

LAW ★ DAY
2021



ADVANCING THE
RULE OF **LAW** **NOW**

Law Day Teachers' Guide

Created to prompt discussion about the rule of law

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This project was created by the New York Newspapers Foundation through funding by
The New York Bar Foundation



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About this guide

This guide was created to accompany and complement the New York Newspapers Foundation's Law Day 2021 News Media Literacy/Newspaper In Education series of features. The features highlight the ideal principles and ongoing challenges of upholding and defending the rule of law. The guide includes supplementary content and graphic organizers to make the materials easier to incorporate into the classroom. The series is available in English and Spanish and audio podcasts in English are also available online at nynpa.com/nie/lawday.html.

There is also a section of this guide intended to compliment a series of short videos intended to introduce the basic principles of the rule of law to younger people. This section includes a vocabulary list, crossword, and word search. You'll find the series of roughly 1 minute videos on New York Newspapers Foundation's NIE YouTube channel at <https://www.youtube.com/channel/UCJdNjub2jodTMGZWnB44Nnw>

STANDARDS:

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

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

Special thank yous go out to:

- **The New York Bar Foundation** for their financial support for the elementary videos podcasts that can be found on YouTube at <https://www.youtube.com/channel/UCJdNjub2jodTMGZWnB44Nnw>
- **David Scott Esq.** (Project PATCH, Northport - East Northport UFSD) and **Barbara Lombardo** (former editor of *The Saratogian*) for reviewing and editing this content.
- **Carey and Jan Cook** of myvocabulary.com for their assistance on the crossword puzzle and wordsearch.
- **Evelyn Ledezma** (Bethlehem CSD) for her Spanish translation of the eight features.
- **Signe Wilkinson and the Cartoonist Group** for permission to use the Family Tree cartoon

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Supreme Court Background Links:

United States v. Nixon (1974)

Conclusion: Unanimous Decision - The Court held that neither the doctrine of separation of powers, nor the generalized need for confidentiality of high-level communications, without more, can sustain an absolute, unqualified, presidential privilege. The Court granted that there was a limited executive privilege in areas of military or diplomatic affairs, but gave preference to "the fundamental demands of due process of law in the fair administration of justice." Therefore, the president must obey the subpoena and produce the tapes and documents. Nixon resigned shortly after the release of the tapes. For more details, go to <https://www.oyez.org/cases/1973/73-1766>.

Brown v. Board of Education (1954)

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

Goss v. Lopez (1975)

Conclusion: 5-4 Decision - The Court held that because Ohio had chosen to extend the right to an education to its citizens, it could not withdraw that right "on grounds of misconduct absent fundamentally fair procedures to determine whether the misconduct ha[d] occurred." The Court held that Ohio was constrained to recognize students' entitlements to education as property interests protected by the Due Process Clause that could not be taken away without minimum procedures required by the Clause. The Court found that students facing suspension should at a minimum be given notice and afforded some kind of hearing. For more details, go to <https://www.oyez.org/cases/1974/73-898>.

Hamdi v. Rumsfeld (2004)

Conclusion: Plurality Opinion - In an opinion backed by a four-justice plurality and partly joined by two additional justices, Justice Sandra Day O'Connor wrote that although Congress authorized Hamdi's detention, Fifth Amendment due process guarantees give a citizen held in the United States as an enemy combatant the right to contest that detention before a neutral decision maker. The plurality rejected the government's argument that the separation-of-powers prevents the judiciary from hearing Hamdi's challenge. Justice David H. Souter, joined by Justice Ruth Bader Ginsburg, concurred with the plurality that Hamdi had the right to challenge in court his status as an enemy combatant. Souter and Ginsburg, however, disagreed with the plurality's view that Congress authorized Hamdi's detention. Justice Antonin Scalia issued a dissent joined by Justice John Paul Stevens. Justice Clarence Thomas dissented separately. For more details, go to <https://www.oyez.org/cases/2003/03-6696>.

