



**ILLINOIS STATE BAR ASSOCIATION
LAW-RELATED EDUCATION NEWSLETTER
January/February 2005**

Statements, expressions of opinion or comments appearing herein are those of the editors or contributors, and not necessarily those of the Association or Committee.

News You Can Use!

Street Law is conducting a summer institute on June 16-21, June 23-28, 2005, with a target audience of secondary teachers of law, government, social studies, history, and civics. The institute will be held at Georgetown University Law Center in Washington, D.C. Registration deadline is March 11, 2005. This is a Supreme Court Summer Institute for Teachers, a training program that will enable participants to gain in-depth knowledge of the U.S. Supreme Court and its procedures, as well as enhance their teaching skills and incorporate the resources into the classrooms strategies. For additional information, visit <http://www.streetlaw.org/content.asp?ContentId=183>

As part of the No Child Left Behind Act, local school districts must provide assurances that they have plans that outline how they are working to keep their schools safe and drug free. For tips on keeping teachers and students safe, the U.S. Department of Education offers a guide titled "Practical Information on Crisis Planning, which also describes how a number of school districts from across the country have approached crisis planning. To download a copy, visit <http://www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>
For more information about the Emergency Response and Crisis Management Program, visit www.ed.gov/programs/dvpemergencyresponse/index.html/

More from the U.S. Department of Education--in its continuing effort to support classroom teachers, they now have an on-line tool offering elementary and secondary school teachers on-demand professional development training for improving student achievement. This program, called Teacher-To-Teacher e-Learning, is free of charge, and links to a collection of videos from the Department's summer workshops for teachers. Most of the videos contain an overview, note-taking guide, course assessment, follow-up activities, and additional resources. Visit www.ed.gov/teachers/how/tools/initiative/index.html/

America's Civil Rights Movement: A teaching kit that explores the Movement that changed America. This award-winning 38-minute video, inspiring text and teacher's guide with 12 ready-made lesson plans are combined in this teaching package. To receive a free copy of *America's Civil Rights Movement*, visit www.teachingtolerance.org/resources for a downloadable order form.

Want to discuss the relationship between mascots and stereotypes in your classroom? There's a tool available at www.teachingtolerance.org/magazine. For lesson ideas, just click on "What's in a Mascot?"

If you are looking for timely lesson plans on topics in the news, visit the new "Teachable Moment" website at www.teachablemoment.org. This website offers activities on current domestic and international events, conflict resolution and intercultural understanding appropriate for grades K-12.

The Fall 2004 edition of *Teaching Tolerance* was a special "best of" issue. This extraordinary edition also contained a section called Teaching Tools that listed a number of publications that can be used to stimulate discussions in classrooms. The reading list is available at <http://www.tolerance.org/teach/expand/mag/teachingtools.jsp?p=0&is=35>

The December 1, 2004 edition of *The Achiever*, a publication of the U.S. Department of Education, tells about two new features that have been added to www.ed.gov/free, the Web site that makes over a thousand federally supported teaching and learning resources easier to find. The Web site now includes a new link that helps to alleviate extensive online searching for material on key historical and cultural events. The "Special Collections" option links to resources on Black History Month, the 1954 *Brown v. Board of Education* case, jazz appreciation, the Lewis and Clark expedition, Presidents Day, Veterans Day, and Women's History Month. The FREE site also offers resources in ten subject areas, including language arts, math science and social studies.

Law Day 2005

The theme for Law Day 2005 will be *The American Jury: We The People In Action*.

The jury is the embodiment of democracy. Our society entrusts juries of ordinary men and women with decisions that involve the liberties and properties of our peers. In doing so, juries confirm our reliance and faith in the ability of people to make fair and equitable decisions. This is the heart of democracy. This Law Day topic will help people to understand the jury system and appreciate their individual role in making it work.

The American Bar Association offers free Law Day Planning Guides that contains ideas for your own celebration and encourages you with success stories from around the country. It also offers items you can order to support your celebrations: posters, balloons, t-shirts, and mock trial scripts. To request your free planning guide and join the Law Day Network, call 312.988.5735 or visit www.lawday.org.

Jury Duty In Illinois - All Illinois residents, 18 years or older, who are U.S. citizens are eligible to serve on a jury. If you are not too ill or disabled to serve, and are able to understand English, then you are eligible for jury service. This duty assists in the fair and equitable administration of justice and is a responsibility we all share. Unless you are excused for a special reason, failure to reply, or giving fraudulent grounds to avoid jury service may constitute contempt of court, punishable by fine or imprisonment. If you have a legitimate reason that you feel you are unable to serve, you should follow the instructions on the jury summons and explain and ask for a deferral to another time, or an excuse from service.

