

# WELCOME PAGE

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**T**he Pennsylvania Bar Association, in conjunction with the Pennsylvania Bar Foundation, is pleased to present the second annual Law Day lesson plan guide. This unique resource is designed to provide judges, lawyers and educators with exciting and informational lesson plans, as well as, links to other law-related education organizations and materials from around the country.

The PBA hopes that you will find this guide very valuable in your classroom activities.

The Law Day 2001 theme in Pennsylvania is “Celebrate Your Freedom: Rights + Responsibilities = Freedom.” Drawing upon the American Bar Association’s Law Day theme, "Protecting the Best Interests of Our Children," Pennsylvania is bringing together judges, lawyers and schools this year to help children learn how their rights and responsibilities truly equal our country’s freedom. Because Americans are afforded freedoms that are unmatched in the world, it is important for children to recognize that these freedoms are based upon the rights and responsibilities they exercise every day.

The lesson plans are labeled for target audiences by grade levels and are matched with the Proposed Academic Standards in Civics and Government of the Pennsylvania Department of Education that have been unanimously endorsed by the Board of Governors of the Pennsylvania Bar Association.

The Academic Standards for Civics and Government are divided into four parts: Section 5.1, Principles and Documents of Government; Section 5.2, Rights and Responsibilities of Citizenship; Section 5.3, How Government Works; and Section 5.4, How International Relationships Function. The Law Day theme, with its focus on rights and responsibilities, directly addresses Proposed Standards 5.2.A-G, which focus on the rights and responsibilities of citizenship.

Thank you again for your participation in Law Day!



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# TABLE OF CONTENTS

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**GETTING STARTED**

- Judges & Lawyers..... 1
- Educators..... 4

**CLASSROOM WARM-UP EXERCISES..... 5**

**K-12 CLASSROOM LESSONS**

- Grades 1 – 12 ..... 9
- Grades 7 – 12 ..... 21

**CLASSROOM WRAP-UP EXERCISES ..... 32**

**NEWSPAPERS IN EDUCATION LESSONS ..... 33**

**LESSON PLANNING IDEAS..... 37**

**LRE SUPPORT ORGANIZATIONS.....40**

# GETTING STARTED: JUDGES & LAWYERS

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## A FEW NOTES ABOUT VISITING A CLASSROOM

**T**hese ideas come from a variety of sources and are meant to help a presenter feel comfortable about heading into a classroom.

This may sound like a silly question, but it is important for presenters to do the necessary preparations before heading back to school. Everyone knows the “Three Rs.” The law-related education presenter needs to know the “Five Ws”: Who? What? Where? When? and Why?

**WHO? Who refers to your audience.** Is the class you’re visiting in an elementary, middle or high school? Is the school public, private or parochial? How many students are in the class? Are you presenting before more than one class? Is there anything special about the students, teacher or school that you should know before making your presentation?

In the best of all possible worlds, you could visit the class and observe the students before making your presentation. But, in our world, few judges/lawyers have that luxury. It’s a great advantage for a presenter to make contact with the classroom teacher prior to the presentation to have as many of these questions answered as possible. You should try to work in partnership with the classroom teacher before the presentation. Most teachers will appreciate your efforts to include them in the program since the students will be theirs when you are gone. Make sure the teacher knows you would like he or she to be in the classroom with the students during your presentation. It’s always better to have two hands on deck.

**WHAT? What refers to the content of your law-related education (LRE) presentation.** Are you focusing on a specific topic, or are you giving a general overview of the law? If you have been asked to cover a specific content area, please feel free to use the lessons provided in this guide or to contact Temple-LEAP or any of the other law-related and civic education providers listed in this booklet for other possible lessons (see LRE Support Organizations). If you are going to develop your own materials, please see the lesson planning suggestions provided in this booklet (see Lesson Planning Ideas).

The following are some useful content and delivery tips to help you get started:

- ✓ Be prepared and have a plan that covers the time allotted. Build into your plan the capacity to deviate from it if circumstances, or questions from your audience, dictate that a change is needed.
- ✓ Whatever you cover, be prepared for wide-ranging questions from the students in your class. Answer the questions as best you can. And be cautious — some students will try to draw you into making a judgement about an action of a

# GETTING STARTED: JUDGES & LAWYERS CONTINUED

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parent, teacher, school administrator or local law/justice official.

- ✓ Always try to present both sides of an issue and use the old teacher's trick of turning the question back on the student who asked it.
- ✓ Be prepared for students to share their personal experiences (or their parents' experiences) with the law. Always try to respect their points of view while encouraging them to expand on that perspective.
- ✓ It's important for every presenter to stress both rights and responsibilities — the students need to understand that part of being a good citizen is realizing and respecting the freedoms and rights of all people.
- ✓ Try to focus your presentation on the students by actively involving them in the learning. Remember . . . lecturing is the least effective means of teaching (see the Glasser Chart in the Lesson Planning Ideas section). Think back to times when you were excited about learning and model your lessons on those memories.
- ✓ Finally, try not to promise the students anything that you will be unable to deliver in the future. If you say you will get back to the class with the answer to a question, make sure you do. If you promise to visit later in the year, make sure that visit takes place. The excitement of a great presentation sometimes tempts someone to promise more than he or she can deliver. Remember . . . whatever the content of your presentation, you also are teaching the students about what types of people judges and lawyers are in our society.

**WHERE?** **Where refers to three sets of directions.** The first two sets of directions you will need are directions to the school and, within the school, directions to the place where the presentation will take place. Although these first two sets of directions appear obvious, the serious and often overlooked part of knowing where you're going is determining what the school's rules are for visitors. Do you need to report to the main office? Do you need a pass to walk in the building? Even if you have visited the same school for many years, the recent problems with school violence have led many schools to tighten visitor controls.

The third and final set of directions you will need are directions for moving both yourself and the students around in the classroom. When working with students, try not to get yourself locked into one place. Students often expect you to teach from the front of the classroom. Challenge them to pay careful attention to you by moving about the room, perhaps by teaching from the rear of the room. There are many different ways to direct students around the classroom and some of the best ways are detailed in the included lesson plans. The easiest and best way to involve students more completely in a lesson is by dividing the large group into smaller groups of between four to six students.

For fun, have the group split up by lining up in chronological order of birthdays over the course

## GETTING STARTED: JUDGES & LAWYERS CONTINUED

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of the year, by shoe size, by the time each person went to bed last night or by the distance each student lives from the school. You also can make groups using the “geography” of the class, having students in each section of the room move their desks together. Ask the teacher if the students are used to grouping during lessons — some classes will have cooperative learning groups already established and you can utilize those groupings for any small group work you wish to do during your presentation.



**WHEN?** **When** refers to the **time of your session — both beginning and ending times.** Schools run the gamut with regards to scheduling: some schools have 42-minute periods, while others have 90-minute periods. Please make every effort to follow the schedule the school sets up for you. If you can get to your class a few minutes early, you’ll get a chance to observe the students entering the classroom. This will give you some hints about the class and also will create anticipation among the students as they try to figure out everything about you. If you are late, you lose the chance to be mysterious. And more important, you suggest that your time is more valuable than the time of the students in the class. End the class on time, too. No matter how interesting your presentation, when the period is over, end it. The students will need to move on to their next class and you will need to return to the office. A good way to make sure you end on time is to ask someone (a student, the teacher) to give you a five-minute warning that the class is close to ending.

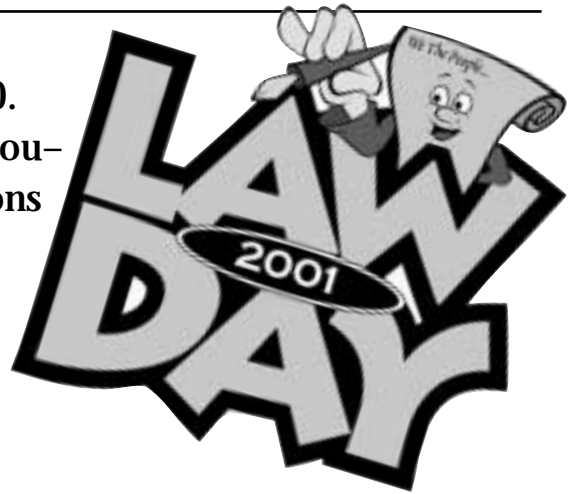
**WHY?** **Why** refers to the **purpose of your presentation.** Why you are making your presentation is a matter of personal motivation. You should know that the Pennsylvania Bar Association’s “why” answer rests with the PBA’s commitment to lay a foundation for teaching civics and government in the classroom and to improve the perception of judges/lawyers in the commonwealth. The final “why” answer you need to know is from the school. Why is this class having you visit? Knowing that answer will help you to plan your presentation effectively. You may be making a one-time Law Day presentation that is not connected to anything else that occurs at the school. On the other hand, you may be expected to provide the background on a project that the school is undertaking. Whatever the reason, recognize and respect the opportunity you have to make a difference in that school.

