



ISBA Lawyers in Classrooms – An Invitation to Make A Difference!

As part of our initiative to make a difference in the lives of Illinois students, and to assist in expanding diversity in the legal profession, you are invited to go back to school and speak to students on law-related topics. This informal program will provide ways for Illinois teachers to search an ISBA volunteer database to find lawyers in their areas who are willing to speak on specific subjects. The list will be available on our law-related education website, <http://www.isba.org/Sections/lawrelateded.asp>, as an on-going resource for teachers, and we'll send out information announcing this new ISBA resource. Typical classroom presentations would last for 30-60 minutes and should be on topics that the teachers wish discussed or enhanced by the participating ISBA volunteer.

For additional sign-up forms for Lawyers in Classrooms to share with colleagues and friends, visit <http://www.isba.org/lawyersinclassrooms/>

Thank you!

Resources for Lawyer-Speakers

- Illinois State Bar Association Law-Related Education Website
<http://www.isba.org/Sections/lawrelateded.asp>
- Information for lawyers and judges who will be speaking in classrooms
<http://www.isba.org/Sections/lawyersinclassrooms.html>
- Law-related Careers - <http://www.isba.org/Sections/legalcareers.html>
- Becoming an Adult – rights and responsibilities when you turn 18
<http://www.illinoislawyerfinder.com/publicinfo/adult.html>
- Understanding the Illinois Constitution <http://www.isba.org/Sections/constbook.pdf>
- American Bar Association Fairy Tale Mock Trial Scripts
<http://www.abanet.org/publiced/mocktrials.html>



ISBA Lawyers in Classrooms - Sign up Form

Thank you for your interest in becoming an ISBA classroom lawyer!

This informal program will provide ways for Illinois teachers to search an ISBA volunteer database to find lawyers in their areas who are willing to speak on specific subjects. The list will be available on our law-related education website, <http://www.isba.org/Sections/lawrelateded.asp>, as an on-going resource for teachers.

Mr./Ms./Mrs _____ (full name)
Address: _____
City: _____
County: _____ State: _____ Zip: _____
Office Phone: _____ E-mail: _____

I am willing to speak

- _____ In my neighborhood
- _____ In my city _____ In my county
- _____ In neighboring counties _____ Statewide

Please select all that apply. I'm willing and able to volunteer to speak on the following topics:

- ___ Abraham Lincoln and other famous lawyers in Illinois (grade school)
- ___ Alternative Dispute Resolution – reaching consensus and problem solving
- ___ Becoming a Lawyer (junior high and high school levels)
- ___ Careers in the law (high school level)
- ___ Constitution/Bill of Rights issues (junior high and high school levels)
- ___ Consumer issues/Contracts and responsibility (high school level)
- ___ Current events: law-related issues in the news
- ___ Diversity – the law is on your side (middle and high school)
- ___ Drugs, Guns and Safety issues in schools (junior high and high school levels)
- ___ Employment issues (high school level)
- ___ Environmental issues – how to “green” your classroom
- ___ Establishing good credit...and keeping it (high school)
- ___ Fairy Tales and the Law (using mock trial fairy tales to teach about the law (grade school)
- ___ Famous trials
- ___ First amendment as it relates to schools and students
- ___ Fourth amendment as it relates to schools and students
- ___ How real are lawyers on TV and Film? (high school)
- ___ Marriage and family law (high school level)
- ___ Planning a class courtroom visit – able to assist with plans and attend
- ___ So what if I'm arrested? What's the worst that can happen? (middle and high school)
- ___ The Adversarial System/steps in the trial process
- ___ The Court System and its role in government (middle and high school)
- ___ The importance of Rules and Authority (grade school)
- ___ The Law School Experience (high school and college)
- ___ Traffic Laws and Courts (high school level)
- ___ Working your way through college (high school)
- ___ Others

**Please return completed form to: Donna Schechter, Illinois State Bar Association,
424 South Second Street, Springfield, Illinois 62701 or fax it to 217.525-9063.**



LAW-RELATED EDUCATION

**Infusing Law-Related Education Into Existing Curriculum:
A List Of Suggestions
For Teachers Who Want To Bring Law Into Their Classroom Discussions...
And For Lawyers Who May Want To Help.**

*Special thanks to Suzanne Schmitz, SIU School of Law
And Ann Pictor, Illinois State Board of Education (retired)
for their assistance in developing this resource.*

**Illinois State Bar Association
Standing Committee on Law-Related Education for the Public**

424 South Second Street, Springfield, Illinois 62701

• 217.525.1760 • 800.252.8908 • Fax: 217.525.9063

www.isba.org/Sections/Lawrelateded.asp

Including law in classroom discussions is easy and need only take a few moments to build a lasting respect for our society's system of government and our judicial system. There are many reasons for adding law-related education to your curriculum in a number of classes. Law-related education has been shown to develop good citizenship skills; it has been shown to help prevent delinquency; it expands the interest in social studies and any topic in which it is introduced; and it can introduce students to professionals in the field of law, local lawyers and judges, who can come to your classroom to discuss a broad range of topics.