The Declaration of Independence

In Congress, July 4, 1776

The unanimous Declaration of the thirteen united States of America, When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, -- That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

Preamble of the Constitution

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

Constitutional Amendments

(that relate to due process)

United States Constitution –

- **Amendment V** - Passed by Congress September 25, 1789. Ratified December 15, 1791. (Part of the Bill of Rights)
 - No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, 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; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.
- **Amendment XIV** - Passed by Congress June 13, 1866, and ratified July 9, 1868.
 - Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

The Civil Rights Act of 1871, Section 1983 of Title 42 of the United States Code (42 U.S.C. § 1983)

Every person who, under color of any statute, ordinance, regulation, custom, or usage, of any State or Territory or the District of Columbia, subjects, or causes to be subjected, any citizen of the United States or other person within the jurisdiction thereof to the deprivation of any rights, privileges, or immunities secured by the Constitution and laws, shall be liable to the party injured in an action at law, suit in equity, or other proper proceeding for redress, except that in any action brought against a judicial officer for an act or omission taken in such officer's judicial capacity, injunctive relief shall not be granted unless a declaratory decree was violated or declaratory relief was unavailable. For the purposes of this section, any Act of Congress applicable exclusively to the District of Columbia shall be considered to be a statute of the District of Columbia.

Rule of Law and Presidential Privilege

OVERVIEW:

Explore the rule of law principle that no one is above the law and the concept of presidential privilege

OBJECTIVES:

Students will:

- Demonstrate a basic understanding of no one is above the law and of the concept of presidential privilege
- Demonstrate the ability to read a nonfiction passage or text
- Understand and articulate what the text directly as well as indirectly states in order to make an assumption about the text

MATERIALS:

- Graphic organizer – Rule of Law and Presidential Privilege
- A copy of the Washington Post article referenced below or internet access to it
- Internet access (for electronic editions of the newspaper or additional resources)

PROCEDURES:

- Read the Washington Post article “‘Not above the law’: Executive privilege’s contentious history from Washington to Trump” - <https://www.washingtonpost.com/history/2019/06/12/not-above-law-executive-privileges-contentious-history-washington-trump/>
- Select one executive privilege example to research more deeply using additional sources from presidential libraries, Library of Congress, etc.
- Students should be prepared to summarize who, what, when, where, why and how of the executive privilege example they selected

Closure:

As a class, briefly discuss the United States v. Nixon activity

Evaluation:

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

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

Adaptations:

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

Additional Online Resources:

- Newseum - 'Watergate' Video **Lesson** – the video tells the story of the Watergate scandal and coverage of it through primary source news footage. <https://newseumed.org/tools/lesson-plan/watergate-video-lesson>
- PBS Newshour lesson - Watergate and the limits of presidential power. <https://www.pbs.org/newshour/extra/lessons-plans/watergate-lesson-plan-the-limits-of-presidential-power/>

Name _____

Vocabulary – write a definition for the following terms:

subpoena _____

executive privilege _____

unanimous _____

Rule of Law and Presidential Privilege

Read the Washington Post article, “Not above the law’: Executive privilege’s contentious history from Washington to Trump”. Research the stand one of the American presidents took on executive privilege. Use the chart below to organize the details of the circumstances surrounding the issue and why the president felt the need for secrecy.

Who is involved?
What happened?
When did this occur? (Give some historic background. Consider creating a timeline of events on another piece of paper)
Where did this happen?
Why did the president invoke executive privilege?
How did the Court rule?

Follow up: In current news reports of government wrongdoing, who or what is being investigated? Are records being withheld? Compare and contrast this modern example with Nixon and the Watergate tapes or one of the other cases of executive privilege above.

The Fight for Equality Under the Law

OVERVIEW:

Explore the rule of law principle that everyone should be treated equally under the law.

OBJECTIVES:

Students will:

- Identify past and present efforts to change laws to help end practices of segregation and discrimination
- Demonstrate the ability to read a nonfiction passage or text
- Understand and articulate what the text directly as well as indirectly states in order to make an assumption about the text

MATERIALS:

- Copy of the Law Day 2021 Advancing the Rule of Law Now series
- Internet access (for electronic editions of the newspaper or additional resources)
- Graphic organizer – The fight for equality under the law

PROCEDURES:

- Read the feature entitled “Everyone is treated equally under the law”
- Research current news events of people fighting for equal treatment under the law
- Complete the graphic organizer – The fight for equality under the law

Closure:

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

Evaluation:

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

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

Adaptations:

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

Additional Online Resources:

- LandmarkCases.org - Brown v. Board of Education / Classifying Arguments Activity - <https://www.landmarkcases.org/brown-v-board-of-education/classifying-arguments-activity>
- National Archives Educator Resources - Documents Related to Brown v. Board of Education - <https://www.archives.gov/education/lessons/brown-v-board/activities.html>

Name _____

Vocabulary – write a definition for the following terms:

segregation _____

vital _____

detrimental _____

The Fight for Equality Under the Law

The fight for equal education for Linda Brown and others went all the way to the Supreme Court. Look through the newspaper (in-print or electronic) for examples of people standing up for their rights or the rights of others. Compare and contrast these current actions with those of Brown family and others during the 1950s. Use the chart below to organize the information you find.