# GETTING STARTED: EDUCATORS

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**T**hank you for your interest in Law Day 2000.

This lesson plan guide is designed to help you—and judges/lawyers – introduce law-related lessons into the classroom with ease. The lessons are fun, informative and easy-to-use. Appropriate handouts have been included, along with information about the Proposed Academic Standards for Civics and Government each lesson satisfies.



In addition, this lesson plan guide offers you the unique opportunity to invite local judges and lawyers into your classroom to help with teaching the lessons. As you know, students often respond well to outside people who share with them their knowledge and experience in certain subject areas, such as the law. Do not, however, feel restricted only to use these lessons during the Law Day celebration. This guide was created to be a year-long civics and government teaching tool for educators across Pennsylvania. Should you have any questions regarding the lesson plans contained in this guide, please feel free to contact Temple-LEAP (information about this organization can be found in the Introduction to LRE Support Organizations section).

# CLASSROOM WARM-UP EXERCISES

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## PREAMBLE SCRAMBLE

- **Grade Levels:** 1 – 6
- **Academic Standards:** This lesson meets Proposed Standard 5.1.6.F.

**U**sing the Preamble from either the Pennsylvania Constitution or the United States Constitution, create an individual or group scramble activity by cutting out the separate words of the preamble and having the students put the preamble back together again in the proper order. A nice variation on this activity with older students would be to have them do both preambles and see how they are the same and how they are different.

# PREAMBLE HANDOUT

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## UNITED STATES CONSTITUTION PREAMBLE

**W**e the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, 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.



## COMMONWEALTH OF PENNSYLVANIA PREAMBLE

**W**e, the people of the Commonwealth of Pennsylvania, grateful to Almighty God for the blessings of civil and religious liberty, and humbly invoking His guidance, do ordain and establish this Constitution.

# CLASSROOM WARM-UP EXERCISES

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## EACH ONE, TEACH ONE

- **Grade Levels: 7 & Up**
- **Special Tip:** This can be used with middle school students, but you will need to pick appropriate individual learning nuggets for younger students.
- **Academic Standards:** Depending upon the content of the nugget statements, all of the proposed standards may be touched upon through this exercise.

In Each One, Teach One students are handed facts (“nuggets” of knowledge) about a topic. They are asked to teach other students about what they learn from their nuggets while also learning other information from their classmates. This works well for conveying “dry” information in a quick manner.

If, for example, you want to share with students some facts from a news article about the historic 2000 Presidential election, you could use the Each One, Teach One strategy to get all of the facts out to the class without having to go through each fact. You would note one fact on a strip of paper or a card, making up cards for every member of the class. It doesn’t matter if some cards are repeats (indeed, that will reinforce the learning). Distribute one fact card or strip to each student in the class. Each participant should spend a few minutes reading the information on the card (be sure to check with the teacher to see if any students have reading difficulties—you always can discreetly read their card out loud to them so that they can repeat what they heard from you to other students during the exercise). Each student should go around the room and teach their fact to everyone else, one student at a time. Then ask the students to tell the class something they learned from someone else. You can add anything that was missed during the exchange as you go over the information the students learned from each other.

## BILL OF RIGHTS QUIZ

- **Grade Levels: 6 & Up**



Here are a few Bill of Rights questions that come from past Pennsylvania Citizen Bee competitions:

**Question:** Twelve amendments to the United States Constitution were proposed in 1789. How many eventually became part of the Constitution?

**Answer:** *Eleven. The ten amendments in the Bill of Rights were ratified December 15, 1791. The 11th of the 12 was ratified May 7, 1792 and is the 27th Amendment.*

**Question:** James Madison is credited as the author of the Bill of Rights. Which amendment reflects his biggest fear about having a Bill of Rights?

**Answer:** *The 9th Amendment protecting unenumerated rights—Madison feared making a list of rights might limit the rights not listed.*

You can add other questions:

**Question:** Which amendment in the Bill of Rights is the most important today?

**Answer:** *No correct answer—great thought question.*

**Question:** Which amendment in the Bill of Rights is the least important today?

**Answer:** *No correct answer—great thought question.*

# CLASSROOM WARM-UP EXERCISES

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## PUZZLES

- **Grade Levels: 1 – 12**
- **Special Tip: This can be used with students from all grades but you will need to pick appropriate puzzles for younger students)**
- **Academic Standards: This warm-up lesson, if used as an introduction to a mock trial cross examination exercise, supports Proposed Standard 5.2 (Rights and Responsibilities of Citizenship) and 5.3 (How Government Works).**

**G**et everyone's minds working by using one of the puzzles below. Explain to the students that they are going to be told what happened, but that they must solve the mystery of how it happened. Tell them they can ask you any question, as long as it can be answered with "yes" or "no." The reason we do this exercise is not only because it's fun, but also because it teaches students to think outside of boxes (something lawyers and judges do), and it gives students practice at asking cross-examination type questions that may only be answered "yes" or "no." These puzzles come from Anne Spector of the Cheltenham School District and from Project PEACE mediators in the Abington School District.

- As a man pushing his car arrives at the hotel, he realizes that he is now broke. What happened? (game of Monopoly)
- A mountain climber finds a cabin on top of the mountain. Inside the cabin, a dead man sits at a table with a pen in his hand and a piece of paper on the table. His letter notes that the man knows he is about to die. What happened? (plane crash—it's a plane cabin)!
- Man approaching a field knows he will soon die. What happened? (Parachutist whose parachute and safety chute both failed)
- A man is found dead in a field, holding a broken match. What happened? (Man was in a hot air balloon with two others when the balloon started to fall—the balloon could only support two of the three men—they drew matches and the man with the broken match was the loser who had to jump out to save the others)
- A woman loses her chair and dies. What happened? (lion tamer)

# K-12 CLASSROOM LESSONS

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## QUESTIONS

- **Grade Levels: 1 - 12**

**H**ere is the question: What does that warm-up have to do with the Law Day theme of Celebrate Your Freedom: Rights + Responsibilities = Freedom? Before you ask the students this question, you will need to ask it to yourself—did your warm-up connect to the theme? The Bill of Rights Quiz and the Preamble Scramble both do by focusing the students on the “rights” part of the equation. The puzzle exercises, though fun, are harder to connect. One student suggested that the connection for the puzzles was balancing rights and responsibilities to achieve freedom remains a puzzle for our society.



# K-12 CLASSROOM LESSONS

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## TAKING A STAND

- **Grade Levels:** 1 – 12
- **Special Tip:** Select an age-appropriate issue
- **Academic Standards:** This activity directly involves Proposed Standard 5.1.J, which focuses on respect for others and individual rights. Proposed Standard 5.1 covers Principles and Documents of Government. Depending upon the content of the lesson statements, Proposed Standards 5.2 (Rights and Responsibilities of Citizenship) and 5.3 (How Government Works) also will be touched through this exercise.

**T**his exercise, sometimes called "Voting With Your Feet," asks students to take a stand along a continuum. The easiest way to conduct this lesson is to make two signs — one reading "agree" and the other reading "disagree". Place the signs on opposite ends of the room. Explain to students that you will be making a statement about an issue of concern. You then will ask a few students to stand in the room where they fit on the continuum, with those who strongly agree or disagree taking positions at each sign and those who are uncertain standing in the middle. After the students have taken their positions, ask one or two of the students to explain why they chose to stand where they stood.

**Hint:** Try to get a feel for how well the students behave out of their seats before you have large groups of students take stands. It's always better to start slowly and then involve more students as you go along. Also, try to model the respect for different opinions that is embodied in our representative democracy by selecting those who take isolated stands to speak first. You may pick from any of a thousand topics for "Voting With Your Feet", but one exciting source of topics involves exploring historic and/or current cases before the various courts. You might ask the students to take a stand on religious prayers at football games and then explain to the class the U.S. Supreme Court's decision on that topic.



# K-12 CLASSROOM LESSONS

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## THE MINDWALK

- **Grade Levels: 1 – 12**
- **Academic Standards: This activity involves Proposed Standards 5.1.B and 5.3.C, which focus on the importance of and reason for rules and laws. Proposed Standard 5.1 covers Principles and Documents of Government and 5.3 explores How Government Works.**

**T**he mindwalk begins by saying to students: "I'm now going to ask you the hardest question you will ever be asked — what would you rather be doing than listening to me?"

