

Law Day 2016

MIRANDA

more than words

Law Day 2016 Graphic Organizers

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

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Law Day

Graphic Organizers

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Name _____

Vocabulary – write a brief definition for the following terms:

compelled _____

counsel _____

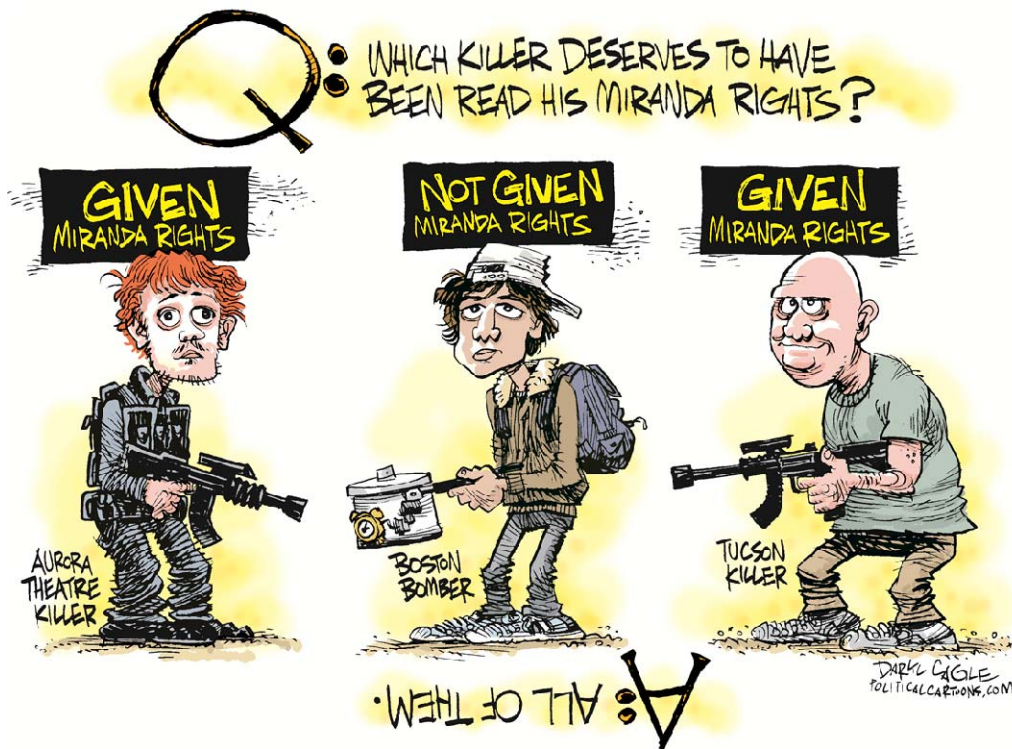
procedural rights _____

overreaching _____

coercive _____

Miranda Warning in Editorial Cartoons

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



Cagle.com

Source: Cagle.com

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

Name _____

Analyzing an Editorial/Political Cartoon

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

___ Humor

___ Labels

___ Caricature

___ Analogy to another historical or current event

___ Symbols

___ Stereotypes

___ Speech/idea balloons

___ References to popular culture, art, literature, etc.

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

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

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

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

11. Briefly explain the message of the cartoon:

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

13. Do you think this cartoon is effective in expressing the artist's message? Why or why not?

Name _____

Vocabulary – write a definition for the following terms:

Miranda warning (Write out the words of a typical Miranda warning) _____

interrogate/interrogation _____

voluntary _____

self-incrimination _____

explicitly _____

You Have the Right to Remain Silent

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

Pros: I think this is correct because....	Cons: I think this is wrong because....

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

Name _____

Vocabulary – write a definition for the following terms:

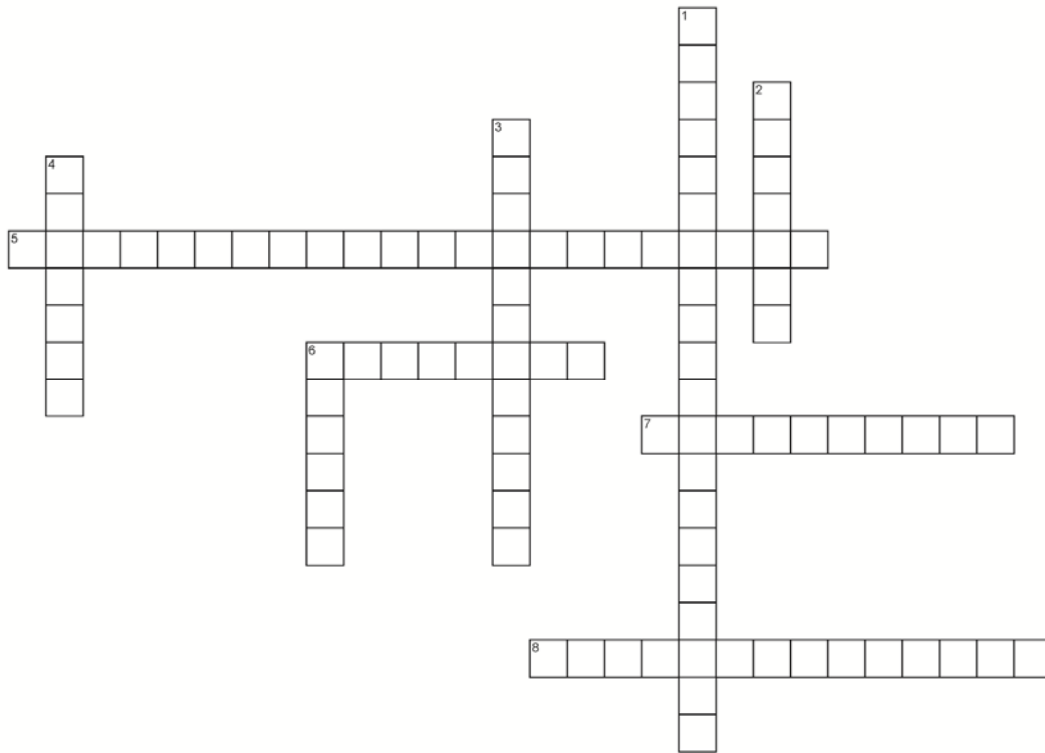
alleged _____

assailant _____

violate _____

demeanor _____

Miranda Warning Crossword Puzzle



ACROSS

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

DOWN

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

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

Name _____

Vocabulary – write a definition for the following terms:

felony _____

capital offense _____

the means _____

Gideon v. Wainwright and the Sixth Amendment Editorial

Review several newspaper editorials. Pay close attention to the writing style and content. Write your own editorial answering the question, “*Was Clarence Gideon right in his assertion that the court must provide a lawyer for him? Why or why not?*” Be sure to back up your conclusion/opinion with facts. Prepare an outline before writing. List reasons that citizens and leaders give for answering “yes” or “no” to the question.

Reasons yes:	Essential Question: <i>Was Clarence Gideon right in his assertion that the court must provide a lawyer for him? Why or why not?</i>	Reasons no:
	Conclusions:	

Follow up: Compare any current examples of balancing individual rights and criminal justice with the Gideon v. Wainwright case. What similarities and differences are there?

Name _____

Vocabulary – write a definition for the following terms:

mandate _____

defendants _____

public defender _____

statute _____

eligibility _____

dependents _____

criteria _____

Public Defenders – Fair and Equal Treatment

Many laws and rules are enacted so people will be treated equally and fairly. Equal and fair treatment means that everyone is treated the same and has the same chance to succeed. Everyone is supposed to have equal protection under the law.

1. As a class, use the print or electronic edition of a newspaper to find an example of someone being treated fairly. In the space below, write out how the person was treated fairly and why that was important. _____

2 a. Find an example in a newspaper of someone being treated unfairly. Write out what was unfair about the treatment. _____

2 b. Do some research and see if there is a rule or law that addresses this situation. Briefly describe the law (if there is one). _____

3. If there is a law, was it enforced? YES NO

4. Do you think that public defenders offer the same quality of criminal defense as a private attorney? Why or why not? _____

Follow up: What did you learn about the 6th Amendment?

This exercise was modified from one originally created for Power Pack: Lessons in Civics, Math and Fine Arts for NIE Week 2011 for the NAAFoundation.

Name _____

Vocabulary – write a definition for the following terms:

inadvertent _____

proficient _____

dialect _____

convey _____

contingent _____

bilingual _____

Communication Barriers to Equal Justice

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

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

Assessment: What did you learn about communication barriers and equal justice?

Name _____

An acrostic poem is a poem in which the initial letters of the lines, taken in order, spell a word or phrase. Each line should relate back to the central theme. In honor of Law Day 2016's theme, create an acrostic poem using *MIRANDA* as your base word.*

M

I

R

A

N

D

A

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

*Other suitable terms include: Justice, Human Rights or Constitution.