Jury Duty First-Hand Participation In Government - Lesson Plan And Activity

Available at <http://www.citizenadvocacycenter.org/lsnpljuryduty.htm>

This lesson provides an overview of the American jury system, and the civic obligation to serve on a jury. It is appropriate for junior and high school age students. Specific to Illinois law, the lesson plan includes ISBE standards.

American Bar Association Museum Of Law

The ABA Museum of Law—the only one of its kind in the nation—is proud to offer visitors the unique opportunity to explore the role of law and the legal profession in shaping the course of our nation. The Museum is located in downtown Chicago, adjacent to the Chicago River and minutes from the city's major tourist attractions. Regular hours are 10AM to 4PM Monday through Friday. The Museum is closed on Saturdays, Sundays and holidays. The Museum is open to the public and admission is free. The ABA Museum of Law is located at 321 North Clark Street, Chicago, IL 60610. (312) 988-6222

Currently one of the exhibits is entitled America's Lawyer-Presidents: From Law Office to Oval Office. A book with that same name has been written by noted historians and presidential scholars and provides insights into presidential lives and the times in which the individual lawyer-presidents lived. The Director of the ABA Museum of Law edited the book, with forward by Justice Sandra Day O'Connor. 384 pages. ISBN 0810112183.

The ABA Museum of Law exhibit includes photos and other images, including artifacts from various presidents, and is arranged chronologically, highlighting lawyer-presidents by era: Founding Fathers and Sons; Antebellum Presidents; Lawyer Lincoln; Gilded Age Presidents; New Century Presidents; and The Modern Presidency.

Presidential Trivia:

- Which U.S. President was the first lawyer-president? (John Adams)
- Which U.S. President argued the famous *Amistad* case? (John Quincy Adams)
- Which U.S. President also served as ABA President? (William Howard Taft)
- How many Lincolns are there on a penny? (Two, look carefully inside the Lincoln Memorial on the back)
- What ex-president, after being shot in the chest, launched into a 50-minute speech saying, "I will deliver this speech or die"? (Teddy Roosevelt delivered the speech and lived seven more years.)
- What president had to sneak into Washington for his inauguration by night, wearing a plaid shawl and hat as a disguise? (Lincoln at the start of his first term passed through rebellious Baltimore clandestinely.)
- What president's son was saved from death by the brother of his father's assassin and later was at the scene of three presidential assassinations? (Robert Todd Lincoln, eldest son of Abraham Lincoln, during the Civil War was journeying by train when he almost fell between two railroad cars. He was saved by the arm of Edwin Booth, brother to his father's future assassin. Later Lincoln's son was at the scene of his father's shooting and the shootings of James Garfield and William McKinley.)