Ask the students to create a list (choose one or two students to write the ideas on the board until you have a list of 10 activities). Now challenge the students with the statement that "everything is connected to the law and that is why studying the law is so important."

Go through how the ideas they listed can be connected (sleeping involves the little pillow tags that say "Do Not Remove Under Penalty of Law"; eating costs money, which gets its value by law; winking at someone could be sexual harassment). Ask them to come up with things they think are not connected to the law in any way. Let the group work through the connections.

One presenter who has used this lesson a number of times said he only was stumped once, when a student brought up the notion of pure thought—eventually, the group decided that you had an absolute right in America to think whatever you want, a right that certain nations—the "1984" world comes to mind—do not protect.

Variations of this exercise are numerous. You may use a newspaper, what a student or teacher did the previous weekend or even what documents can be found in your wallet (driver's license, credit card). More ideas for the mindwalk may be found on the Pennsylvania Bar Association's Web site [www.pabar.org](http://www.pabar.org).

# K-12 CLASSROOM LESSONS

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## A VISITOR FROM OUTER SPACE — YOUR RIGHTS & FREEDOMS

- **Grade Levels: 1 - 12**
- **Academic Standards: This activity involves Proposed Standards 5.1.B and 5.3.C, which focus on the importance of and reason for rules and laws. Proposed Standard 5.1 covers Principles and Documents of Government and 5.3 explores How Government Works.**

**T**his lesson is designed to introduce students to some of the basic concepts of the Bill of Rights. Each student is asked to "rank order" each right or freedom to his/her perception of what is the most important right to the least important right. Students or the educator may want to save these rankings of rights and freedoms until the end of the Bill of Rights unit of study. Students then can complete the same exercise and compare their first rankings with their later selections, discussing which choices, if any, changed and why.

Begin by explaining to students that they will have an opportunity to decide which rights and freedoms are the most and least important to them personally. Give students one of the handouts, "Rights & Freedoms" or "A Visitor From Outer Space." Read the directions together. Suggestion: "Rights & Freedoms" is better suited for high school students, and "A Visitor From Outer Space" is better suited for elementary and middle school students.

Determine from students' responses (e.g. a show of hands) which rights and freedoms they believe to be most important. Ask students to give reasons for their selection of the rights and freedoms they deemed to be least important.

If you are teaching a unit on the Bill of Rights, collect the handouts and save them until the end of the unit. After the students have studied the Bill of Rights, repeat this rank-order exercise. Hand back their first ranking sheets and ask students if anyone has changed his/her opinion. Discuss student responses, focusing on the reasons given by the students for these responses.

A variation on this lesson is to add the environmental and sexual discrimination protections from the Pennsylvania Constitution to the list and see if the students pick those among their top five rights.

# K-12 CLASSROOM LESSONS

## A VISITOR FROM OUTER SPACE HANDOUT

**Y**ou are quietly watching television with your family when a special news bulletin comes over the TV station. You immediately see that this is not the normal type of news bulletin because there is, what looks to be, a very strange creature on the screen — the only thing familiar is that it is speaking English. It tells you that it and its people have gained control over all of the communications networks in the United States, and that everyone had better pay attention to what it has to say. You change the channel, and just as it said, it is on every station. It begins to speak very loudly and you gather your family around because you are beginning to worry about what he is going to do. Its speech is as follows:

My name is STHGIR and I am from the planet NOITUTITSNOC in another galaxy where the inhabitants are far superior to the beings on this planet EARTH. Just as we have gained control over the communications of the United States, we have the ability to take complete control over every one of your lives. We do not want a war between our planet and yours, but we do want to control some things so that we can live in peace and harmony with you. We have looked at some of your laws and the way your government operates and have found that it gives too much freedom to the individual. Therefore, we are going to conduct a survey to try and arrive at a decision in which both you and I are happy. As I have said, I do not want to take everything away from you — but I can't allow you to continue to live as you have in the past. Therefore, I am giving you a list of ten of the rights, which you now have according to your Constitution. You are to look over the list of ten of your Constitutional rights and decide which of the ten are most important to you. I will allow you to keep FIVE of the ten rights — the five that get the most votes from all citizens of the United States. You are to rank the following rights in the order in which you would give them up: 1 being the right you would give up last and 10 being the right you would give up first. After you have completed your ranking, you will receive further instructions.

- Right to bear arms
- Right to freedom of speech
- Right to legal counsel
- Right to protection from cruel and unusual punishment
- Right to freedom of press
- Right to a jury trial
- Right to freedom of religion
- Right to peacefully assemble
- Right to privacy
- Right to protecting against self-incrimination



***“You are to look over the list of ten of your Constitutional rights and decide which of the ten are most important to you. I will allow you to keep FIVE of the ten rights...”***

# K-12 CLASSROOM LESSONS

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## RIGHTS & FREEDOMS HANDOUT

Listed below are some, but not all, of the fundamental rights found in the first ten amendments to the United States Constitution (Bill of Rights). Please rank them 1 through 15 in order of importance to you (1 is the most important, 15 is the least important). If you think the most important right is the right to assemble peacefully, then you should fill in the blank beside that right (E) with 1.

- \_\_\_ A) Right protecting against unreasonable search and seizure
- \_\_\_ B) Right to trial by jury in criminal cases
- \_\_\_ C) Right to trial by jury in civil cases
- \_\_\_ D) Right to bear arms
- \_\_\_ E) Right to assemble peacefully
- \_\_\_ F) Right to protection from cruel and unusual punishment
- \_\_\_ G) Right to freedom of speech
- \_\_\_ H) Right to a lawyer in some cases
- \_\_\_ I) Right to have a lawyer during police questioning
- \_\_\_ J) Right to freedom of religion
- \_\_\_ K) Right to privacy
- \_\_\_ L) Right to protect against self-incrimination
- \_\_\_ M) Right to freedom of the press
- \_\_\_ N) Rights not listed in the Bill of Rights that belong to the people
- \_\_\_ O) Right to keep government from taking your property without paying you



# K-12 CLASSROOM LESSONS

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## CREATING A BILL OF RESPONSIBILITIES

- **Grade Levels: 1 - 12**
- **Special Tip: This activity comes from Dr. Rose Reissman, a noted civic educator who believes this lesson can and should be adapted for any age student)**
- **Academic Standards: This activity involves Proposed Standard 5.1.E, which focuses on the Constitution and the Bill of Rights as key documents of United States government. Proposed Standard 5.1 covers Principles and Documents of Government.**



**T**he Bill of Responsibilities lesson involves a class or school creation of a Bill of Responsibilities to match the rights we enjoy in order to secure our freedom. Older students might begin by reading Dr. Reissman's "Bill of Responsibilities," which she created for the Freedom's Foundation of Valley Forge (which they so generously allow all Pennsylvania students to experience). Younger classes might focus on creating a playground responsibilities document using the model for creating a playground constitution that Jason Kukic of the Mt. Lebanon School District developed.

# K-12 CLASSROOM LESSONS

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## BILL OF RESPONSIBILITIES HANDOUT

**PREAMBLE.** Freedom and responsibility are mutual and inseparable; we can ensure enjoyment of the one only by exercising the other. Freedom for all of us depends on responsibility by each of us. To secure and expand our liberties, therefore, we must accept these responsibilities as individual members of a free society.

- To be fully responsible for our own actions and for the consequences of those actions. Freedom to choose carries with it the responsibility for our choices.
- To respect the rights and beliefs of others. In a free society, diversity flourishes. Courtesy and consideration toward others are measures of a civilized society.
- To give sympathy, understanding and help to others. As we hope others will help us when we are in need, we should help others when they are in need.
- To do our best to meet our own and our families' needs. There is no personal freedom without economic freedom. By helping ourselves and those closest to us to become productive members of society, we contribute to the strength of the nation.
- To respect and obey the laws. Laws are mutually accepted rules by which, together, we maintain a free society. Liberty itself is built on a foundation of law. That foundation provides an orderly process for changing laws. It also depends on our obeying laws once they have been freely adopted.
- To respect the property of others, both private and public. No one has the right to what is not his or hers. The right to enjoy what is ours depends on our respecting the right of others to enjoy what is theirs.
- To share with others our appreciation of the benefits and obligations of freedom. Freedom shared is freedom strengthened.
- To participate constructively in the nation's political life. Democracy depends on an active citizenry. It depends equally on an informed citizenry.
- To help freedom survive by assuming personal responsibility for its defense. Our nation cannot survive unless we defend it. Its security rests on the individual determination of each of us to help preserve it.
- To respect the rights and to meet the responsibilities on which our liberty rests and our democracy depends. This is the essence of freedom. Maintaining it requires our common effort, all together and each individually.