Illinois mandates a number of areas that must be taught at middle and/or high school levels including, but not limited, to: consumer education, physical education, U.S. history, driver's education, Illinois and U.S. Constitution (middle and high school levels). Lawyers can use these mandated topics as a means of introduction into a local school.

In visual and performing **art** classes you can talk about the freedom of expression guaranteed by the Constitution and the Bill of Rights. Let students know that there may be

constitutional limits on art and help them define those limits. You can also talk about plagiarism and copyright infringements.

On **career day**, invite a lawyer and/or a judge to your classroom. Call a local judge and arrange a field trip to his or her courtroom. Ask a judge or a lawyer if you can attend a trial with your class.

If you **coach** an athletic team, you can talk about the importance of following rules and the ramifications of drug use and drug testing. Talk about sports contracts and NCAA rules and regulations. This is a good time to talk about mediation and arbitration of disputes as well.

In **computer technology** classes, teachers should include lessons on the ramifications of illegal use of computers, ranging from personal use on the job, to hacking implications. Students should also be aware of laws relating to e-mail or computer stalking and harassment, on-line bullying, and security issues.

It's pretty obvious that when teaching **consumer education**, the laws that protect consumers should be discussed fully, like lemon laws and contracts, and be sure to discuss rights and responsibilities upon becoming an adult.

If you are leading a discussion on **current events**, include high profile law issues that are in the news. There have been, and continue to be, cases involving celebrities that the students may see as role models. This is an opportunity to discuss the ramifications of breaking the law, punishments fitting the crimes, etc.

When teaching **driver's education**, be sure the students are aware of all the rules of the road, and their obligations to have insurance coverage. Discuss implications of breaking any of the laws that govern our drivers and our roads. Talk about what to do if students are stopped by the police.

If you are a teacher who has responsibility for an **extra-curricular club**, there may be ways for you to introduce law into your discussions. If it's a law club, that's a natural...if it's a club addressing an ethnic group, talk about protections our laws offer and talk about diversity.

If your school offers a class on **film**, talk about the movies that have law-related themes, or that depict important law-related historical events. ISBA has a discussion guide on *The Man Who Shot Liberty Valance* available at <http://www.isba.org/Sections/libertyvalence.pdf>

If you teach **foreign languages**, you could talk about the United Nations, the importance of international law and accurate translations and the need for translators in the courts.

When teaching **forensics**, consider asking a police officer to come to class and speak about gathering evidence, or a lawyer to talk about how to present the evidence in a courtroom.

When teaching world **geography**, talk about world courts and some of the famous cases that have been brought before that tribunal. Let students search the Internet for recent World Court activities.

When undertaking **health** education discussions, include talks about the laws that regulating medications or estate planning, living trust, living wills, powers of attorney, parenting, etc.

If you're teaching **history**, mention that many of our founding fathers and presidents have been lawyers. The impact of the rule of law on our constitution and our governing documents has been profound.

If you're teaching **home economics**, discuss domestic violence, government standards for food storage and preparation and the laws that protect consumers by listing food content in containers, etc.

If you teach **journalism**, talk about freedom of speech, and protections offered to journalists who wish to protect their sources. Talk about copyright issues and plagiarism.

If you're teaching **math**, teach ethics and accuracy, call attention to the implications of fraud in bookkeeping matters. Mention cases in the news where inaccuracies or fraud have gotten people into legal trouble.

If a representative from the **Military** or **ROTC** is coming to your school, prepare students for the visit by letting them know about the responsibilities they will face if they enlist. Discuss contract law.

If you teach **music**, it's a great opportunity to talk about intellectual property rights, such as copyright infringements.

When teaching **physical education**, you ensure that the students know and understand the rules that govern the sports they play. Indicate that these rules are just as important as the laws that govern our daily lives.

If you are teaching about world **religions**, invite a lawyer to speak to the class about the separation of church and state and why the Founding Fathers thought this concept was so important.

When talking about environmental issues in **science** classes, include discussions on laws that govern air, water and land pollution. Invite a lawyer to class to discuss topics like chemical or oil spills and related penalties, or other environmental protection themes.

