pbs.org/newshour/show/rep-john-lewis-your-vote-is-precious-almost-sacred>.

Sandra Day O'Connor

(1930–2023) Born in El Paso, Texas, Sandra Day O'Connor was the first woman to serve as a justice on the U.S. Supreme Court. She was nominated to the bench by President Ronald Reagan in 1981 and she served as an associate justice until she retired from the Court in 2006. In 2009, O'Connor founded the 501(c)(3) non-profit organization now known as the [Sandra Day O'Connor Institute](#). Its programs are dedicated to promoting civil discourse, civic engagement, and civics education. Also in 2009, Justice O'Connor founded iCivics with the goal of transforming civic education through innovative, engaging games and resources. For a little more details about O'Connor's life and time on the Court go to, https://www.oyez.org/justices/sandra_day_oconnor. To read O'Connor's complete interview with David Gergen for *Parade* go to, <https://parade.com/125604/davidgergen/30-sandra-day-oconnor-i-can-make-a-difference/>

Constitutional Amendments

(that relate to voting rights)

United States Constitution –

- **Amendment XV** - Passed by Congress Feb. 26, 1869. Ratified Feb. 3, 1870.
Section. 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.
- **Amendment XIX** - Passed by Congress June 4, 1919. Ratified August 18, 1920. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.
- **Amendment XXIV** - Passed by Congress Aug. 27, 1962. Ratified Jan. 23, 1964. The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay poll tax or other tax.
- **Amendment XXVI** - Passed by Congress March 23, 1971. Ratified July 1, 1971.
The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

Who Said It?

OVERVIEW:

Before the class begins reading/studying the series, this lesson will determine how much your students already know or can predict using contextual clues.

OBJECTIVES:

Students will:

- 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

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: Common Core Standards for ELA - corestandards.org/ELA-Literacy/
National Curriculum Standards for Social Studies - socialstudies.org/standards/strands

MATERIALS:

- Graphic organizer – Who Said It?

PROCEDURES:

- Identify the individuals pictured on the left side of the graphic organizer.
- Read the quotes on the right-hand side of the graphic organizer.
- Match the quotes with the individual who said it.
- Students should be prepared to defend why they paired an individual to a particular quote.

Closure:

As a class, briefly discuss the Who Said It? 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 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.

Name _____

Who Said It?

First, identify the individuals on the left-hand side of the page. Then pair each person up with a quote from the right-hand side of the page. Consider the time, purpose and possible audience of each quote to help determine who might have said it and why.

Individuals pictured in no specific order are: **Alexander Hamilton, Susan B. Anthony, John R. Lewis, Sandra Day O'Connor and Fannie Lou Hamer.**



"It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people - women as well as men." (1872)



"A share in the sovereignty of the state, which is exercised by the citizens at large, in voting at elections is one of the most important rights of the subject, and in a republic ought to stand foremost in the estimation of the law. It is that right, by which we exist a free people; and it certainly therefore will never be admitted, that less ceremony ought to be used in divesting any citizen of that right, than in depriving him of his property." (1784)



"Voting stands alongside the most basic of American rights to liberty and the pursuit of happiness. The vote is our voice, and it cements our place as autonomous people. Yet, not even a century has elapsed since women earned the right to vote with the ratification of the 19th Amendment to the U.S. Constitution on Aug. 18, 1920." (2016)



"I had never heard, until 1962, that black people could register and vote," (c. 1965)



"Selma helped make it possible for hundreds and thousands of people in the South to become registered voters and encouraged people all across America to become participants in a democratic process." (2015)

Assessment: What one thing did you learn from this activity?

Reading Between the Lines

OVERVIEW:

Using the same historic quotes in the “Who Said It?” lesson, students will specify the inferences (reading between the lines) they used to help identify who was associated with each quote. Students will also practice this skill using current articles from the newspaper (print or electronic). This lesson can be done before or while reading/using the series.