*This document was developed by the Freedoms Foundation at Valley Forge, 1601 Valley Forge Road, P.O. Box 706, Valley Forge, PA 19482-0706, 610-933-8825.*

# K-12 CLASSROOM LESSONS

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## MINI-MOCK TRIALS

- **Grade Levels: 1 – 12**
- **Academic Standards: This activity involves Proposed Standard 5.3, which explores How Government Works.**

**T**he courtroom is a wonderful place to explore how rights + responsibilities = freedom. This is an excellent time to emphasize the responsibility of jury duty. A great source of potential mock trials exists in the literature being read by the students. The accompanying materials from the revised Justice Education Teaching Strategies (JETS) developed by Anne Spector in cooperation with Temple-LEAP outline the trial of Rumpelstiltskin v. The Queen for breach of promise. The American Bar Association has a number of mock trials that already are scripted, and the Pennsylvania Bar Association has past mock trial competition packages for classes that wish to more deeply explore the trial process.

# K-12 CLASSROOM LESSONS

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## WRITING A MOCK TRIAL HANDOUT

The following is an instructional framework for writing a literature-based mock trial with your class. To enhance this experience be sure to invite a lawyer or judge from your home or school community, or a parent of a child in your classroom who is in a law-related field. Interested parents who are not in law-related fields also should be encouraged to participate — they can be of great help when it comes time for small group writing activities.

**Step 1:** Choose a piece of literature in which there is a very clear conflict.

**Step 2:** Read or revisit the piece of literature and have a whole-group retelling.

**Step 3:** In small group, large group or whole group have your students brainstorm all of the conflicts they can identify in the story.

Example: Rumpelstiltskin

A. Rumpelstiltskin is in conflict with the queen for breaking her promise.

B. The king is in conflict with Rumpelstiltskin for trespassing.

**Step 4:** With the whole class, identify the conflict the group feels is most important. Be sure to ask the question "Why?"

**Step 5:** Write a brief fact packet for the class in which the facts of the conflict are described from each side's point of view.

**Step 6:** Review what a rule is. Review what a law is. Write a law that should have prevented the conflict from occurring.

Example: Rumpelstiltskin

In the Kingdom of \*Gold, (\*let the students name the setting if it is not already named) no one is to enter the castle without the written permission of the king or his designee.

Check if your law is a good one by evaluating it according to the following criteria:

Is the law easy to understand?

Is the law clear?

Is the law fair?

Can the law be followed easily ?

**Step 7:** Organize your trial.

A. Decide whether your case is a civil or criminal one.

Civil Case- A court action brought against one person by another.

# K-12 CLASSROOM LESSONS

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**Criminal Case-** A court action by the government to try to find if an accused person is guilty of committing a crime.

**B. Name the two sides of your conflict.**

If your conflict is a civil one, the sides are labeled "Plaintiff" vs. "Defense."

If your conflict is a criminal one, the sides are labeled "Prosecution" (the Government) vs. "Defense."

**C. List the witnesses you would call on both sides.** In order to tell the whole story, you may want to create a character or two to add to your list of witnesses. For example, to tell Rumpelstiltskin's side of the story, you may want to give him a wife or a mother who can talk about his character. After all of the witnesses have been named, the class should establish the purpose of the testimony of each.

**EXAMPLE:** Rumpelstiltskin

**CONFLICT:** Breach of promise in a civil case.

Rumpelstiltskin v. The Queen

**WITNESSES:**

Plaintiff Side:

Rumpelstiltskin

Mrs. Rumpelstiltskin

A former servant

Defense Side:

Queen

King

Faithful servant

**Step 8:** Allow the students to choose the side of which each would like to argue. Be sure to have them write down why they have chosen a particular side.

**Step 9:** Write the opening statement collaboratively, in pairs or independently.

Your Honor and ladies and gentlemen of the jury, \_\_\_\_\_

(name of witness) will tell us \_\_\_\_\_

\_\_\_\_\_  
(name of witness) will testify that \_\_\_\_\_

\_\_\_\_\_  
Finally we will hear from \_\_\_\_\_ (name of witness) who will tell us \_\_\_\_\_

The higher the grade level, the more independent this activity can become. After it is written, the opening statement can be used to develop many oral and written communications skills.

# K-12 CLASSROOM LESSONS

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## Step 10: Write the Direct Questions.

- A. A lawyer asks direct questions of his/her own witnesses. These questions are used to make sure your witness tells his/her whole story.
- B. There are three standard questions with which a lawyer begins:
  - What is your name?
  - Where do you live?
  - What is your job? (occupation)

Students should be assigned to write direct questions for a witness individually or in small groups. If there is some concern about this activity, one direct question can be done collaboratively with the whole class.

## Step 11: Write the Cross Examination Questions:

- A. The cross examination questions are the questions a lawyer asks the witnesses from the other side. Your job is to ask questions that have the jury doubt the testimony of the witness. For the cross examination a lawyer asks "leading questions," questions that lead the witness to a "yes" or "no" answer.

Example: Rumpelstiltskin

1. Did the miller's daughter, known as the queen, ask you to come help her?  
or
2. Isn't it true that you made a new deal with the queen?

Cross examination questions should be practiced before they actually are written. For example, have the students try to ask you questions for which you can give either a "yes" or "no" answer.  
Example: Isn't it true you are the teacher in room\_\_\_?

## Step 12: Write the Closing Statement:

The closing statement also can be written collaboratively and should include a summary of everything that was said during trial. No new information can be introduced during closing statement.

## Step 13: Practice...and Practice some more.

Although the openings, closings, direct questions and cross examination questions are scripted, now is a great time to have your witnesses practice and take some notes for their parts. Lots of students should have a chance to be witnesses before permanent roles are assigned.

## Step 14: The Mock Trial

Oh ye, oh ye, the Court of Room \_\_\_\_\_ is now in session,  
the Honorable Judge \_\_\_\_\_presiding.

Suggestion: Contact your local courthouse to see how it conducts trials.



## 7-12 CLASSROOM LESSONS

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### WORD ANALYSIS

- **Grade Levels:** 7 – 12
- **Academic Standards:** This lesson satisfies proposed standards 5.2.3.A and 5.2.12.A.

**W**rite the word "Rights" on the board and ask the students to brainstorm words that come to mind when they hear that word. You can distinguish between personal, political and economic rights as is done in the Proposed Academic Standards for Civics and Government 5.2.3.A. With an advanced class, you might ask the students to analyze an individual's civic rights under various systems of government (autocracy, democracy, oligarchy) as noted in 5.2.12.A. Now write the word "responsibilities" on the board and have the students brainstorm words they associate with that word. Extend the brainstorming as far as you feel comfortable with the class. Let the students do the thinking here and then explain to them about the Law Day theme. This activity leads nicely into the lesson on drafting a "Bill of Responsibilities" and should be used in conjunction with the Bill of Responsibilities from the Freedom's Foundation.

# 7-12 CLASSROOM LESSONS

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## BILL OF RESPONSIBILITIES HANDOUT

**Preamble. Freedom and responsibility are mutual and inseparable; we can ensure enjoyment of the one only by exercising the other. Freedom for all of us depends on responsibility by each of us. To secure and expand our liberties, therefore, we must accept these responsibilities as individual members of a free society.**

- To be fully responsible for our own actions and for the consequences of those actions. Freedom to choose carries with it the responsibility for our choices.
- To respect the rights and beliefs of others. In a free society, diversity flourishes. Courtesy and consideration toward others are measures of a civilized society.
- To give sympathy, understanding and help to others. As we hope others will help us when we are in need, we should help others when they are in need.
- To do our best to meet our own and our families' needs. There is no personal freedom without economic freedom. By helping ourselves and those closest to us to become productive members of society, we contribute to the strength of the nation.
- To respect and obey the laws. Laws are mutually accepted rules by which, together, we maintain a free society. Liberty itself is built on a foundation of law. That foundation provides an orderly process for changing laws. It also depends on our obeying laws once they have been freely adopted.
- To respect the property of others, both private and public. No one has the right to what is not his or hers. The right to enjoy what is ours depends on our respecting the right of others to enjoy what is theirs.
- To share with others our appreciation of the benefits and obligations of freedom. Freedom shared is freedom strengthened.
- To participate constructively in the nation's political life. Democracy depends on an active citizenry. It depends equally on an informed citizenry.
- To help freedom survive by assuming personal responsibility for its defense. Our nation cannot survive unless we defend it. Its security rests on the individual determination of each of us to help preserve it.
- To respect the rights and to meet the responsibilities on which our liberty rests and our democracy depends. This is the essence of freedom. Maintaining it requires our common effort, all together and each individually.