Fight for equal education opportunities 1950s

Modern fight for equal treatment under the law

Follow up: The Brown v. Board of Education Court case and ruling against segregated schools was the beginning of the civil rights movement of the 1950s and 1960s. What do you think might be the short and long-term effects of the civil rights actions taking place today?

Clear & Fair Process for Enforcing Laws

OVERVIEW:

Students will use what they've just learned about the rule of law in creating their own set of rules balancing individual rights with public safety and due process protections.

OBJECTIVES:

Students will:

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

MATERIALS:

- Copy of the Law Day 2021 Advancing the Rule of Law Now series
- Internet access (for electronic editions of the newspaper or additional resources)
- Graphic organizer – Goss v. Lopez (1975)

PROCEDURES:

- Read the series' feature with the heading "There are clear and fair processes for enforcing laws"
- Individually or in small groups, have students complete the graphic organizer – Goss v. Lopez (1975)

Closure:

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

Evaluation:

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

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

Adaptations:

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

Name _____

Vocabulary – write a definition for the following terms:

procedural _____

substantive _____

practicable _____

Clear & Fair Process for Enforcing Laws

Pretend you belong to brand new club. Use this chart to help draft a disciplinary process to deal with a member’s misconduct. Remember you need to consider the rights of each individual while protecting the safety of your clubhouse & all members.

Rule(s)/Process to deal with misconduct	Protect Individual Rights?	Provide Group Safety?

As a class, discuss policy drafts and if necessary combine the best parts of two or more. Work on finding the best compromise - something you can all agree to abide by. Write down what the group has agreed is the best policy. Explain why you believe it is the best option.

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

Follow up: Read the newspaper, in-print or online, for a story that deals with the balance of individual rights and the safety of persons or property. Does the news example show all parties are being treated fairly? Are the authority figures in the story also obeying the law?

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

Video Surveillance/Accountability to the Law

OVERVIEW:

Students will analyze a comic strip concerning our society's use of surveillance technology and look for current news events highlighting government wrongdoing.

OBJECTIVES:

Students will:

- Understand the importance of everyone being accountable to the same laws
- Know how various people and groups respond when someone violates their individual rights

MATERIALS:

- Copy of the Law Day 2021 Advancing the Rule of Law Now series
- Internet access (for electronic editions of the newspaper or additional resources)
- Graphic organizer – Video Surveillance/Accountability to the Law

PROCEDURES:

- Read the series feature with the heading “Everyone is held accountable to the same laws”
- Individually or in small groups, have students complete the questions associated with the comic strip on the graphic organizer – Video Surveillance/Accountability to the Law

Closure:

Lead a discussion about video surveillance and the protections of personal privacy. Where is it reasonable to assume we have personal privacy?

Evaluation:

Students will be informally assessed on their ability to critically think about the comic strip provided and thoughtful respond to the questions in the graphic organizer and by the completion of the student assessment:

- **Complete this statement: I was surprised to learn...**

Adaptations:

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

Name _____

Vocabulary – write a definition for the following terms:

surveillance _____

disciplinary _____

Video Surveillance/Accountability to the Law



Family Tree used with permission of Signe Wilkinson and the Cartoonist Group. All rights reserved.

Examine the comic strip above and respond to the following cartoon analysis questions.

1. Who drew the cartoon?
2. When was it created?
3. What is familiar to you in this cartoon?
4. What questions do you have about this cartoon?
5. Cartoonists combine pictures and words to communicate their opinions. What tools does the cartoonist use to make his or her point?

- | | |
|---|---|
| <input type="checkbox"/> Humor | <input type="checkbox"/> Labels |
| <input type="checkbox"/> Caricature | <input type="checkbox"/> Analogy to another historical or current event |
| <input type="checkbox"/> Symbols | <input type="checkbox"/> Stereotypes |
| <input type="checkbox"/> Speech/idea balloons | <input type="checkbox"/> References to popular culture, art, literature, etc. |

6. Are stereotypes used? If so, what group is represented?
7. Briefly explain the message of the cartoon:
8. What groups would agree or disagree with the cartoon's message? Why?
9. Do you think this cartoon is effective in expressing the artist's message? Why or why not?