- Who was President David Rice Atchison, and when did he hold office? (Atchison, president pro tempore Senate, served 24 hours as president in 1849 when the inauguration of Zachary Taylor fell on Sunday but the ceremony wasn't held until Monday.)
- Who is the one president born in Illinois? (Ronald Reagan)
- Were any U.S. Presidents born British subjects? (Yes. Washington, J. Adams, Jefferson, Madison, Monroe, J.Q. Adams, Jackson and W. Harrison)
- Who was the first President to be born outside of the original 13 colonies? (Lincoln)
- Have all U.S. Presidents attended college? (No. Nine never attended college. Washington, Jackson, Van Buren, Taylor, Fillmore, Lincoln, A. Johnson, Cleveland and Truman)
- Who was the oldest U.S. President? (Ronald Reagan)
- Who was the youngest president? (J.F. Kennedy was the youngest president sworn into office; but Teddy Roosevelt was the youngest man to become president when he succeeded McKinley, who had been assassinated.)
- Who was the tallest President? (Lincoln at 6'4")
- Who was the shortest President? (Madison at 5'4")
- Who was the only president to remain a bachelor? (James Buchanan was the only president never to marry.)
- Which president had the most children? (Tyler. Father of 15)
- Which U.S. Presidents were assassinated? (Garfield, McKinley and Kennedy)
- Which U.S. Presidents died while in office? (W. Harrison, Taylor, Lincoln, Garfield, McKinley, Harding, F. Roosevelt and Kennedy)
- Which two U.S. Presidents died on the 4th of July? (Jefferson and Monroe)
- Which U.S. President was born on the 4th of July? (Coolidge)
- Who are the only two U.S. Presidents buried in Arlington National Cemetery? (Kennedy and Taft)
- Which U.S. Presidents won the presidency but lost the popular vote? (Andrew Johnson won the popular vote but lost the election to J.Q. Adams (1824); Samuel J. Tilden won the popular vote but lost the election to Rutherford G. Hayes (1876); Grover Cleveland won the popular vote but lost the election to Benjamin Harrison (1888); and Al Gore won the popular vote but lost the election to George W. Bush (2000).)
- Who was the only divorced U.S. President? (Ronald Reagan)
- Who was the first U.S. President to win a Nobel Peace Prize (Teddy Roosevelt)
- Who was the only U.S. President, to date, to have a Ph.D.? (Woodrow Wilson)
- Who was the first U.S. President to receive a Patent? (Lincoln)
- Who was the first U.S. President to win a Pulitzer Prize? (Kennedy for *Profiles in Courage*)
- Who was the first U.S. President to be awarded a Purple Heart? (Kennedy)
- Who was the only U.S. President to resign from office? (Nixon)
- Who was served both as Vice-President and President but wasn't elected to either office? (Ford)
- Who was the only President who served non-consecutive terms? (Cleveland)
- Who was the first President born West of the Mississippi River? (Hoover)
- Who was the only President to be awarded a Rhodes Scholarship? (Clinton)
- Who was the first President to fly in an airplane? (F. Roosevelt)
- Who was the first President to visit all 50 states? (Nixon)
- Which two Presidents have been impeached? (Bill Clinton (1993-2001), the 42nd President, was the second President to be impeached. In 1998 Clinton was impeached by the U.S. House of

Representatives but acquitted by the Senate. Andrew Johnson was impeached by the U.S. House of Representatives in 1868, but he was also later acquitted by the Senate.)

This list was compiled using a variety of Internet resources. Challenge your students to find more presidential trivia!

Anybody Can Be President (Well, Almost Anybody), by Laurie Spieler & Donna Schechter

(Lesson Plan - 3rd through 6th Grade; however, the ideas in this plan are easily adaptable for other grade levels.)

The objectives of this plan are to teach students the three prerequisites to becoming a United States president. It will explore and dispel some common misperceptions about the requirements for the presidency and will elicit thoughts and discussion on what criteria is important for the president of the United States. It will also motivate student interest in the office of the president, presidential elections, and prompt further research into the topic of presidential qualifications.

First, tell the students that anyone can try to become president of the United States as long as they meet three basic requirements. These requirements are set out in the U.S. Constitution.

First: Have each student write down on a piece of paper the three requirements they think all presidential candidates must meet. After students have had the time to write down their guesses, open up a discussion on the topic. Write the students' ideas on the chalkboard. Once you have listed a variety of answers, take a class vote to see which items the majority of the students feel are the most important requirements for a president.

Next, inform the students of the three actual criteria presidential candidates must meet.

a. The person must have been born in the United States, or be a U.S. citizen at the time the Constitution was adopted.

Does everyone in the classroom meet this requirement?

Does anyone in the classroom know someone who would not meet the first requirement and therefore could not be president? (Perhaps the students' parents, grandparents or great-grand parents were born in another country, or they know foreign exchange students or celebrities from foreign countries such as Elton John or Arnold Schwarzenegger or Prince William of England.)

b. The person must have lived in the United States for 14 years.

Does anyone in the classroom meet the second requirement? (Probably not if they are your average students.)

Do their parents meet this requirement?

Why would this be a requirement before someone can become president?

c. The person must be at least 35 years of age.

Do any of the students have parents that meet this last requirement?

Why is this a requirement for the presidency?
Should there be a maximum limit as to how old a president can be? Why or why not?

Topics for Discussion:

- Discuss some misperceptions the students might have had about the requirements of becoming president. For example, did anyone think that presidents had to go to college? Did anyone think that only men would be president, or only whites? Could a person with a physical handicap serve as president?

- The three requirements set out in the Constitution are only minimum requirements. People would not vote for someone if those were his or her only qualifications for the presidency. What other factors, which are not technically requirements, are important for presidential candidates?

Should they know how to speak a foreign language?
Should they have governmental experience?
Should they be lawyers?
Should they go to church?
Should they have a college degree?
Should they have served in the military?
Should they be married?
Should they need to take an IQ test to prove they are smart?
Should they be physically fit?
Should they be rich?
Should they know how to drive?
What other qualifications are important?