If you're teaching **shop** or **industrial arts**, discuss lemon laws, consumer protection laws, and Occupational Safety and Health Administration (OSHA)

When teaching **social studies** and current events, pay attention to what the legislature and the courts are doing, as well as what the president and his or her cabinet are doing.

If you are a **special education** teacher, be sure you know all the rules, regulations and laws that guarantee an education to everyone. If you have questions, be sure to ask your school district's counsel.

In **speech and debate** classes, you can talk about the importance of the first amendment.

If you are responsible for overseeing **study hall**, you can invite a lawyer to class to speak to students. Same holds true if you are responsible for students who are serving **detentions** after school or on weekends. Invite a lawyer to speak to the students about a relevant topic.

If you are coordinating **work-study** programs or career path opportunities that place students in a work environment before graduation, be sure all students are aware of employment laws and rights in the workplace. Invite a lawyer to class to discuss rights, responsibilities and employment protections in the professional world.

In **writing** or **language arts** classes, discuss plagiarism laws and copyright issues.

For resources and lesson plans, visit the Illinois State Bar Association's Website at www.isba.org/Sections/lawrelateded.asp



LAW-RELATED EDUCATION

Going to School: A Guide For Lawyers

Preparing To Speak To Students
On
Career Day
Law Day
Presidents' Day
Constitution Day
Or Any Day...

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Frequently Asked Questions

The first rule of speaking to student groups is be prepared!

If it's your first time going into a classroom to discuss being a lawyer, you should be prepared to respond to questions on the topic about which you will be speaking. In addition, you should know that students may ask questions that are off topic. Here are some questions that have been asked to lawyers who have spoken in classrooms. The best response is an honest one. If you don't want to answer, you can say something like, "Let's get back on topic," or "What do you think?" And, don't be afraid to say you don't know.

Sample questions you may hear:

How long does law school take?

How much did law school cost?

Was the bar examination hard? Tell us about your law exam experience.

When did you know you wanted to be a lawyer?

Why did you decide to be a lawyer?

What kind of law do you practice?

Could you ever defend someone who was obviously guilty of a horrible crime like murder?

Have you ever? How did that feel?

Is it hard to keep things confidential and not talk about them?

How much do you earn? (it's a good idea to be as honest as you feel comfortable being...but include information on expenses, insurance, law school loans, etc.)

What was your major in college?

How were your grades in high school?

How has the job affected your life? Your family?

What has been your most frightening experience on the job? Your happiest?

Is your job what you expected it to be?

If you're talking about any issue, expect personal questions that may relate:

- If you're talking about driving laws, you may be asked if you ever got a DUI or a speeding ticket.
- If you're talking about criminal issues, you may be asked if you were ever arrested.
- If you're talking about drugs, you may be asked if you ever tried any.

If the students are younger, you may be asked if you're married or have children. They may ask, "What's a lawyer, do you have to wear suits every day, or, do you make the laws?"

If you aren't comfortable presenting a "speech" or leading a discussion, consider reading a book to younger children. The book doesn't even have to be law-related. Just let them know sometime during your visit that you are a lawyer. There are, of course, numerous books that have law-related themes that you could read to the students. For a list of books, visit <http://www.isba.org/Sections/booklist.pdf>

Definition of Law-Related Education.

Law-related education is experience-oriented learning about the American justice system, government and general law. LRE programs offer hands-on opportunities as a means for students to become involved in the law through mock trials, moot court arguments, peer mediation, youth courts, summer law camps, and more. Law-related education helps students achieve by opening their minds to the law without placing them in threatening situations.

Rather than having one's first experience with the law be in a confrontation with a police officer or a trip to juvenile court, LRE teaches the principles of good citizenship and introduces students to those who are responsible for making the laws, enforcing them, and seeing that they are carried out fairly--the legislators, law enforcement officials and the legal community. Thus, the first contact with the law is a positive, and often a long-lasting, impression.

A Common Sense Checklist for Lawyers and Judges in the Classroom

Before visiting the classroom:

Confer with the teacher prior to the visit to make sure that both of you know what is expected, including the amount of time you will have with the students and whether the teacher will remain in the room. Ask questions. Find out where you should park, what kind of school security you will face when you arrive, where to check-in or meet the teacher, etc.

Discuss classroom logistics. Ask about classroom rules and how students will be identified. For example, some teachers have seating charts; others may have nametags for the students.

If you need audio-visual equipment or a computer projector, ask the teacher if the school has it available for your use.