Follow up: Look through the news, in print or online, for someone holding a government official or entity accountable for wrongdoing. Compare and contrast this action with that of the Lower Merion School District's handling of their school laptop webcams.

Persuasive Argument

OVERVIEW:

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

OBJECTIVES:

Students will:

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

MATERIALS:

- Newspapers (in print or electronic)
- Internet access (for electronic editions of the newspaper or additional resources)
- Graphic organizer – Persuasive Argument

PROCEDURES:

- Read the series' feature entitled "There is an independent judiciary"
- Record research using the graphic organizer – Persuasive Argument
- Have students research a current events topic, form an opinion about it and be prepared to share their persuasive argument with the class

Closure:

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

Evaluation:

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

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

Adaptations:

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

Additional Online Resources:

- Historical Society of the New York Court - The Trial of John Peter Zenger – A play in five scenes. https://history.nycourts.gov/wp-content/uploads/2018/11/History_Trial-John-Peter-Zenger-Play.pdf
- CSPAN Classroom - Bell Ringer: Zenger Trial and Colonial Press Freedom – A video recording of Chief Justice of the United States John Roberts talking about the 1735 trial of printer John Peter Zenger and how that trial shaped the U.S. judiciary with student response questions. <https://www.c-span.org/classroom/document/?10186>

Name _____

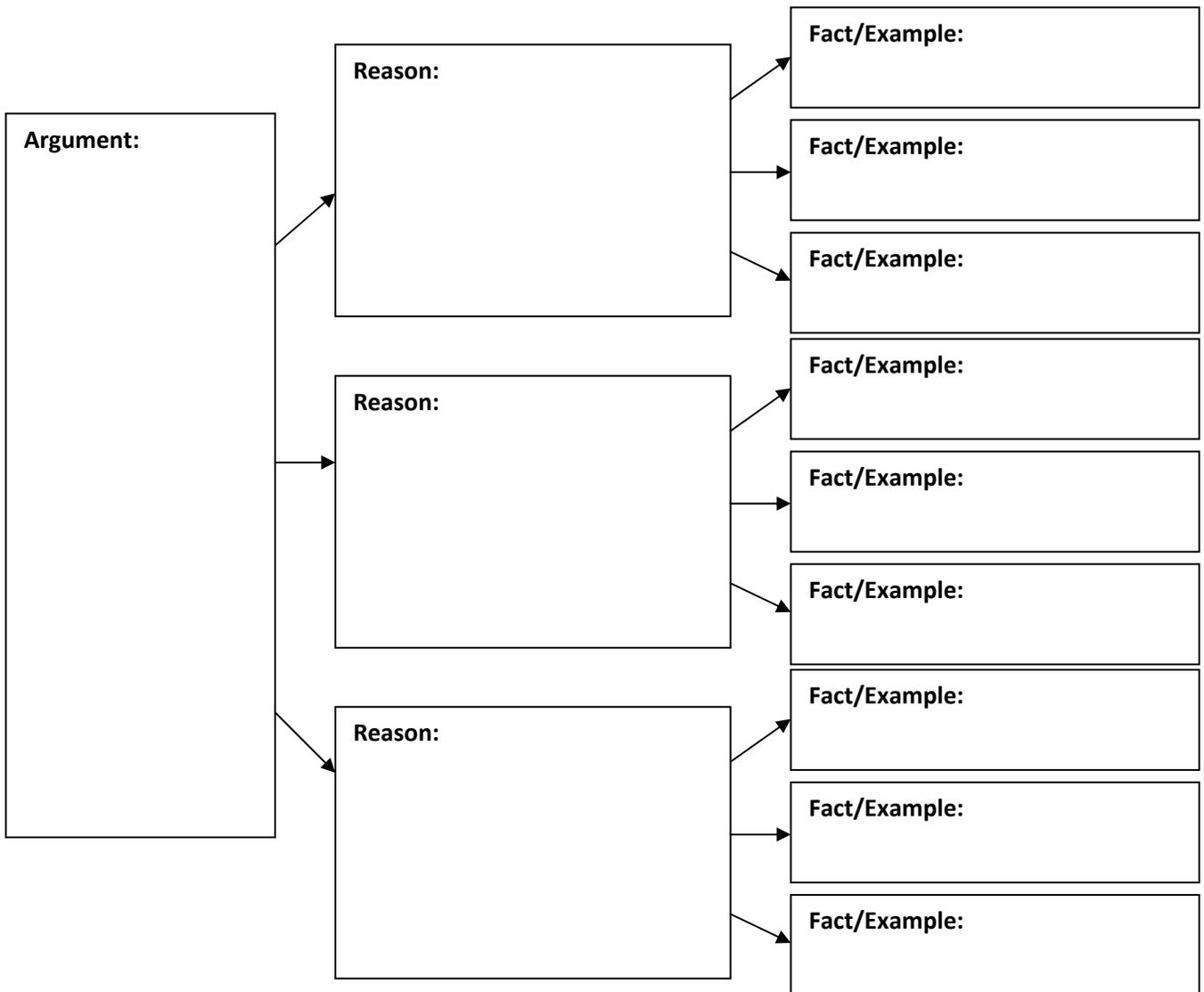
Vocabulary – write a definition for the following terms:

judiciary _____

acquitted _____

Persuasive Argument

In the case of John Peter Zenger, Attorney Andrew Hamilton successfully persuaded the jury that the truth mattered. Use the chart below to strengthen your persuasive writing skills. Select a local issue or court case from the news and fill in the persuasion map below. In the “argument” box, identify the issue you are examining and write a sentence explaining your position. Provide up to three reasons and be sure to offer facts or verifiable examples to support your position.



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

Human Rights / Editorial Writing

OVERVIEW:

Students will use what they've just learned about the rule of law and the Hamdi v. Rumsfeld case and write their own editorial which can do any one or combination of the following: explain, interpret or inform, praise, commend, argue, persuade, propose a solution or call for action, criticize, or identify a problem

OBJECTIVES:

Students will:

- Learn that newspapers and news website often have an editorial and opinion section and these articles express opinions
- Demonstrate the ability to read a nonfiction passage or text
- Understand difference between fact and opinion
- State an opinion and provide facts/verifiable evidence to support that opinion

MATERIALS:

- Newspapers (in print or electronic)
- (Optional) copies of editorials collected from local, regional or national newspapers
- Internet access (for electronic editions of the newspaper or additional resources)
- Graphic organizers – Human Rights / Editorial Writing

PROCEDURES:

- Read the series' feature entitled "Human rights are guaranteed for all"
- Conduct additional research about the Hamdi v. Rumsfeld case and arguments used by each side
- Write an editorial using the graphic organizer – Human Rights / Editorial Writing to collect your ideas

Closure:

Lead a discussion about importance of rule of law and basic human rights for all.

Evaluation:

Students will be informally assessed on their ability to determine fact from opinion, write an effective editorial properly citing evidence to support that opinion and by the completion of the student assessment:

- **How could you apply what you learned today into real life?**

Adaptations:

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

Additional Online Resources:

- Schooljournalism.org - American Society of Newspaper Editors (ASNE) Lesson Plans for Opinion and Review Writing <https://www.schooljournalism.org/opinion-and-review-writing-lessons/>

Name _____

Vocabulary – write a definition for the following terms:

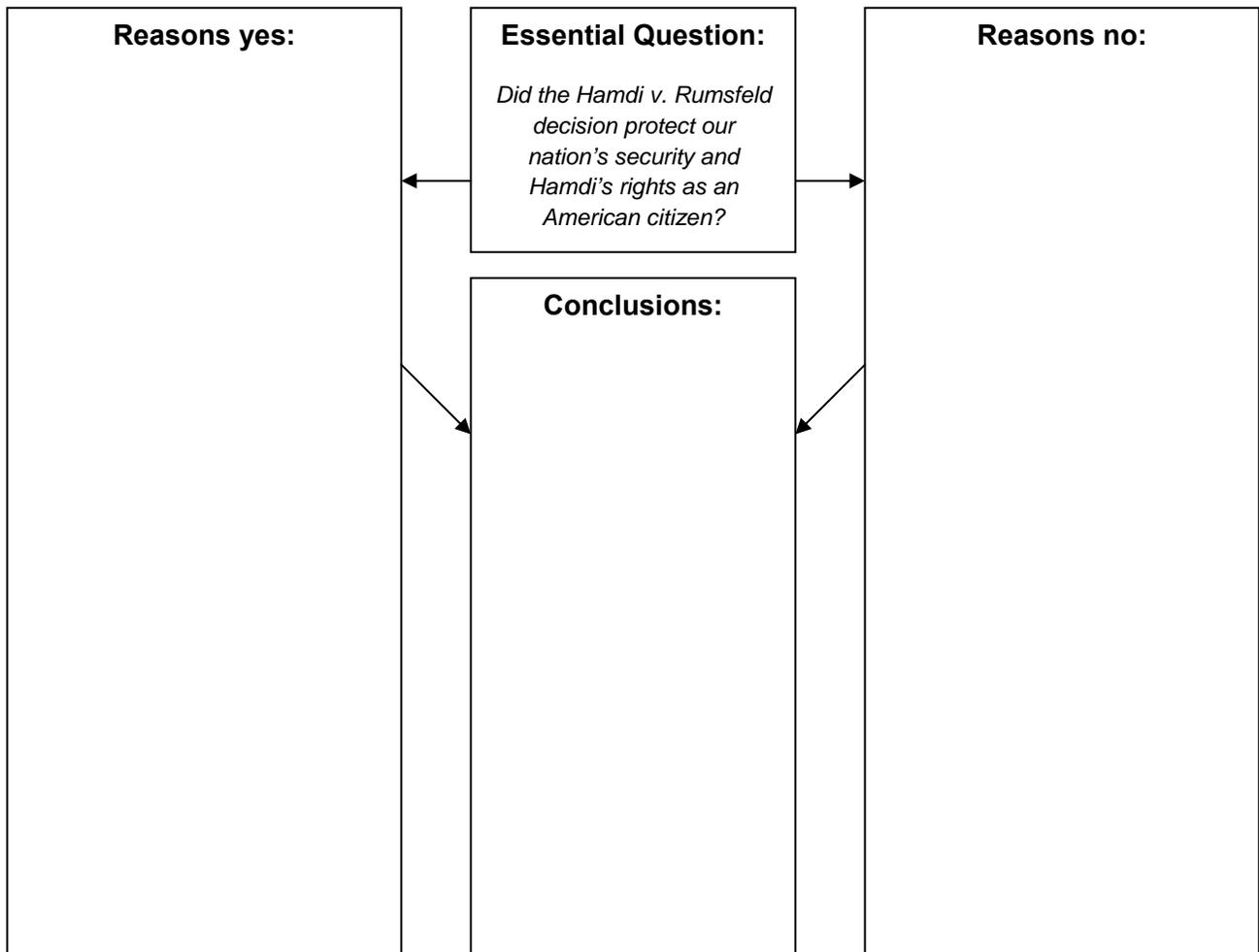
petition _____

oversight _____

plurality opinion _____

Human Rights / Editorial Writing

Review several newspaper editorials. Pay close attention to the writing style and content. Write your own editorial answering the question, “*Did the Hamdi v. Rumsfeld decision protect our nation’s security and Hamdi’s rights as an American citizen?*” Be sure to back up your conclusion/opinion with facts. Prepare an outline before writing. List reasons that citizens and leaders give for answering “yes” or “no” to the question.



Follow up: Compare any current examples of balancing individual rights and security with the Hamdi v. Rumsfeld case. What similarities and differences are there?

Rule of Law: An Acrostic Poem

OVERVIEW:

Students will apply what they have learned about the importance of rule of law by creating an acrostic poem.

OBJECTIVES:

Students will:

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

MATERIALS:

- Copies of the NIE features for Law Day 2021
- Newspapers (in print or electronic)
- Internet access (for electronic editions of the newspaper or additional resources)

PROCEDURES:

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

Closure:

Re-cap different aspects of the importance of the rule of law. Display the final acrostic poems on a class bulletin board or via an electronic slide presentation.

Evaluation:

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

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

Adaptations:

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

Name _____

Rule of Law: An Acrostic Poem

Now that you know more the rule of law, why not write a poem about it? Acrostics are a fun poetic form that anyone can write. To complete the acrostic, from newspapers, select words that describe a leader and include the letters in the words, "RULE OF LAW." Note that the letters in the words you choose may appear at the beginning, middle or end of the words.