How would you feel about a candidate who:

Was a vegetarian?
Didn't like dogs or cats?
Wore glasses, needed a hearing aid or used a cane, walker or wheelchair?
Smoked cigarettes, cigars or pipes?
Was married to a foreigner?
Had adopted children from a foreign country?
Was divorced?
Was unmarried?

- Since the requirements for being president are fairly easy to meet, why don't more people try to become president?

Media scrutiny?
Responsibility for an entire country?
Cost of campaign?
Threat of assassination?
Privacy and security for their families?

Article II, Section 1, Clause 5, of the United States Constitution states: No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

- Additional discussion could include why the signers of the Constitution felt it imperative that any president of the United States be required to meet all three criteria and why no exceptions were included.
- Additional discussion could also include the term limits established in 1951. US Constitution, Amendment XXII, Section 1, provides: *No person shall be elected to the office of the President more than twice, and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of the President more than once.* Why do you think this was adopted? Can you name the president who was elected to three terms of office?

The Perfect President!

A lesson plan from PBS available at <http://pbskids.org/democracy/educators/perfectpresident.html> This lesson plan calls for researching United States presidential duties and then having students brainstorm criteria for the "perfect president." The information the students determine to be necessary for the "perfect president" will be formatted into a job description and newspaper articles to advertise for an appropriate candidate. The plan includes a visit to an online game called "President for the Day," which will help students understanding the responsibilities of the office. Appropriate for grades 3-6, but can easily be adapted and expanded for older students.

I Do Solemnly Swear: Presidential Inaugurations

A lesson plan provided by the National Endowment for the Humanities. Available by visiting: http://edsitement.neh.gov/view_lesson_plan.asp?id=333

What is required by the Constitution to occur at a presidential inauguration? What other events occur/have occurred at inaugurations?

- Thomas Jefferson walked to his first inaugural. When it was over, he returned to his boardinghouse for dinner. All the seats were filled.
- Andrew Jackson, having opened the White House to the public--in keeping with a tradition started by Jefferson--was forced to escape a rowdy mob of well-wishers by climbing out the window.
- Ronald Reagan took the oath of office privately on the twentieth of January, holding the public ceremony the following day, due to a conflict with the Super Bowl.

Presidential inaugurations have been solemn ceremonies and uninhibited celebrations. They are carefully scripted and they are unpredictable. They reflect tradition and they reflect the moment.

Help your students reflect on what the Presidential inauguration has become and what it has been, while they meet a host of memorable historical figures and uncover a sense of America's past through archival materials.

The lesson plan described above appears at

http://edsitement.neh.gov/view_lesson_plan.asp?id=333,

The Internet website of the National Endowment for the Humanities. Subject areas covered include U.S. History, Civics and U.S. Government, History, Visual Arts and more. It is appropriate for grades 3-5 but may be adapted for older students.

Other inauguration information is available by visiting:

The Library of Congress at <http://memory.loc.gov/ammem/pihtml/pihome.html>

The White House Historical Association at http://www.whitehousehistory.org/03/subs/03_a02.html

Inauguration documents/speeches and photos may be viewed at

<http://memory.loc.gov/ammem/pihtml/pimenu.html>

How Useful is this Newsletter?

Would you take a few moments to let us know what you think? Simply mark the appropriate boxes and return the form via mail to: Donna Schechter, 424 South Second Street, Springfield, IL 62701, or by fax to Donna's attention at 217/525-9063. You can also respond by e-mail to Donna at dschecht@isba.org

I often use the lesson plans provided

I find the Internet links useful

I often forward the information I find in the newsletter to others

I would like to see additional information on (please list topic)

I would like to see lesson plans for specific age groups:

k-3

3-6

7-8

9-12

Adult

I would be interested in sharing an original law-related lesson plan that I've used in the

class room and have found to be interesting and successful. (If so, please send in electronic version to dschecht@isba.org. Lesson plans should be formatted to include:

Title of lesson plan

Created by (include name, grade level, name of school)

Introduction/Description of Activity

Objectives/Goals

Grade Level

Materials Needed

Outline of Procedures (day by day)

Estimated Time to Complete

Closure/Evaluation

Hints for Instructor

Has the lesson plan been tested in the classroom?

Illinois State Bar Association

424 South Second Street, Springfield, Illinois 62701

217/525-1760 Toll Free 800/252-8908

www.isba.org

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***We hope you find this Newsletter helpful and interesting.
Please feel free to forward it along to others
who may be interested. Thank you.***