Discuss the lesson you plan to teach with the teacher to make sure it fits into the overall curriculum. Also ask what the students have already covered that may relate to your presentation.

Discuss information about the students with the teacher. Ask about class size, grade level, ability levels (reading, verbal, reasoning, etc.), special needs of students, likelihood of prior personal experience with the legal system and possible situations that you may need to be sensitive about for a particular group of students.

Photocopy any handouts you may want to give to the students. Be sure to make sufficient copies. Don't charge the school for copying. If you need reimbursement, contact the Illinois State Bar Association and we'll be happy to work with you.

Arrive early to allow for parking, security and finding the classroom.

Review your lesson plan. Be as prepared to teach the lesson as you would be to present a case in court. Have fun!

DURING THE CLASSROOM VISIT

Teach the lesson you have prepared. Students are masters of getting speakers off the subject!

Design your presentation to encourage active student participation. Try to involve the entire class by calling on as many students as possible. Do not let one or two students monopolize the entire discussion.

Consider using audio/visual assistance to enhance your presentation.

Translate "legalese" into plain English.

Watch the time! To complete the lesson you will need to follow the time estimate given in the lesson plan for each activity.

Follow whatever plans you and the teacher determined would work for the students, yet look to the teacher for modification if necessary. Use the time students are reading or working in small groups to confer with the teacher.

Be mobile. Circulate around the classroom rather than standing in the front of the room for the entire period.

Be open to just about anything. The minds and interests of students may be a pleasant surprise. Enjoy your time with them.

DO NOT:

Give advice on individual legal problems, lecture to the students, read a prepared speech, or tell a lot of "war stories."

Classrooms aren't the only place you might be needed! There are other groups that might enjoy speaking with you in your capacity as a legal professional. Schools, church groups, senior citizens centers, political groups, civic organizations or fraternal organizations often are looking for speakers for programs to interest their members. If you have expertise in a favorite area of law, you may be the perfect speaker to entertain and educate at a discussion about senior citizens rights, consumer protection, arbitration, legal careers or other aspects of legal practice.

Again, simply reading to a class of young people and letting them know that you work as a lawyer will add to the classroom!

And, if you're a parent who is also a lawyer, remember to take the time on "career day" when Moms and Dads are asked to come to class to discuss their professions, to go and talk about your life as a lawyer. Make it fun. You could be opening a career path for some of those students by engaging them in a discussion of your career choice and the rewards it has brought.

WHEN TO GO? There doesn't need to be a reason, it could be something as simple as a current events topic that could use a lawyer in the classroom to clarify. Has there been a major accident or incident in your community that made the news? A lawyer could clarify what laws relate or may have been broken and what may be done to see that something similar doesn't occur again.

There are topics that teachers at certain grade levels are mandated to teach; the U.S. Constitution is on the curriculum in most junior high schools sometime during the year. If you're familiar with traffic laws and courts, DUI and other laws that relate to driving, offer to speak to a driver's education class. If you're familiar with family law and domestic violence issues, speak to a home economics class.

There are other holidays and dates that can be used as an introduction into a classroom:

- Martin Luther King Birthday (January 15)
 - Talk about Martin Luther King and his legacy
 - Talk about freedom marches
 - Talk about peaceful civil disobedience
- Inauguration Day (January 20)
 - Talk about election law
 - Talk about the history of elections in the U.S.
 - Talk about the powers of the president/checks and balances
- Presidents' Day, Lincoln's Birthday (February 12 or the 3rd Monday in February for Presidents' Day)
 - Talk about becoming a lawyer like Lincoln
- Law Day (May 1)
 - Talk about anything law-related!
- Teacher Appreciation Week – first week in May
 - Offer to help a teacher during the week. Take over a civics class
- May 30 – Memorial Day
 - Talk about conflict resolution
- Constitution Day/Citizenship Day - Always September 17th
 - Talk about citizenship, immigration and naturalization, illegal aliens, rights of non-citizens in the U.S.
 - Let students know that the U.S. Constitution is the oldest written constitution still in effect. Discuss the Bill of Rights
- November – Election Day
 - Talk about election law
 - Talk about the history of elections in the U.S.
 - Talk about cases that have been brought regarding elections
- Career Day
 - Talk about becoming a lawyer and being a lawyer.

The Illinois State Bar Association has materials that you can use. Visit the Illinois State Bar Association's LRE Website at <http://www.isba.org/Sections/lawrelateded.asp>

SAMPLE DISCUSSION SHEETS FOR LAWYER PRESENTATIONS IN CLASSROOMS

Each discussion sheet offers a sample of a topic and ways to generate discussion in the classroom.