*This document was developed by the Freedoms Foundation at Valley Forge, 1601 Valley Forge Road, P.O. Box 706, Valley Forge, PA 19482-0706, 610-933-8825.*

## 7-12 CLASSROOM LESSONS

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### CONSTITUTION COMPARISON

- **Grade Levels: 7 – 12**
- **Academic Standards: This activity involves Proposed Standard 5.1.E, which focuses on the Constitution and the Bill of Rights as key documents of United States government. Proposed Standard 5.1 covers Principles and Documents of Government.**

**Y**ou will need either to provide pocket United States and Pennsylvania Constitutions for this activity or copy the Bill of Rights from the U.S. Constitution. The Declaration of Rights from the Pennsylvania Constitution is provided. Begin by telling the students that they are to look through the two sections that document our rights as United States and Pennsylvania citizens and identify where the documents are the same and where they are different. If you wish to spice up the activity, you could have different groups focus on the similarities and on the differences. If you have the entire Constitutions available, you can have the students generate their list of differences between the two Constitutions and see how many they uncover by comparing it to a list Pennsylvania Supreme Court Justice Sandra Schultz Newman generated when she spoke to a group of teachers studying the two documents. She listed 46 differences and still left a few for the students to uncover (see attached list).

# 7-12 CLASSROOM LESSONS

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## DECLARATION OF RIGHTS HANDOUT FROM THE CONSTITUTION OF THE COMMONWEALTH OF PENNSYLVANIA

### ARTICLE I

### DECLARATION OF RIGHTS

That the general, great and essential principles of liberty and free government may be recognized and unalterably established, WE DECLARE THAT-

#### INHERENT RIGHTS OF MANKIND

**Section 1.** All men are born equally free and independent, and have certain inherent and indefeasible rights, among which are those of enjoying and defending life and liberty, of acquiring, possessing and protecting property and reputation, and of pursuing their own happiness.

#### POLITICAL POWERS

**Section 2.** All power is inherent in the people, and all free governments are founded on their authority and instituted for their peace, safety and happiness. For the advancement of these ends they have at all times an inalienable and indefeasible right to alter, reform or abolish their government in such manner as they may think proper.

#### RELIGIOUS FREEDOM

**Section 3.** All men have a natural and indefeasible right to worship Almighty God according to the dictates of their own consciences; no man can of right be compelled to attend, erect or support any place of worship, or to maintain any ministry against his consent; no human authority can, in any case whatever, control or interfere with the rights of conscience, and no preference shall ever be given by law to any religious establishments or modes of worship.

#### RELIGION

**Section 4.** No person who acknowledges the being of a God and a future state of reward and punishments shall, on account of his religious sentiments, be disqualified to hold any office or place trust or profit under this Commonwealth.

#### ELECTIONS

**Section 5.** Elections shall be free and equal; and no power, civil or military, shall at any time interfere to prevent the free exercise of the right of suffrage.



#### TRIAL BY JURY

**Section 6.** Trial by jury shall be as heretofore and the right thereof remain inviolate. The General Assembly may provide, however, by law, that a verdict may be rendered by not less than five-sixths of the jury in any civil case. Furthermore, in criminal cases the Commonwealth shall have the same right to trial by jury as does the accused.

## 7-12 CLASSROOM LESSONS

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### FREEDOM OF PRESS AND SPEECH; LIBELS

**Section 7.** The printing press shall be free to every person who may undertake to examine the proceedings of the Legislature or any branch of government, and no law shall ever be made to restrain the right thereof. The free communication of thoughts and opinions is one of the invaluable rights of man, and every citizen may freely speak, write and print on any subject, being responsible for the abuse of that liberty. No conviction shall be had in any prosecution for the publication of papers relating to the official conduct of officers or men in public capacity, or to any other matter proper for public investigation or information, where the fact that such publication was not maliciously or negligently made shall be established to the satisfaction of the jury; and in all indictment for libels the jury shall have the right to determine the law and the facts, under the direction of the court, as in other cases.



### SECURITY FROM SEARCHES AND SEIZURES

**Section 8.** The people shall be secure in their persons, houses, papers and possessions from unreasonable searches and seizures, and no warrant to search any place or to seize any person or things shall issue without describing them as nearly as may be, nor without probable cause, supported by oath or affirmation subscribed to by the affined.

### RIGHT OF ACCUSED IN CRIMINAL PROSECUTIONS

**Section 9.** In all criminal prosecutions the accused hath a right to be heard by himself and his counsel, to demand the nature and cause of the accusation against him, to be confronted with the witnesses against him, to have compulsory process for obtaining witnesses in his favor, and, in prosecutions by indictment or information, a speedy public trial by an impartial jury of the vicinage; he cannot be compelled to give evidence against himself, nor can he be deprived of his life, liberty or property, unless by the judgment of his peers or the law of the land. The use of a suppressed voluntary admission or voluntary confession to impeach the credibility of a person may be permitted and shall not be construed as compelling a person to give evidence against himself. Notwithstanding the provisions of this section, the General Assembly may by statute provide for the manner of testimony of child victims or child material witnesses in criminal proceedings, including the use of videotaped depositions or testimony by closed-circuit television.

### INITIATION OF CRIMINAL PROCEEDINGS; TWICE IN JEOPARDY; EMINENT DOMAIN

**Section 10.** Except as hereinafter provided no person shall, for any indictable offense, be proceeded against criminally by information, except in cases arising in the land or naval forces, or in the militia, when in actual service, in time of war or public danger, or by leave of the court for oppression or misdemeanor in office. Each of the several courts of common pleas may, with the approval of the Supreme Court, provide for the initiation of criminal proceedings therein by information filed in the manner provided by law. No person shall, for the same offense, be twice put in jeopardy of life or limb; nor shall private property be taken or applied to public use, without authority of law and without just compensation being first made or secured.

### COURTS TO BE OPEN; SUITS AGAINST THE COMMONWEALTH

**Section 11.** All courts shall be open; and every man for an injury done him in his lands, goods, person or reputation shall have remedy by due course of law, and right and justice administered without sale, denial or delay. Suits may be brought against the Commonwealth in such manner, in such courts and in such cases as the Legislature may by law direct.

# 7-12 CLASSROOM LESSONS

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## POWER OF SUSPENDING LAWS

**Section 12.** No power of suspending laws shall be exercised unless by the Legislature or by its authority.

## BAIL; FINES AND PUNISHMENTS

**Section 13.** Excessive bail shall not be required, nor excessive fines imposed, nor cruel punishments inflicted.

## PRISONERS TO BE BAILABLE; HABEAS CORPUS

**Section 14.** All prisoners shall be bailable by sufficient sureties, unless for capital offenses or for offenses for which the maximum sentence is life imprisonment or unless no condition or combination of conditions other than imprisonment will reasonably assure the safety of any person and the community when the proof is evident or presumption great; and the privilege of the writ of habeas corpus shall not be suspended, unless when in case of rebellion or invasion the public safety may require it.



## SPECIAL CRIMINAL TRIBUNALS

**Section 15.** No commission shall issue creating special temporary criminal tribunals to try particular individuals or particular classes of cases.

## INSOLVENT DEBTORS

**Section 16.** The person of debtor, where there is not strong presumption of fraud, shall not be continued in prison after delivering up his estate for the benefit of his creditors in such manner as shall be prescribed by law.

## EX POST FACTO LAWS; IMPAIRMENT OF CONTRACTS

**Section 17.** No ex post facto law, nor any law impairing the obligation of contracts, or making irrevocable any grant of special privileges or immunities, shall be passed.

## ATTAINDER

**Section 18.** No person shall be attainted of treason or felony by the Legislature.

## ATTAINDER LIMITED

**Section 19.** No attainder shall work corruption of blood, nor, except during the life of the offender, forfeiture of estate to the Commonwealth.

## RIGHT OF PETITION

**Section 20.** The citizens have a right in a peaceable manner to assemble together for their common good, and to apply to those invested with the powers of government for redress of grievances or other proper purposes, by petition, address or remonstrance.

# 7-12 CLASSROOM LESSONS

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## RIGHT TO BEAR ARMS

**Section 21.** The right of the citizens to bear arms in defense of themselves and the State shall not be questioned.

## STANDING ARMY; MILITARY SUBORDINATE TO CIVIL POWER

**Section 22.** No standing army shall, in time of peace, be kept up without the consent of the Legislature, and the military shall in all cases and at all times be in strict subordination to the civil power.