Name _____

Conducting an Interview

Interviewee's name (the person you are interviewing) _____

Interviewee's address (Street, City, State) _____

What is something you've done that you are proud of? (Describe the accomplishment providing at least three details) _____

What challenges did you face? _____

How did you overcome barriers or obstacles and deal or face challenges? _____

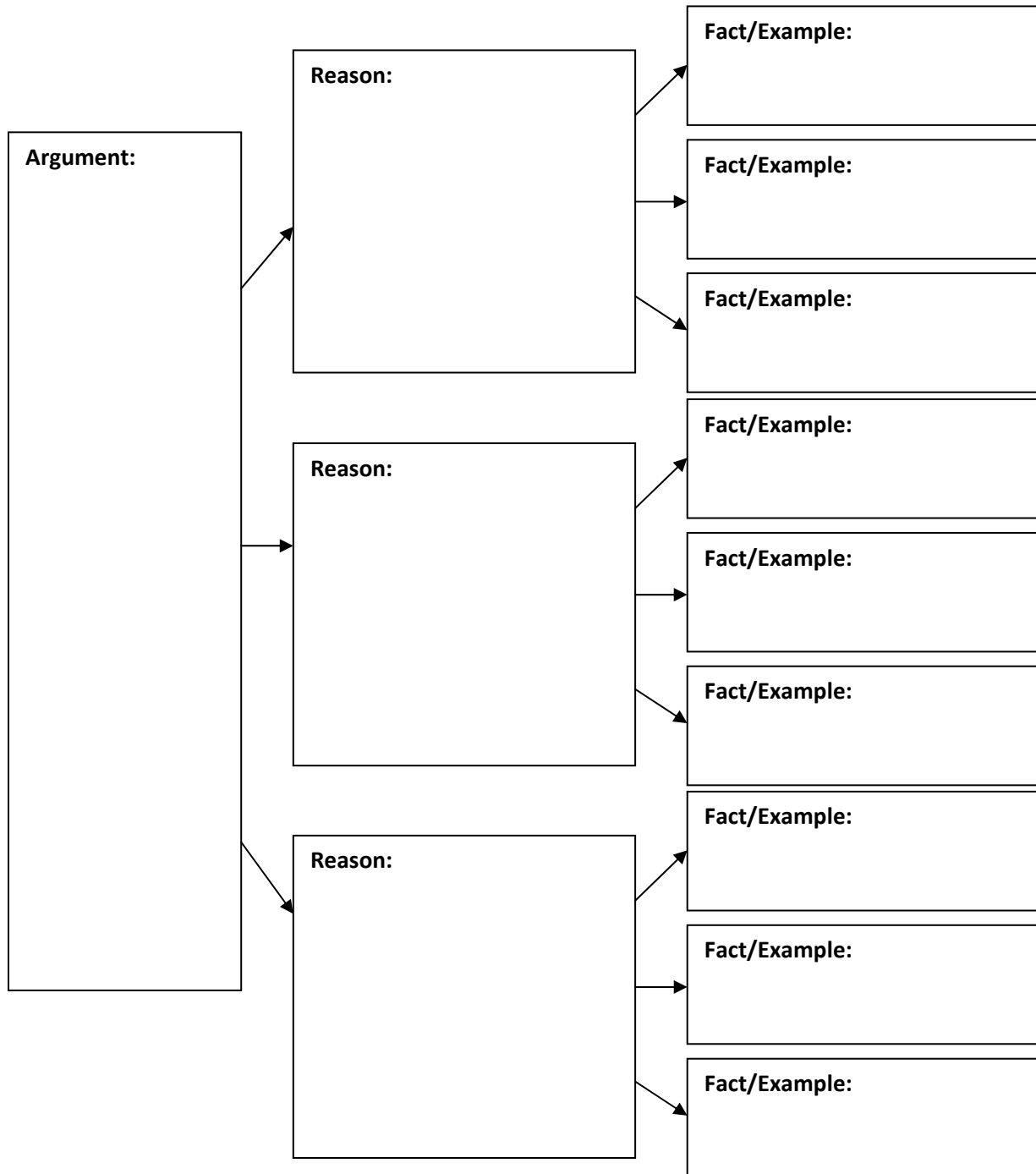
Do you have any advice to the students in my class? _____

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

Name _____

Persuasive Writing – Persuasion Map

Select a local issue from a newspaper (print or electronic) and fill in the persuasion map below. In the “argument” box, identify the issue you are examining and write a sentence explaining your position. Provide up to three reasons and be sure to offer facts or examples to support your position.