OBJECTIVES:

Students will:

- Demonstrate the ability to read a nonfiction passage or text
- Draw inferences from nonfiction text
- Identify, extract, and cite text to thoroughly support their responses

STANDARDS:

NYS Social Studies - [nysed.gov/curriculum-instruction/k-12-social-studies-framework](https://www.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](https://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards)

Outside NYS: Common Core Standards for ELA - [corestandards.org/ELA-Literacy/](https://www.corestandards.org/ELA-Literacy/)
National Curriculum Standards for Social Studies - [socialstudies.org/standards/strands](https://www.socialstudies.org/standards/strands)

MATERIALS:

- Newspapers (in print or electronic)
- Internet access (for electronic editions of the newspaper or additional resources)
- Graphic organizers – Who Said It? and Reading Between the Lines

PROCEDURES:

- Read the historic quotes individually or as a class
- Individually or in small groups, have students infer information not explicitly stated in both the historic quotes and current news article
- Record inferences on graphic organizer – Reading Between the Lines

Closure:

Lead a discussion about inference and how past knowledge affects our understanding of new information and current events.

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.

Name _____

Reading Between the Lines

An inference is a reasonable guess based on available information. Making an inference is sometimes called “reading between the lines,” because the inference is not stated directly in the information you have. The information leads you to an inference. After reading the historic quotes about voting from the series or the “Who Said It?” sheet and a current newspaper article about voting issues, use the chart below to record inferences you made while reading.

What I Know From Quote + What I Know From My Brain = My Inference

What I Know From News Article + What I Know From My Brain = My Inference

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Assessment: Complete this statement: I still have a question about...

Voting: Point of View

OVERVIEW:

This lesson will give students a basic understanding of how to identify an author or speaker's point of view, including the details of evidence (facts, examples, reasoning) he/she uses to support their opinions.

OBJECTIVES:

Students will:

- Demonstrate the ability to read a nonfiction passage or text
- Demonstrate a basic understanding of the historic importance of voting
- Distinguish the difference between facts and opinions

STANDARDS:

NYS Social Studies - [nysed.gov/curriculum-instruction/k-12-social-studies-framework](https://www.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](https://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards)

Outside NYS: Common Core Standards for ELA - [corestandards.org/ELA-Literacy/](https://www.corestandards.org/ELA-Literacy/)

National Curriculum Standards for Social Studies - [socialstudies.org/standards/strands](https://www.socialstudies.org/standards/strands)

MATERIALS:

- Copies of the NIE features for Law Day 2024 with historic quotes
- Newspapers (in print or electronic)
- Internet access (for electronic editions of the newspaper or additional resources)
- Graphic organizer – Voting: Point of View

PROCEDURES:

- Read the historic quotes individually or as a class
- Individually or in small groups, have students look for current examples of issues that affect voter rights today using newspapers (print or electronic) and other resources
- Each student or small group will select one current example and any three historical quotes from the features and complete the graphic organizer – Voting: Point of View

Closure:

Lead a discussion about facts versus opinions and how historic context shapes opinions.

Evaluation:

Students will be informally assessed on their ability to distinguish between facts and opinions, by participation in class discussion and by the completion of the student assessment:

- **Do you feel differently about voting now that you've learned more? Explain why or why not.**

Adaptations:

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

Name _____

Voting: Point of View

Look through the newspaper (print or online) for examples of current voting rights issues. Select one and any three historic quotes and fill in the graph below.

Who: Author/Speaker:	Who: Author/Speaker:
What: Audience	What: Audience
When and Where: Time and Place	When and Where: Time and Place
Why: Reason or Purpose	Why: Reason or Purpose
Tone or Mood:	Tone or Mood:
IMPORTANCE OF VOTING	
Who: Author/Speaker:	Who: Author/Speaker:
What: Audience	What: Audience
When and Where: Time and Place	When and Where: Time and Place
Why: Reason or Purpose	Why: Reason or Purpose
Tone or Mood:	Tone or Mood:

Assessment: Do you feel differently about voting now that you've learned more? Explain why or why not.