R
U
L
E
O
F
L
A
W

Follow-up: Explain your choice of words to another student. Respond to any questions. Then, in your own words, write a paragraph or two about the importance of upholding, defending and advancing the rule of law.

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

Additional Resources:

(listed in alphabetical order)

American Bar Association – Rules, Rules, Rules Lesson Plan - In this lesson, students are asked to play a game – passing an object, such as an eraser – in which the rules are unclear and keep changing. Students are then asked to actively reflect on when and why rules are important and necessary. The leader might then connect rules of the game to the rule of law, and discuss the importance of law in our communities and in our society. https://www.americanbar.org/groups/public_education/resources/lesson-plans/middle-school/constitution/rules--rules--rules/

The Center for Civic Education – How Does Government Secure Natural Rights? - This lesson introduces you to some basic ideas the Framers used in creating the kind of government they thought would best protect the natural rights of each individual and promote the good of all. <https://www.civiced.org/lessons/how-does-government-secure-natural-rights>

The Center for Teaching the Rule of Law and its innovative Rule of Law Project are a web-based resource and training center for teaching the rule of law on a global scale. <https://www.thecenterforruleoflaw.org/educational-resources.html>

The Constitution Center has a two-day lesson plan where students will reflect on how their understandings of Rule of Law relate to the Constitution, the judicial system, and their daily lives. <https://constitutioncenter.org/learn/educational-resources/lesson-plans/rule-of-law-high-school-level>

Facing History and Ourselves: The Rule of Law and Why it Matters - This lesson provides students with the opportunity to both learn what it means to respect the rule of law and consider its importance in a democracy. <https://www.facinghistory.org/resource-library/rule-law-and-why-it-matters>

iCivics – Rule of Law - Students learn about the rule of law and how it protects individual rights and freedoms. By performing short, scripted skits that illustrate what life might be like without the rule of law, students identify six factors that make up the rule of law and analyze how each factor affects daily life.. <https://www.icivics.org/teachers/lesson-plans/rule-law>

Justice in the Classroom - The Rule of Law - Principles of the Rule of Law is a lesson on the concept of the rule of law and how it is an integral part of our governing systems in America. <https://justiceintheclassroom.net/middle-school-programs/the-rule-of-law/>

Street Law, Inc. – The Rule of Law – In a series of lessons students will engage in several activities to develop their understanding of rule of law and its factors, and begin assessing the extent to which their community adheres to the rule of law. <https://www.streetlaw.org/rule-of-law-education/lesson-overviews--outcomes>

The Supreme Court offers a publication about visiting the court is available in several different languages translations – find these downloadable documents at <https://www.supremecourt.gov/visiting/foreigntranslations.aspx>

United Nations Educational, Scientific and Cultural Organization (UNESCO) - develops educational programs that teach children and young people about their rights and the rule of law, equip them with a strong ethical compass and empower them to become champions for justice in their schools and communities. To bridge the gap between education and justice professionals, UNESCO has partnered with UNODC. Their joint initiative, Global Citizenship Education for the Rule of Law. <https://en.unesco.org/themes/gced/rule-law>

Short video that introduced the Global Citizenship Education for the Rule of Law - <https://www.youtube.com/watch?v=aVhb5ltMHC4>

Name _____

Rule of Law Vocabulary

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

Civics _____

Congress _____

Constitution _____

Due Process _____

Equality _____

Fair _____

Government _____

Judicial _____

Justice _____

Rule of Law Vocabulary (continued)