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

Name _____

Persuasive Writing – Political/Editorial Cartoon

Look through several editions of the local newspaper and select a current issue you feel strongly about. Create your own political/editorial cartoon expressing your own point of view about this issue. If editorial cartoons are new to you, you might want to learn more about them before you start. Visit the Association of American Editorial Cartoonist's website *Cartoons for the Classroom* at <http://nieonline.com/aaec/cftc.cfm>.

Follow up: Display the finished cartoons on a class bulletin board. Was this assignment harder or easier than you expected it would be? Why?

Name _____

Persuasive Writing – Press Release

Think about an upcoming event at your school or in your community. Write a brief announcement to try to get people to come to the event. Use the chart below to organize the details of your message.

Who? (Who should attend this event? Who would benefit by attending?) _____

What? (What’s happening?) _____

Where? (Where is it taking place? Be specific) _____

When? (What date and time? How long will the event last?) _____

Why? (Why is this event important?) _____

Follow up: Share your observations with the class. What did you learn by completing this activity?

Name _____

Persuasive Writing - Advertisement

Advertising influences the lives of all of us. Advertising provides the reader with news about sales and available products and services. It reflects trends in consumerism, changing styles and tastes and so on. Select a product or service you feel you know something about. Develop a newspaper advertisement to persuade your peers to buy the product or use the service. Use the space below to create your advertisement.

Check your ad – be sure it:

- attracts the reader's attention
- increases the reader's interest in the product or service
- creates a desire in the reader to own the product or use the service
- urges the reader to action – to buy the product or sign up for the service

Follow up: Display the finished advertisements on a class bulletin board. Do you think your advertisement was successful? Why or why not?

Additional Online Resources:

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

iCivics - mini lesson based on Miranda v. Arizona - <https://www.icivics.org/teachers/lesson-plans/miranda-v-arizona-1966>

Library of Congress – Justice Earl Warren’s notes concerning the Miranda Decision. 1966. Manuscript. - http://www.loc.gov/exhibits/creating-the-united-states/BillofRights/BillofRightsLegacy/Assets/us0124_01p2_enlarge.jpg

New York Times – The Learning Network – The lesson from the BBC examines one of the key clauses of the Magna Carta, still part of English law today, and provides students with the concepts and language required to take part in a debate on rights and freedom In this lesson, students analyze the implementation and controversy of the Miranda rights. Students then explore the views of various types of legal professionals regarding the Miranda decision and other law enforcement and individual rights issues through small group interviews and presentations. -

http://learning.blogs.nytimes.com/1999/12/13/the-right-to-know-your-rights/?_r=0

PBS: Understanding and Applying the Miranda Decision - In this lesson students learn about the Supreme Court's decision in Miranda v. Arizona (1966). This case created the law that police have to read someone their rights before they are arrested, this includes the right to a lawyer. They will use what they have learn and decide what they would have done in real, recent cases. One case, Yarborough v. Alvarado (2004), affects the rights of juveniles. -

<http://www.pbslearningmedia.org/resource/bf09.socst.us.const.lpmirzona/understanding-and-applying-the-miranda-decision/>

StreetLaw: Supreme Court Lesson Plans and Teaching Methods -

http://www.streetlaw.org/en/Page/37/Supreme_Court_Lesson_Plans_Teaching_Methods

Miranda warning jigsaw puzzle - <http://www.manythings.org/miranda/>

Bill of Rights – National Archives and Records Administration’s translated text -

http://www.archives.gov/exhibits/charters/bill_of_rights_transcript.html

The Fifth Amendment: Due Process Protection Through Procedure lessons and activities from the Citizen Advocacy Center funded by the McCormick Foundation -

www.citizenadvocacycenter.org/uploads/8/8/4/0/8840743/constitution_the_fifth_amendment.pdf

For more lesson plans inspired by the 2016 theme, “Miranda: More Than Words” go to the American Bar Association website at <http://tinyurl.com/ABALawDay2016Miranda>

The New York State Bar Association's Law, Youth and Citizenship Program (LYC) promotes citizenship and law-related education in schools throughout New York State. LYC assists educators in creating opportunities for students to become effective citizens able to participate fully in our democratic society. - <http://www.nysba.org/lychome/>

Answer Key:

Miranda Warning Crossword (page 6)