Voting: Then & Now

OVERVIEW:

The historic quotes in the corresponding series of features all reflect the importance of a citizen's right to vote. This lesson will have students compare and contrast these historic references with voting rights issues that still exist in America today.

OBJECTIVES:

Students will:

- Demonstrate the ability to read a nonfiction passage or text
- Identify current and historic U.S. challenges to the voting rights
- Identify, extract, and cite text to thoroughly support their responses

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: Common Core Standards for ELA - corestandards.org/ELA-Literacy/

National Curriculum Standards for Social Studies - socialstudies.org/standards/strands

MATERIALS:

- Copies of the NIE features for Law Day 2024 with historic quotes
- Newspapers (in print or electronic)
- Internet access (for electronic editions of the newspaper or additional resources)
- Graphic organizer – Voting: Then & Now

PROCEDURES:

- Read the historic quotes individually or as a class
- In small groups, have students look for current examples of issues that affect voter rights today using newspapers (print or electronic) and other resources and complete the graphic organizer – Voting: Then & Now

Closure:

Each group take turns sharing with the class what they found for one of the quotes.

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 was surprised to learn...**

Adaptations:

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

Name _____

Voting: Then & Now

After reading the historic quotes about voting, identify the specific concern at the time and write in the space after the speaker's name. Look through the newspaper and other resources for news about voting rights today. Use the chart below to organize what you find.

Voting Issues/Concerns of the Past	Current Voting Issues/Concerns
Alexander Hamilton	
Susan B. Anthony	
Martin Luther King Jr.	
Fannie Lou Hamer	
John R. Lewis	
Sandra Day O'Connor	

Based on the available evidence, write a brief summary of current voting issues facing the United States public. Be sure to back up your opinion with facts.

Assessment: Complete this statement: I was surprised to learn...

Voting: An Acrostic Poem

OVERVIEW:

Students will apply what they have learned about the importance of voting 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 voting through the acrostic poem each creates

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: Common Core Standards for ELA - corestandards.org/ELA-Literacy/

National Curriculum Standards for Social Studies - socialstudies.org/standards/strands

MATERIALS:

- Copies of the NIE features for Law Day 2024 with historic quotes
- Newspapers (in print or electronic)
- Internet access (for electronic editions of the newspaper or additional resources)
- Graphic organizer – Voting: An Acrostic Poem

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 voting. 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 obtain the facts of the selected case 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 _____

Voting: An Acrostic Poem

Now that you know more importance of voting, 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 a leader and include the letters in the word, "VOTING." Note that the letters in the words you choose may appear at the beginning, middle or end of the words.

V
O
T
I
N
G

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 voting and why every eligible voter should have equal access to the polls.

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

Web resources in alphabetical order:

Bill of Rights Institute – has lesson plans specific to voting called “Voting Rights in America.” The mission of the Bill of Rights Institute is to educate young people about the words and ideas of America’s Founders, the liberties guaranteed in our Founding documents, and how our Founding principles continue to affect and shape a free society. It is the goal of the Institute to help the next generation understand the freedom and opportunity the Constitution offers.

<https://billofrightsinstitute.org/educate/educator-resources/lessons-plans/current-events/voting-rights-in-america/>

Civics 101: A Podcast – audio, activities, resources, and civic lessons to help engage students. Here are a few links to podcast specifically focused on voting.

<https://www.civics101podcast.org/civics-101-episodes/whyisourvotingageeighteen?rq=voting>

<https://www.civics101podcast.org/civics-101-episodes/removingelectoralcollege?rq=voting>

<https://www.civics101podcast.org/civics-101-episodes/19thamendment>

<https://www.civics101podcast.org/civics-101-episodes/episodename-b7jbd>

Gilder Lehrman Institute Right to Vote Supplemental Resources – These resources, from the Gilder Lehrman Institute and partners in the Civics Renewal Network, may be useful for students and teachers in conjunction with material produced for The Right to Vote project.