Laws _____

Liberty _____

Protection _____

Respect _____

Responsibility _____

Rights _____

Rules _____

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

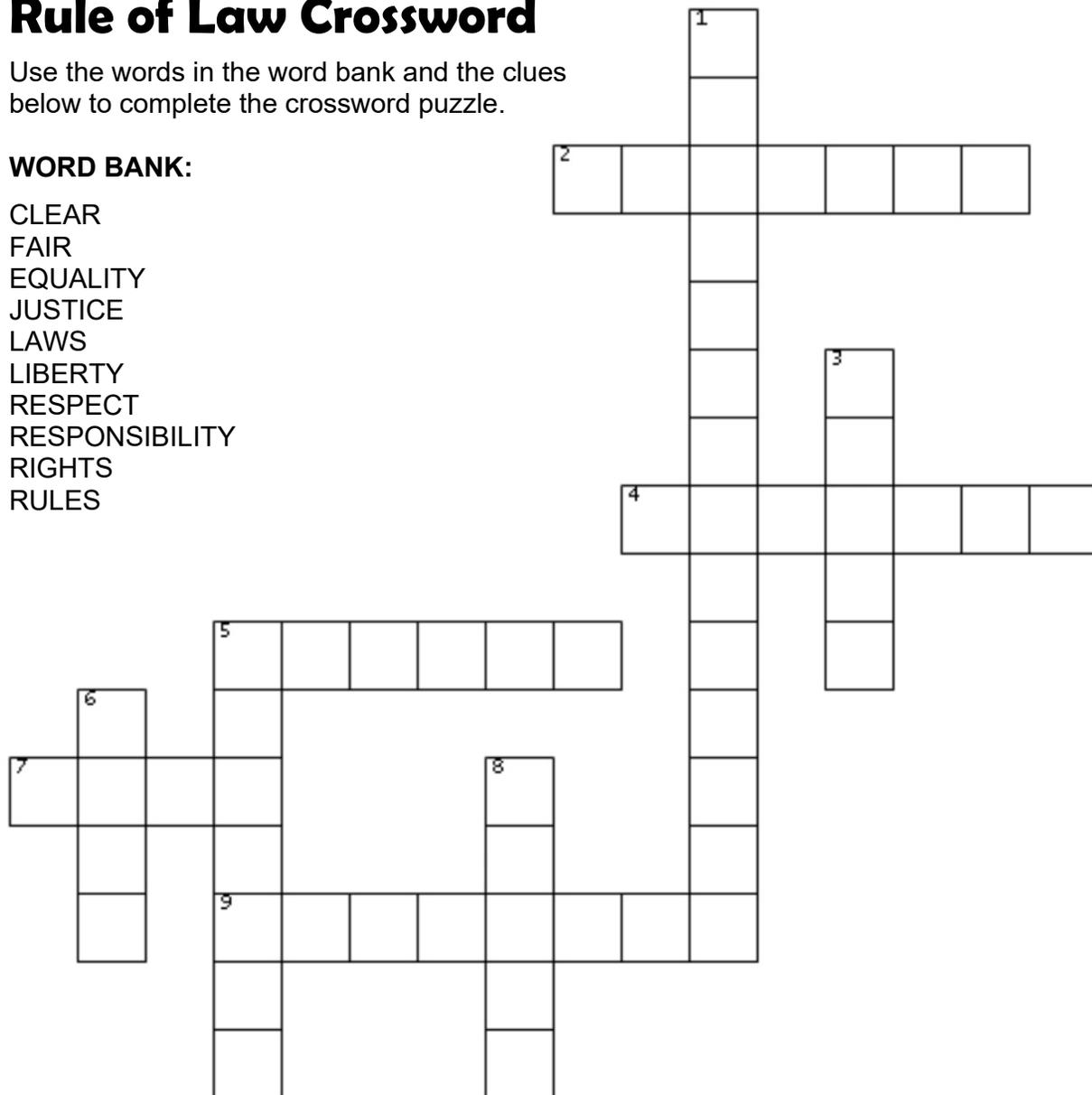
Name _____

Rule of Law Crossword

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

WORD BANK:

CLEAR
FAIR
EQUALITY
JUSTICE
LAWS
LIBERTY
RESPECT
RESPONSIBILITY
RIGHTS
RULES



ACROSS

- 2. Fair treatment: process or result of using laws to fairly judge people
- 4. State of being free, able to act and speak freely
- 5. Ideals of what is good or proper; just claims
- 7. Collection of established rules
- 9. The same in number, amount, degree, rank or quality

DOWN

- 1. State of being in charge; quality of being dependable
- 3. Easily heard, seen, noticed or understood
- 5. High or special regard; esteem, worthiness
- 6. Not favoring one over another; neither good nor bad
- 8. Guides/principles for conduct or action; accepted controls.

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

Name _____

Rule of Law Word Search

Search for the Rule of Law terms below.

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

WORD BANK

CIVICS	FAIR	PROTECTION
CLEAR	GOVERNMENT	RESPECT
CONSTITUTION	JUSTICE	RESPONSIBILITY
DUE PROCESS	LAWS	RIGHTS
EQUALITY	LIBERTY	RULES

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

Answer Key