## QUARTERING OF TROOPS

**Section 23.** No soldier shall in time of peace be quartered in any house without the consent of the owner, nor in time of war but in a manner to be prescribed by law.



## TITLES AND OFFICES

**Section 24.** The Legislature shall not grant any title of nobility of hereditary distinction, nor create any office the appointment which shall be for a longer term than during good behavior.

## RESERVATION OF POWERS IN PEOPLE

**Section 25.** To guard against transgressions of the high powers which we have delegated, we declare that everything in this article is excepted out of the general powers of government and shall forever remain inviolate.

## NO DISCRIMINATION BY COMMONWEALTH AND ITS POLITICAL SUBDIVISIONS

**Section 26.** Neither the Commonwealth nor any political subdivision thereof shall deny to any person the enjoyment of any civil right, nor discriminate against any person in the exercise of any civil right.

## NATURAL RESOURCES AND THE PUBLIC ESTATE

**Section 27.** The people have a right to clean air, pure water, and to the preservation of the natural, scenic, historic and esthetic values of the environment. Pennsylvania's public natural resources are the common property of all the people, including generations yet to come. As trustee of these resources, the Commonwealth shall conserve and maintain them for the benefit of all the people.

## PROHIBITION AGAINST DENIAL OR ABRIDGMENT OF EQUALITY OF RIGHTS BECAUSE OF SEX

**Section 28.** Equality of right under the law shall not be denied or abridged in the Commonwealth of Pennsylvania because of the sex of the individual.

## 7-12 CLASSROOM LESSONS

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### THE PENNSYLVANIA CONSTITUTION VS. THE UNITED STATES CONSTITUTION HANDOUT

1. The US Constitution has no provision for protecting the environment.
2. US senators serve six-year terms; Pennsylvania senators serve four-years terms.
3. US senators must be 36 years old and representatives must be 25 years old. Pennsylvania senators must be 25 years old and representatives must be 21 years old.
4. The US Constitution has no provision regarding ineligibility because of criminal convictions.
5. The US Constitution has no provision for legislative reapportionment.
6. The US Constitution does not have specific detailed provisions regarding the procedure for introducing and enacting laws.
7. The US Constitution has no provision regarding education.
8. The US Constitution has no provision regarding workers' compensation.
9. The US Constitution has no provision regarding support for widows and orphans.
10. The US Constitution has no provision regarding classification of municipalities.
11. The US Constitution has no provision regarding land title registration.
12. The US Constitution has no provision regarding competitive bidding.
13. The US Constitution has no provision regarding change of venue.
14. The US Constitution has no provision regarding pensions.
15. The US Constitution has no provision regarding changing the location of the capital.
16. The US Constitution has no provision regarding appropriations for public assistance.
17. The US Constitution has no provision regarding appropriations for charitable organizations.
18. The US Constitution has no provision regarding delegation of powers.
19. The US Constitution has no provision regarding local and special laws.
20. The US Constitution does not specify any particular cabinet members.
21. The US Constitution has no provision for electing an attorney general.
22. The US Constitution has no provision for appointment of a secretary of education.
23. The US Constitution has no provision for a board of pardons.
24. The US Constitution has no provision for a partial veto.
25. The US Constitution has no provision regarding the terms of office of cabinet members.
26. The US Constitution has no provision establishing a unified judiciary or for establishing specific courts below the Supreme Court.
27. The US Constitution has no provision guaranteeing a right of appeal.
28. The US Constitution has no provision regarding judicial administration.

## 7-12 CLASSROOM LESSONS

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29. The US Constitution has no provision regarding judicial districts.
30. The US Constitution has no provision regarding qualifications of judges.
31. The US Constitution has no provision for election of judges.
32. The US Constitution has no provision for establishing a judicial qualification commission.
33. The US Constitution does not limit the terms of office of judges.
34. The US Constitution has no provision regarding retirement of judges.
35. The US Constitution has no provision regarding prohibited activities of judges.
36. The US Constitution has no provision for establishing a judicial conduct board.
37. The US Constitution specifies that impeachment must be for treason, bribery or other high crimes and misdemeanors. The Pennsylvania Constitution allows impeachment for any misbehavior in office.
38. The US Constitution has no specific provisions regarding tax exemptions.
39. The US Constitution has no provision regarding gas taxes.
40. The US Constitution has no provision requiring a balanced budget.
41. The US Constitution has no provisions regarding local government.
42. The US Constitution has no provision regarding private corporations.
43. Amendments to the US Constitution are voted on by state legislatures. Amendments to the Pennsylvania Constitution are voted on by the people.
44. The Pennsylvania Legislature does not have the powers enumerated in Article 1, Section 8 of the US Constitution.
45. No state has the powers enumerated in Article 1, Section 10 of the US Constitution.
46. There is no electoral college in Pennsylvania.



## 7-12 CLASSROOM LESSONS

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### NO VEHICLES IN THE PARK

- **Grade Levels:** 7 - 12
- **Academic Standards:** Variations of this lesson abound, ranging from exercises based on children's literature to asking which animals should be allowed in the library to lessons that explore the Pennsylvania school law that bans weapons on school grounds (Act 26). All of the variations involve Proposed Standard 5.3.H, which explores the relationship between individual and governmental interests. Proposed Standard 5.3 covers How Government Works.

**T**he "No Vehicles in the Park" lesson involves a mock statute that says, due to problems in the park, there will be no vehicles allowed in the park. Ask the students if they understand the rule—and ask what they think makes up a good rule. They should say things like clarity, enforceability and fairness. Then put the students into groups of five or six and ask them to serve as participants in city council hearing petitions involving disputes over the interpretation of the law. Will they allow exceptions to the law? The classic law-related education version of the exercise is on the next page (please feel free to copy the exercise for your students). Keep in mind — there is no correct answer; the power of the activity is in the discussion explaining each answer.

## 7-12 CLASSROOM LESSONS

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### NO VEHICLES IN THE PARK HANDOUT

**T**he town of Owlville had a park that was being overrun by vehicles of all types. To make the park a place where residents might find peace and enjoyment, the town leaders enacted a law that reads: "No Vehicles in the Park." While the law seems clear, some disputes have risen over the interpretation of the law. Please decide the listed cases keeping in mind both the letter of the law as well as the intent of the law.

- A.** John lives on one side of town and works on the other side. He will save 10 minutes if he drives through the park.
- B.** To keep the park clean, there are many trash barrels in which people may deposit all litter. The sanitation department wants to go into the park with trash trucks to collect the trash.
- C.** Two police officers are chasing a suspected bank robber. If one officer cuts through the park, he or she can get in front of the suspect's car and trap it between the patrol cars.
- D.** An ambulance has a dying car-accident victim in it and is racing to the hospital. The shortest route is through the park.
- E.** Some of the children who visit the park want to ride their bikes in the park. What about the skateboarders?
- F.** Mr. Thomas wants to take his baby to the park in her baby buggy.
- G.** A monument to the town's citizens who died in the Gulf War is being constructed. A tank, donated by the government, is to be placed beside the monument.
- H.** Several of the town's citizens have made a living for several years by driving people around scenic spots in the city in an old-fashioned horse and buggy. They want to drive people through the park.

# CLASSROOM WRAP-UP EXERCISES

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- **Grade Level(s): All Grades**
- **Special Tip: You can do this exercise orally with younger students**

## REFLECTION ON THE LESSON

Ask the students to list on index cards up to three things they have learned from the class that they will want to share with their family members later. The students should be encouraged to take their cards home to share.

Ask the students to list up to three questions they have as a result of the presentation. If you have the students write the questions on separate index cards, you can take their questions with you and follow-up in writing to the class.

## THINK BACK!

Ask the students to think back to the start of the lesson when you first began the class. Ask them what they thought the class would be about — "What did you think I would talk about today?"; "Were you surprised?"; "Did you enjoy the class?"; "What did you learn?" Ask the students to write out their answers.



*\*\* If you have produced something with your class (a Bill of Responsibilities or a mock trial script), please feel free to share it with Temple-LEAP. Highlights from the materials sent to the LEAP will be posted on the Pennsylvania Bar Association's Web site [www.pabar.org](http://www.pabar.org).*



## CELEBRATE YOUR FREEDOM: RIGHTS + RESPONSIBILITIES = FREEDOM LAW DAY 2001

Celebrate citizenship with your students during Law Day 2001. Use this special time to help your students become familiar with their freedoms, rights and responsibilities as citizens of the United States.

The Pennsylvania Newspaper Association Newspaper in Education (NIE) is honored to be once again a partner with the Pennsylvania Bar Association for the second annual statewide Law Day 2001, "Celebrate Your Freedom: Rights + Responsibilities = Freedom." The NIE activities follow the state's Academic Standards for Civics and Government.