<https://www.gilderlehrman.org/right-to-vote/supplemental-resources>

iCivics – Explore the evolution of voting rights in the United States through an interactive PowerPoint presentation highlighting landmark changes. <https://www.icivics.org/teachers/lesson-plans/voting-rights>

League of Women Voters – Voting is a fundamental right and all eligible voters should have the equal opportunity to exercise that right. We are dedicated to ensuring that our elections remain free, fair and accessible. <https://www.lwv.org/voting-rights>

Learning for Justice – A Collection of Resources – This curated collection features our best resources for civics education with a focus on elections and voting. The collection includes posters for students of all ages, along with videos, lessons, texts and student tasks for middle school and elementary classrooms. <https://www.learningforjustice.org/projects/voting-and-voices/classroom-resources>

Library of Congress – Elections have been a constant feature of civic life in the United States, and yet they have changed and evolved ever since the first presidential election. This presentation explores the past and present of American parties, issues, and the right to vote.

<https://www.loc.gov/classroom-materials/elections/>

National Constitution Center – The National Constitution Center brings innovative teaching tools to your classroom. Our unique approach to constitutional education emphasizes historic storytelling, constitutional rather than political questions, and the habits of civil dialogue and reflection.

<https://constitutioncenter.org/education/classroom-resources-by-topic/voting-rights>

National Archives – Using facsimiles of historical records from the files of the U.S. House of Representative Judiciary Committee, students will evaluate evidence and consider the constitutional issues that the committee encountered as it deliberated the Voting Rights Act of 1965. Students will examine the concept of federalism and weigh the proper balance of powers between Federal and state governments when protecting the right to vote.

<https://www.archives.gov/legislative/resources/education/voting-rights>

National Park Service – Teaching the 19th Amendment – Explore educational resources associated with the 19th Amendment and women’s suffrage. These free, online lesson plans feature American women and the places where they made history.

<https://www.nps.gov/subjects/womenshistory/teach-19th-amendment.htm>

PBS Learning - To Vote or Not to Vote | We The Voters - Students explore the history of voter suppression in the U.S. and arguments for the importance of voting using this lesson plan, and accompanying short films "So You Think You Can Vote?" and "Citizen Next."

<https://ny.pbslearningmedia.org/resource/to-vote-or-not-to-vote-lesson-plan/we-the-voters/>

ReadWriteThink – Voting What’s It All About? – This set of lessons explores what students already know or think they know about voting, has students researching current elections and determining facts from opinions. <http://www.readwritethink.org/classroom-resources/lesson-plans/voting-what-about-396.html>

Votes for Women: Celebrating New York’s Suffrage Centennial aligns with the New York State Next Generation English Language Arts and Mathematics Learning Standards for K–12 education and the Social Studies Framework, addressing Grades 4 and 8 curricula directly. Educators using this guide will know that students depart with a basic understanding of how suffragists and advocates fought for women’s rights in New York, and how these efforts and techniques impacted national women’s rights movements. https://www.nysm.nysed.gov/sites/default/files/votes-for-women-educator-guide_0.pdf

Name _____

Law Day 2024 Vocabulary

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

Advocate _____

Civil _____

Constitution _____

Delegation _____

Demonstration _____

Discrimination _____

Disenfranchise _____

Electoral _____

Equal Access _____

Law Day 2024 Vocabulary (continued)