Importance of Rules and Authority (K-3rd Grade)

Explain to the students that they already have experience in following rules every day. You can name three or four rules they already know about, like:

- Stop, look and listen at railroad crossings
- Red means stop and green means go at crossroads
- Stealing is bad

Ask the students what other rules they know about. These can be

- School and classroom rules
- Rules they must follow at home with their families
- Rules that apply to everyone in their town/city/community

Some examples:

School and classroom rules (ask the students to list rules and ask them why each is important)

- Obey your teacher
- Be quiet in the classroom
- Take turns and share

What are some rules you don't like to follow?

- Clean your room and pick up your things
- Eat your vegetables
- Stop playing video games or watching tv

Why do you need to follow rules? Have you ever asked the person who asks you to follow them?

- Cleaning your room can protect you from tripping and falling; picking up your things will help you know where they are when you want them
- Eating your vegetables will keep you healthy
- Stop playing video games or watching tv may make you go outside to get fresh air or meet new friends in person.

Rules that must be followed at home and with families (again, why are these important)

1. Obey your parent or parents, grandparents and other care givers
2. Take good care of your pets
3. Make your bed and keep your room clean
4. If you make a mess, clean it up

Rules that apply to the whole community (why are these important)

1. Traffic laws
2. Don't pass a school bus that it stopped
3. Pull over and let police, fire and ambulances pass you
4. Don't cross railroad tracks when lights are flashing

All of these rules have something in common.

Do the rules the students have listed:

- Help maintain order?
- Protect someone from harm?
- Keep people or pets healthy and safe?

Ask students to make a list of five of the most important rules they can think of for everyone in their classroom to remember each and every day. For instance:

- | | | |
|-------------------|--------------------------|-------------------|
| Obey the teacher | Work quietly | Share with others |
| Don't hit or push | Do your own homework | Put things away |
| Be on time | Say please and thank you | Raise your hand |

SAMPLE DISCUSSION SHEETS FOR LAWYER PRESENTATIONS IN CLASSROOMS

Each discussion sheet offers a sample of a topic and ways to generate discussion in the classroom.

Importance of Rules and Authority (4th-6th Grade)

Ask students to list some of the rules they are asked to obey each day at school.

Write them on the board as they are called out.

They may include:

Being on time

Being quiet in class

Turning in homework assignments on time

Asking permission to use resources

Returning library books on time and in good condition

Once you have a number of “rules” listed, go over them one at a time and ask the students why they think the rule is important? What would happen if they decided not to follow the rules?

People would be late to class and the sessions would be disrupted

Not having a quiet and orderly atmosphere in class would hinder learning

Not doing home work would prevent the class from progressing to the next lesson

Not asking permission could lead to lost or misplaced items

Not returning borrowed items could lead to late fees

You can use a sample scenario: How would things go if people didn’t follow rules on a playground, during a game or sporting event, at a party? This will help the students understand the importance of rules.

Ask the students to list people who they see as being in authority, or people they would obey.

- Parents and Grandparents
- Teachers, School Principal and Coaches
- Police, Fire and Rescue Personnel
- Military
- Boss
- Peers

Why would they choose these people?

Do they protect them from harm?

Do they maintain order in their lives?

Do they trust them to make good decisions?

What would happen if you didn’t obey them?

Grounded by parents or grandparents

Detention from school teachers, principals or coaches

Possible probation or jail time

Could lose job

It’s one thing to think about a school or classroom without rules. Ask students to think about society and what it would be like if there were no rules. You and the teacher can suggest some family-friendly movies that talk about rules: Willie Wonka (kids go away when they act badly), Ants (Flick is ostracized), The Lion King (an example of gang mentality), etc. Who would protect them, or their rights, if something bad happened or someone tried to hurt them? Who would they be able to call for help of no one wanted to assume a position of authority?

SAMPLE DISCUSSION SHEETS FOR LAWYER PRESENTATIONS IN CLASSROOMS

Each discussion sheet offers a sample of a topic and ways to generate discussion in the classroom.

Abraham Lincoln isn't the only famous Illinois lawyer! (Jr. High and High School)

Along with Mr. Lincoln, there have been many *laudable lawyers* in this country, many with connections to Illinois. As a way to inspire interest in law as a career, choose a few of the notable lawyers listed below to discuss with the students you visit in the classroom. Before your visit, you might give the list to the teacher so students can undertake research, write paper or do a report on one of the *laudable lawyers* mentioned. This is, obviously, only a partial list. The Internet research site used in creating the list of Illinois lawyers: www.wikipedia.com. As an additional activity, ask students to find other *laudable lawyers* from Illinois, using the Internet.