The mission of the PA Newspaper Association NIE Committee is to encourage newspaper use for lifelong learning including citizenship skills and First Amendment issues and to support the continuing importance of newspapers as a vital source of facts, opinions, and entertainment.

### ELEMENTARY AND MIDDLE SCHOOL ACTIVITIES

- ★ Scan the newspaper for news stories or photos that illustrate a provision of the Bill of Rights: freedom of press, of assembly, of religion and freedom to petition the government. Describe how life would be different if the First Amendment were not part of the Constitution.
- ★ Find a news story about a citizen who is doing something positive that makes a difference in the community. Draw a picture showing the person working. Write several sentences describing how the community is better because of that person's actions.
- ★ Find a newspaper story about a political leader who is taking a stand on an important issue. Describe the issue. Then list reasons why that leader supports his/her position. Explain the position of people opposed to the leader. Explain why it is important to have a political leader present the issue to the public.
- ★ The people we elect make decisions about what our communities will look like, how we will spend our money and what laws we will have to follow. Look through the newspaper and find one example of an elected local leader, state leader and national leader. Identify one thing each leader does as part of his or her job.
- ★ Find examples in the news of a trial by jury. Talk about the importance of this right and the judicial process. Ask students to tell what part the following people play: prosecuting attorney, witness, defense attorney, defendant, plaintiff, judge, and jury.
- ★ Provide copies of "Making Law in Pennsylvania" to your students. Talk about how a bill becomes a law. Challenge the students to find examples in the newspaper of bills currently being proposed, argued, or passed. Use the newspaper examples to widen students' understanding of the role of legislators, lobbyists, and the Governor in the legislative process.

## THE BILL OF RIGHTS IN ACTION



The following excerpts of newspaper articles describe some situations that relate to rights guaranteed under the Bill of Rights. In the space underneath each excerpt write the name of the right that applies. (Hint: Included are the rights to protection against cruel and unusual punishment, protection against self-incrimination, freedom of the press, freedom to peacefully assemble, freedom of religion, freedom of speech.)

In an effort to curb the abuse and neglect of children placed under state custody, more than 13,000 children will be sent brochures beginning next week to make them more aware of their rights.

Right to: \_\_\_\_\_

It was a grand week for the Attorney General. At a Monday White House meeting he was part of a hardnosed bureaucratic coalition that won the ouster of 55 Soviets diplomats from the United States. On Wednesday, he tackled what he called the national "explosion of obscenity." And then there was the U.S. Supreme Court. In a speech on Tuesday at Tulane University, he said its decisions were not "the supreme law of the land." The lawyerly statement was shocking to the layman's ear and insensitive to recent legal history.

Right to: \_\_\_\_\_

In addition to the rights listed at the beginning of this activity, several additional rights are guaranteed by the Bill of Rights. See if you can name four other such rights. Try to find examples of those rights being exercised or abused in today's newspaper articles.

Right to: \_\_\_\_\_

A new state law that took effect Tuesday allows teacher to ask for student volunteers to lead the class in prayer. Youngsters who don't want to pray are allowed to leave the classroom.

Right to: \_\_\_\_\_

Pace did not testify in his own behalf or present any witnesses or evidence.

Right to: \_\_\_\_\_

So the nation's 15 major construction unions are taking what they deem a national stand. They are fighting back with television commercials, lawsuits and administrative hearings, and generating an unexpected public debate on whether the state went too far in wooing the Japanese.

Right to: \_\_\_\_\_

Spectators cheer a "rapping contest" at the Rhythm & Blues Festival Saturday evening in Olive Park. More than 10,000 people attended the festival, which runs through Sunday.

Right to: \_\_\_\_\_

## THE PUBLIC'S WATCHDOG

The founding fathers of this country were concerned that the government might use its power to take advantage of private citizens. They wanted to be sure that voters knew what the government was doing. That way, the people could make better decisions about what to vote for and which leaders to elect or re-elect.



The press is independent of the government. Its role is to report to the people on what political leaders are saying or doing.

Find examples of each of the following individuals or groups the press covers. Explain why it is important for citizens to know about the news reported in these stories.

Individual/Group	Why citizens should be informed
National official (The president, a senator, Secretary of Defense, etc.)	
State official (The governor, Secretary of Education, etc.)	
Local official (The mayor, county commissioner, city council member, etc)	
Congressional committee (Senate Foreign Intelligence Committee)	
Local government body (City council, county supervisors)	
Regulatory agency (Public Utilities Commission, Environmental Protection Agency)	
Service agency (Mental Health/Mental Retardation, Children's Services)	
Lobbying group (National Rifle Association, Common Cause)	

## MIDDLE AND HIGH SCHOOL ACTIVITIES

- ★ Using copies of the United States Constitution and your local newspaper, write a job description for the President, Vice President, or another government official. Look through the newspaper for articles demonstrating the official's performance of these duties. Write an employment classified advertisement for the job of the chosen official.
- ★ Find news stories that illustrate three of the following principles: patriotism, the rule of law, equality, minority rights, privacy, separation of powers. For each story, answer these questions: (1) How does the story illustrate the principle, (2) What government groups are involved in the story, and (3) Why is this issue important in a democracy?
- ★ Find news stories, editorials and opinion columns about a controversial issue. Describe the historical events that led to the conflict. Research materials provided by each side. Evaluate the positions represented in those materials and in news stories and public documents. Identify and critique the strategies used by each side to promote its position. Explain the role community representatives might play in resolving the conflicts. Explain the role government can play in resolving the conflicts.
- ★ The founding fathers set up a system of checks and balances in the government of the United States. No one branch of government should have more power than the other: the legislative branch makes laws, the executive branch enforces laws and the judicial branch rules on the constitutionality of the laws. Look through the newspaper for examples of editorial cartoons or news articles that demonstrate how one branch of government is taking an action that checks another branch. Explain how the system is working in each example.
- ★ Find a news story about an interaction between Pennsylvania and another country. Describe the actions taken by the other country. Explain how that country's actions will affect Pennsylvania. How will the actions of Pennsylvania affect the other country?
- ★ Find news stories about three people who are participating in politics in different ways, for example, a candidate for office, a campaign official, a volunteer, a representative of a special interest group. Explain the role each plays in the political process and why those roles are important in a democracy.
- ★ Compare the coverage by different media of a particular First Amendment story. Have students gauge whether the coverage is balanced or one-sided. Discuss with students the difference between editorials and news coverage.
- ★ Citizens who want to influence government decisions often join together in groups to make their voices heard. There are different kinds of groups: groups with the same occupation, groups who want to have a specific problem solved, groups concerned about neighborhoods or specific geographic regions and groups who want to improve government. Look through the newspaper to find examples of how three different groups use their influence to affect government decisions. Give the name of the group, identify the type of group, and explain what changes they want to see in local, state or national government.

## ACKNOWLEDGEMENTS

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# LESSON PLANNING IDEAS

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**T**here is probably a law-related education (LRE) lesson for any topic on which you might like to present. You always can contact one of the LRE support organizations listed in this booklet (see Introduction to LRE Support Organizations). Nonetheless, many judges and lawyers enjoy creating their own unique lessons for their presentations.

This material will give you an overview of everything you will need to know if you decide to create an original lesson for your effort. Please feel free to use any or all of the materials contained in this section. All the PBA asks in return is that you consider sharing your lesson ideas with future presenters by sending them to Temple-LEAP (information about this organization can be found in the Introduction to LRE Support Organizations section).

## GLASSER'S PERCENTAGES OF WHAT STUDENTS LEARN <sup>1</sup>

### Students Remember:

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear
- 70% of what they discuss with others
- 80% of what they experience personally (that involve feelings)
- 95% of what they teach someone else

As such, don't give out a lot of handouts and then lecture. Whenever possible, try to involve the students in interactive learning activities. Conducting a mock trial with the students will teach them much more about how courts operate than a lecture on the structure of the courts. Role-playing a police stop is a far better way to teach about police powers than reading the opinion in *Terry v. Ohio*.

<sup>1</sup> For more information, see William Galsser's *Control Therapy in the Classroom*, Harper & Row: NY, 1986; *Reality Therapy: A New Approach to Psychiatry*, Harper & Row, NY, 1965.

# LESSON PLANNING IDEAS

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## WHAT ARE THE STEPS OF A GOOD LRE LESSON?