Ratification _____

Representative Government _____

Republic _____

Rights _____

Rule of Law _____

Segregation _____

Sovereignty _____

Suppression _____

Systemic Racism _____

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

Name _____

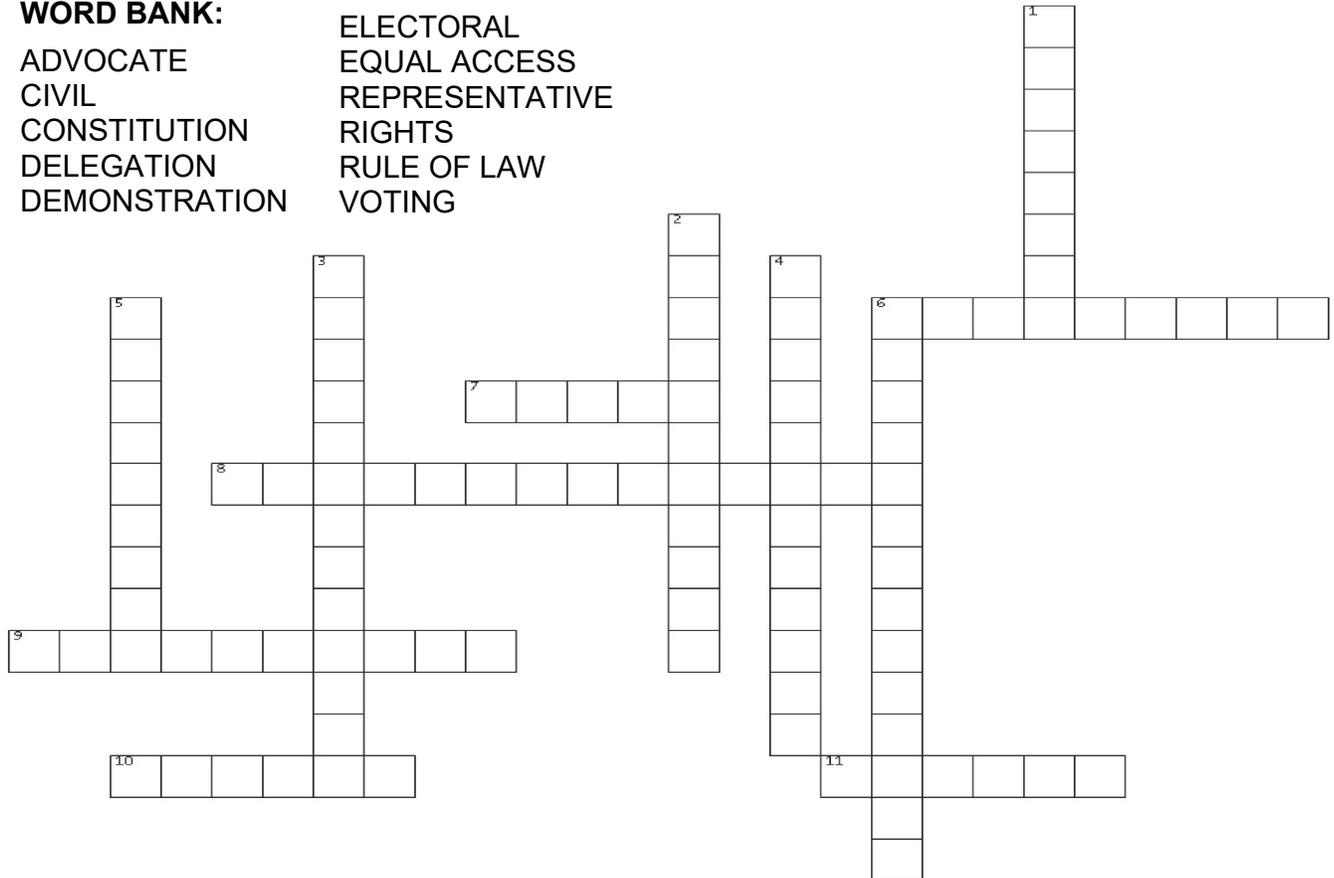
Law Day 2024 Crossword

Use the terms in the word bank and the clues below to complete the crossword puzzle. Rule of Law and Equal Access are terms treated as one continuous word in this puzzle.

WORD BANK:

ADVOCATE
CIVIL
CONSTITUTION
DELEGATION
DEMONSTRATION

ELECTORAL
EQUAL ACCESS
REPRESENTATIVE
RIGHTS
RULE OF LAW
VOTING



ACROSS	DOWN
<p>6. Clearly defined laws that apply equally to all people all the time</p> <p>7. Of or relating to citizens; relating to the state as an organized political body</p> <p>8. To deprive of a legal right or a privilege or immunity</p> <p>9. One or more persons chosen to represent others</p> <p>10. Choosing someone or something in an election</p> <p>11. Powers or privileges to which one is legally entitled</p>	<p>1. To support or recommend openly</p> <p>2. Permission, liberty or ability to enter, approach, communicate with, pass to or from, or make use of for everyone</p> <p>3. A public display of group feelings, especially in support or protest</p> <p>4. Basic principles/rights/laws of a nation</p> <p>5. Of or relating to an election or electors</p> <p>6. Someone chosen to represent another person or group of people</p>

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

Name _____

Law Day 2024 Word Search

Search for the Law Day terms below.