Notable Lawyers with Illinois Connections - Of course, there's Abraham Lincoln, but do you know about some of the following?

In 1869, Arabella Mansfield is granted permission to practice law in Iowa, making her the first woman lawyer in the United States. A year later, Ada H. Kepley, of Illinois, graduates from the Union College of Law in Chicago. She is the first woman lawyer to graduate from a law school. See Ada Kepley at http://en.wikipedia.org/wiki/Ada_Kepley Read about more people like Ada Kepley, a notable lawyer with an Illinois connection! Remember, this is not a complete listing of lawyers who made a difference in Illinois!

- James Adams (Pioneer attorney) http://en.wikipedia.org/wiki/James_Adams_%28lawyer%29
- John Peter Altgeld (Illinois Governor/Haymarket Riots) http://en.wikipedia.org/wiki/John_Peter_Altgeld
- Harry Blackmun (U.S. Supreme Court Justice) http://en.wikipedia.org/wiki/Harry_Blackmun
- Myra Bradwell (First Illinois woman lawyer) http://en.wikipedia.org/wiki/Myra_Bradwell or http://library.law.columbia.edu/rise_of_women/practice/myra_bradwell.html
- William Jennings Bryan (Attorney in Scopes trial) http://en.wikipedia.org/wiki/William_Jennings_Bryan
- Carol Moseley Braun (first, and to date, the only, African American woman elected to the United States Senate) http://en.wikipedia.org/wiki/Carol_Moseley_Braun
- Roland Burris (first African American elected to statewide office in Illinois) http://en.wikipedia.org/wiki/Roland_Burris
- Hillary Rodham Clinton (First Lady and Presidential candidate in 2008) http://en.wikipedia.org/wiki/Hillary_Rodham_Clinton
- Paul Cornell (Founder of Hyde Park, Chicago) http://en.wikipedia.org/wiki/Paul_Cornell_%28lawyer%29
- Clarence Darrow (Attorney for Leopold and Loeb) http://en.wikipedia.org/wiki/Clarence_Darrow
- David Davis (Friend of A. Lincoln) http://en.wikipedia.org/wiki/David_Davis_%28Supreme_Court_justice%29
- Stephen A. Douglas (A. Lincoln debate opponent) http://en.wikipedia.org/wiki/Stephen_A._Douglas
- Melville Fuller (U.S. Supreme Court Justice) http://en.wikipedia.org/wiki/Melville_Fuller
- Elmer Gertz (Civil Rights Activist) http://en.wikipedia.org/wiki/Elmer_Gertz
- William Herndon (A. Lincoln's law partner) http://en.wikipedia.org/wiki/William_Herndon_%28lawyer%29
- Julius Hoffman (Chicago 7 trial attorney) http://en.wikipedia.org/wiki/Julius_Hoffman
- Henry Horner (Governor of Illinois) http://en.wikipedia.org/wiki/Henry_Horner
- Robert Todd Lincoln (A. Lincoln's Son) http://en.wikipedia.org/wiki/Robert_Todd_Lincoln
- Owen Lovejoy (Underground Railroad) http://en.wikipedia.org/wiki/Owen_Lovejoy
- Lisa Madigan (Illinois Attorney General) http://en.wikipedia.org/wiki/Lisa_Madigan
- Edgar Lee Masters (Attorney and author) http://en.wikipedia.org/wiki/Edgar_Lee_Masters
- Catherine Waugh McCulloch (pioneer for American women in the legal profession) http://en.wikipedia.org/wiki/Catherine_Waugh_McCulloch

- Ellen Spencer Mussey (Pioneer in the field of women's rights to legal education) http://en.wikipedia.org/wiki/Ellen_Spencer_Mussey
- Barack Obama (Presidential Candidate) http://en.wikipedia.org/wiki/Barack_Obama
- Michelle Obama (Wife of Presidential Candidate) http://en.wikipedia.org/wiki/Michelle_Obama
- Edith S. Sampson (first African American U.S. delegate to the United Nations) http://en.wikipedia.org/wiki/Edith_S._Sampson
- Adlai E. Stevenson (Vice-President) http://en.wikipedia.org/wiki/Adlai_E._Stevenson
- John Todd Stuart (Encouraged Lincoln to study law and became Lincoln's law partner between 1837 and 1841.) http://en.wikipedia.org/wiki/John_T._Stuart
- Lyman Trumbull (Senator and Illinois Supreme Court Justice) http://en.wikipedia.org/wiki/Lyman_Trumbull
- Scott Turow (Author) http://en.wikipedia.org/wiki/Scott_Turow
- Harold Washington (Mayor of Chicago) http://en.wikipedia.org/wiki/Harold_Washington

And, not necessarily from Illinois...United States Presidents

How many United States Presidents who were also lawyers? Well over half!