1. Start with a warm-up—something to get the students ready for your presentation. Some examples are provided in the lesson materials. Try to make the warm-up connected to the main thrust of your lesson.
2. Ask the students a question that makes them think. The simplest one is: “What do you think of . . . ?”
3. Have at least one activity other than you talking (see the next page for examples). Since we know that this generation was raised on MTV with its fast-paced action, you might want to use a number of activities a few times during the class (start by asking a question, move on to a role-play or simulation, have the students brainstorm some ideas, ask them to visualize a scene, read a passage from a case and close with a survey you provide).
4. End with a wrap-up, something that brings closure to the presentation. You might simply ask them to reflect on the class. If the teacher thinks a homework assignment is a good idea, give the students an assignment such as this; “Here’s the address of your senator—write the senator and explain how you feel about this matter.”

## WHAT ARE THE ESSENTIAL ELEMENTS OF A GOOD LRE LESSON?

The lesson should:

- develop substantive knowledge about a legal/constitutional concept that is of interest to young people;
- present a balanced view of the topic as well as the legal system;
- develop a wide range of cognitive and affective behaviors, as well as critical thinking skills;
- stress interactive learning processes such as small-group activities;
- provide a debriefing procedure that leads participants to evaluate their own learning; and
- relate to students’ daily lives and be appropriate to the students’ age and level of understanding.

# LESSON PLANNING IDEAS

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## ACTIVITIES THAT HELP STUDENTS ATTACH MEANINGS TO LEARNING EXPERIENCES<sup>2</sup>

- **Writing Logs/Diaries**  
Students document reactions to events and interpret what has happened.
- **Naming Themes**  
Students think of the personal lesson that was learned and try to derive an abstract meaning from the experience. The question, “What does it remind you of?” encourages students to find themes.
- **Imagining**  
Students imagine “What if?”, or they create alternative outcomes to surmise about alternatives.
- **Evaluate**  
Students rate or rank an experience in relationship to other similar experiences they may have had.
- **Role-Playing**  
Students express their understanding of problems by acting out their interpretations of the elements of the experience (mini-mock trials are great for presentations).
- **Drawing**  
Students identify major themes or issues and draw pictures identifying the meaning derived from the experience.
- **Comparing**  
Students relate reading or taking a field trip to another similar experience. This helps them identify features they consider relevant.
- **Concept Mapping**  
Students visualize and draw the relationships among concepts with a series of links or chains.

<sup>2</sup> James Roth, “Enhancing Understanding Through Debriefing,” *Educational Leadership*, October, 1987, pp. 24-27.

# LRE SUPPORT ORGANIZATIONS

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## INTRODUCTION TO LRE SUPPORT ORGANIZATIONS

Law-related education support organizations are great resources for schools and judges/lawyers interested in introducing civics and government into the classroom. Please feel free to contact any of the organizations listed below.

**Temple-LEAP**  
1719 North Broad Street  
Philadelphia, PA 19122  
phone (215) 204-1887  
fax (215) 204-5455  
e-mail: dtrevask@temple.edu

The Law, Education and Participation Project of the James E. Beasley School of Law of Temple University (Temple-LEAP) promotes law-related and civic education LRE. LRE is a unique blend of substance and strategy: students learn about the law, the justice system and their rights and responsibilities through positive interaction with law and justice professionals and educators who promote critical thinking and cooperative learning. Temple-LEAP provides curriculum and lesson materials for classrooms across the commonwealth and is a great resource for presentations.

Temple-LEAP has developed these innovative educational programs aimed at empowering young people through the study of law for the past 25 years. Starting in Philadelphia in 1974 and branching out to reach all corners of Pennsylvania in 1985, Temple-LEAP conducts LRE trainings for educators and law and justice professionals and produces general and Pennsylvania-specific curricula related to civics and government.

# LRE SUPPORT ORGANIZATIONS

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**National Constitution Center**  
The Bourse, Suite 560  
111 South Independence Mall East  
Philadelphia, PA 19106  
phone (215) 923-0004  
fax (215) 923-1749  
[www.constitutioncenter.org](http://www.constitutioncenter.org)

NCC was established by Congress to increase awareness and understanding of the U.S. Constitution, its history and its relevance to our daily lives so that all students, young and old, can better understand and exercise their rights and responsibilities. Serving as the home of the Warren E. Burger Repository of LRE lessons created originally under the auspices of the Center for Research and Development in Law-Related Education (CRADLE), the NCC Web site contains a teacher resource area with lesson plans and curriculum ideas for the classroom. The CRADLE model of teacher-developed lessons is on the NCC Web site and provides an outstanding source of presentation materials.

**Center for Civic Education**  
5146 Douglas Fir Road  
Calabasas, CA 91302  
phone (800) 350-4223  
fax (818) 591-9330  
[www.civiced.org](http://www.civiced.org)

CCE develops conceptual LRE programs centered around four concepts: justice, authority, responsibility and privacy. These concepts are fundamental to understanding the principles of law and the Constitution. The curriculum and training materials are provided for grades K-12 and are designed to develop better understanding of our constitutional democracy. CCE's We the People curriculum on the Constitution and the Bill of Rights is used across the nation in every congressional district.

# LRE SUPPORT ORGANIZATIONS

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**Constitutional Rights Foundation**  
601 South Kingsley Drive  
Los Angeles, CA 90005  
phone (213) 487-5590 (ext. 127)  
fax (213) 386-0459  
[www.crf-usa.org](http://www.crf-usa.org)

or

**Constitutional Rights Foundation Chicago**  
407 South Dearborn, Suite 1700  
Chicago, IL 60605  
phone (312) 663-9057  
fax (312) 663-9057  
[www.crfc.org](http://www.crfc.org)

CRF focuses on the connection among individuals, the law and the political system. Through participation in interactive role-plays, simulations and cooperative small groups, the Constitution is taught as living law that is applicable to students today. CRF materials emphasize the development of reasoning skills, especially as applied to evaluating the causes of, and potential solutions to, the problems facing the United States.

**Street Law, Inc.**  
918 16th Street, NW  
Suite 602  
Washington, D.C. 20006  
phone (202) 293-0088  
fax (202) 293-0089  
[www.streetlaw.org](http://www.streetlaw.org)

Street Law develops LRE materials that give students an understanding of practical law. Its approach to law-related education is to provide practical information and problem-solving opportunities that help students develop the knowledge and skills necessary for survival in our law-saturated society. In this way, Street Law hopes to promote in students a willingness and capability to participate effectively in the legal and political systems. Its flagship publication is called *Street Law* and is the largest selling secondary-level law curriculum.

# LRE SUPPORT ORGANIZATIONS

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**The Bill of Rights Institute**  
1001 Connecticut Avenue  
Washington, D.C. 20036  
[www.BillofRightsInstitute.org/pa](http://www.BillofRightsInstitute.org/pa)

The Bill of Rights Institute develops programs that provide educators with supplemental instructional material for use in the classroom. It also provides both educators and students with opportunities to increase their knowledge outside of the classroom. The Institute's programs aim to build a solid foundation of knowledge of and appreciation for the Bill of Rights in a large number of students. These programs also provide capable students with a passion for liberty opportunities to advance in their knowledge and involvement. The Institute has an interactive Web site, which features such activities as complete homework assignments; chatting with legal experts; research on current issues; essay contests; and opportunities for summer honors seminars in Washington D.C. or Philadelphia.

**American Bar Association**  
Public Education Division  
541 North Fairbanks Court, 15th Floor  
Chicago, IL 60611  
phone (312) 988-6386  
fax (312) 988-6281  
[www.abanet.org](http://www.abanet.org)

The ABA, through its Public Education Division, maintains a repository of LRE materials and produces various publications that inform both lawyers and non-lawyers about the law. The ABA is a great resource for detailed materials.

**Pennsylvania Newspaper Association Foundation**  
3899 North Front Street  
Harrisburg, PA 17110  
phone (717) 703-3000  
fax (717) 703-3008  
[www.pa-newspaper.org](http://www.pa-newspaper.org)

The Pennsylvania Newspaper Association Foundation is the educational arm of the Pennsylvania Newspaper Association and sponsors a variety of educational seminars each year targeted to a cross-section of newspaper departments. The PNA Foundation Newspaper in Education Committee encourages newspaper use for lifelong learning including citizenship skills and First Amendment issues. It also supports the continuing importance of newspapers as a vital source of facts, opinions and entertainment in the information age.

The more than 80 Newspaper in Education programs in Pennsylvania provide newspapers to the classrooms as motivational and educational tools to encourage a variety of skills, especially the creative and divergent thinking skills. Newspapers provide real-life applications for content-area skills and concepts. Newspapers are naturally interdisciplinary and are a basic tool for lifelong self-instruction.

# NOTES

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