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

WORD BANK

ADVOCATE

DEMONSTRATION

REPRESENTATIVE

CIVIL

DISENFRANCHISE

RIGHTS

CONSTITUTION

ELECTORAL

RULE OF LAW

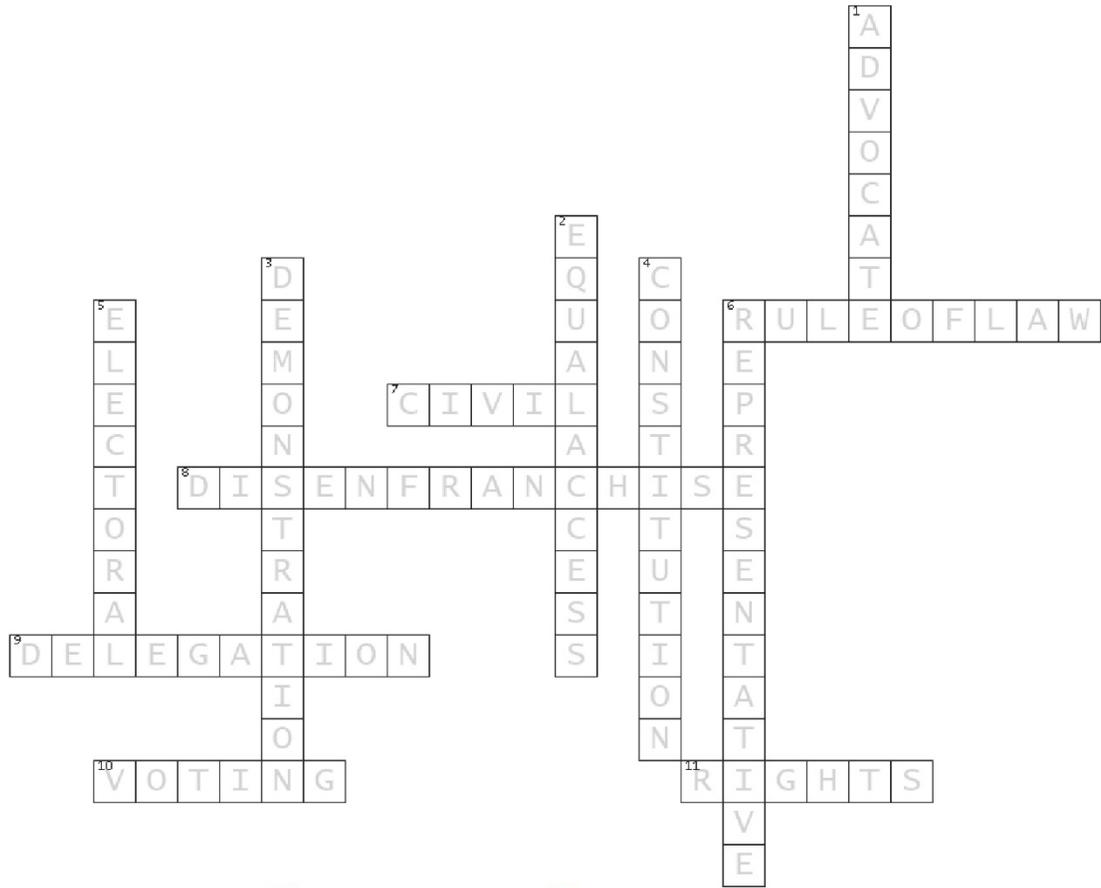
DELEGATION

EQUAL ACCESS

VOTING

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

Answer Keys



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