John Adams	Thomas Jefferson	James Madison
James Monroe	John Quincy Adams	Martin Van Buren
John Tyler	James Knox Polk	Millard Fillmore
Franklin Pierce	James Buchanan	Abraham Lincoln
Rutherford B Hayes	Chester Alan Arthur	Grover Cleveland
Benjamin Harrison	William McKinley	William Howard Taft
Woodrow Wilson	Calvin Coolidge	Franklin D Roosevelt
Richard M Nixon	Gerald R Ford	William J Clinton

For a full list, visit <http://www.factmonster.com/ipka/A0768854.html>

United States First Ladies

Hilary Rodham Clinton was first First Lady to hold a law degree. Visit <http://www.answers.com/topic/first-lady> for more information on the role first ladies have played, and the careers they have enjoyed.

United States Supreme Court Justices

Sandra Day O'Connor (Arizona) became the first United States Supreme Court justice in 1981 when she was appointed by President Reagan. Ruth Bader Ginsburg (New York) became the second woman United States Supreme Court Justice when she was appointed by President Clinton in 1993.

Thurgood Marshall (New York) was the first black Supreme Court Justice; he was appointed by President Lyndon Johnson in 1970. Clarence Thomas (Georgia) became the second black United States Supreme Court Justice when he was appointed by President G.H.W. Bush in 1991.

Supreme Court Justices who came from Illinois were:

David Davis – appointed by President Lincoln in 1877

Melvin Weston Fuller – appointed by President Cleveland in 1888

Arthur J. Goldberg – appointed by President Kennedy in 1962

John Paul Stevens – appointed by President Ford in 1975

Visit <http://www.supremecourtus.gov/about/members.pdf>

United States Attorney General - President Clinton made history when he appointed Janet Reno, the first woman U.S. Attorney General, in 1993. For a brief biography of Ms. Reno, visit http://en.wikipedia.org/wiki/Janet_Reno

Illinois Supreme Court Justices - Justice Mary Ann McMorrow became the first Illinois Supreme Court justice when she was elected in 1992. For a biography of Justice McMorrow (retired), visit <http://www.abanet.org/women/bios/mcmorrow.html>

Rita B. Garman was elected to the Illinois Supreme Court in 1996, and Anne M. Burke joined the Illinois Supreme Court in 2006.

Justice Charles E. Freeman was elected to the Illinois Supreme Court in 1990, as the first African-American to serve on the Court. On May 12, 1997, he was selected as Chief Justice and served in that capacity until January 1, 2000.

Illinois Attorney General - Lisa Madigan is the first woman Illinois Attorney General. Roland Burris was the first African American Illinois Attorney General.

Lincoln's Law Firm Survives - The Springfield law firm of Brown, Hay and Stephens is the firm founded by Robert Todd Stuart in 1828. Lincoln joined with Stuart as partner and credited Stuart with teaching him much about the law and being a lawyer. Stuart is the man who encouraged Lincoln to become a lawyer and lent him books so he could learn. <http://www.bhslaw.com/CM/Custom/TOCFirmOverview.asp>

SAMPLE DISCUSSION SHEETS FOR LAWYER PRESENTATIONS IN CLASSROOMS

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Careers in the Law

Before going to the classroom, review “Law Related Careers” at <http://www.isba.org/Sections/legalcareers.html> or show it in the classroom if the room has an Internet connection.

Here are some excerpts from the Illinois State Bar Association’s Law-Related Careers pamphlet, which is available in print format as well as on line at <http://www.isba.org/Sections/legalcareers.html>

If you are speaking to students who may be interested in the law as a career, you can mention a number of options open to them. We have listed below a few law-related careers, with basic information on educational requirements and vocational possibilities.

Becoming a Lawyer – background education and admissions information - As to background education prior to attending law school, one should feel no constraints in terms of concentration as an undergraduate. The most important function of an attorney is the communication of ideas, both verbally and in writing. Other skills that you should be working to develop include a good vocabulary, a good memory, ability to listen, ability to express ideas and thoughts concisely and articulately, be able to comprehend and analyze complex written materials, and more.

Applicants to the Bar in Illinois must: 1) be at least 21 years of age; 2) have a high school diploma or the functional equivalent; 3) complete 90 semester hours in attendance at a qualified university; and 4) successfully attend and graduate from a law school accredited by the American Bar Association. Having met these requirements, the applicant must be of good moral character and general fitness to practice law, pass the bar examination and the "ethics test," register with the Illinois Supreme Court and be sworn in. Students who want to be a lawyer will want to avoid a criminal record, especially for crimes of dishonesty. It will help if you work to serve your community in some way.

Becoming a Sign Language Interpreter for the Courts - Sign language interpreters facilitate communication between the deaf and/or hard of hearing population and people who can hear. Courthouse interpreters must remain detached and unemotional and must translate accurately and take great care to not modify meaning or tone. Court interpreters may work in a variety of settings, including attorney-client meetings, depositions, trials, sentencing hearings, and more. Court interpreters may interpret verbal conversations or may be asked to interpret written documents into American Sign Language (ASL). This profession usually requires specialized training. See www.najit.org

Becoming a Court Reporter - Court reporters have the responsibility of recording everything that is said by all of the parties participating in formal trials. Courses on becoming a court reporter are taught at community colleges, four-year universities and at private business schools. These training programs can take two to four years. High school graduation is required, and it is important that court reporters have strong language skills with a good vocabulary. The National Court Reporter's Association has lists of schools that offer courses in court reporting. See www.ncraonline.org

Becoming a Law-Enforcement Professional - Most law enforcement officers must meet certain minimum requirements to serve as police or state troopers. These may include a minimum age requirement of 21 years; must be a citizen of the United States, must have a valid driver's license, must not have been convicted of a felony, must be a high school graduate and may require an

associate of arts or sciences degree or other college credit and/or work experience. Applicants may also have to pass physical examinations (including agility, vision and strength) and written tests. See www.isp.il.us or www.illinoistrooper.com/requirements

Becoming a Court Clerk or Bailiff - Court clerks administer oaths in courtrooms, take responsibility and custody of physical evidence introduced at trial, and help in the general administration of the trial by providing assistance to the judge and the attorneys. Court clerks should not be confused with the Clerk of the Court, usually an elected position. The Clerk of the Court is responsible for the court complex and is custodian of all court records, maintains dockets, collects fees, keeps minutes of court proceedings, files documents like licenses and wills, etc.

Becoming a Legal Assistant or Paralegal - While Illinois does not license or regulate legal assistants or paralegals, there are courses of study that you can take at a range of community colleges, universities or specialty schools in Illinois. The American Bar Association can provide a list of accredited paralegal/legal assistant programs across the country. The definition of a "legal assistant" as defined by the ABA Standing Committee states, "A legal assistant or paralegal is a person, qualified by education, training or work experience who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible." See www.ipaonline.org or www.aafpe.org or www.nfpa.org or www.nala.org

Working for the Federal Government as a lawyer, paralegal or other legal professional

There are numerous options for those interested in pursuing careers with the federal government. Because of the variety and complexity of job offerings, we recommend you research:

- The Federal Bureau of Investigation (FBI) via www.fbi.gov (click on employment then click on support vacancies)
- The Internal Revenue Service (IRS) via www.jobs.irs.gov (click on other professional careers)
- The Drug Enforcement Agency (DEA) via www.dea.gov (click on job applicants)
- The Bureau of Alcohol, Tobacco and Firearms (ATF) via www.atf.gov (click on jobs then click on types of jobs at ATF)
- Working for the military as a JAG officer
- Working with the Department of Homeland Security
- Working in Illinois Government see <http://work.illinois.gov>

There are numerous other professions that could be considered law-related. You could become a:

Corrections Officer	Forensic Scientist
High School Law/Government/Political Science Teacher	
Human Resources/Personnel Director	Legal Nurse Consultant
Legal Researcher (Lexis/Nexus, Westlaw)	Legislator or Other Elected Official
Lobbyist	Parole Officer or Probation Officer
Private Investigator or Private Detective	Transportation Security Screener
Customs Officer	Victim Advocate

Additional information on many professions can be found through the U.S. Department of Labor, Bureau of Labor Statistics at <http://bls.gov/home.htm> and specific information for students can be found at <http://bls.gov/k12/index.htm>

SAMPLE DISCUSSION SHEETS FOR LAWYER PRESENTATIONS IN CLASSROOMS

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TRAFFIC LAWS AND COURTS

Introduce yourself and use a power point or overhead projector to show the following list, or ask the students if they can generate a list of offenses for which they would be stopped by a police officer. Write all the responses on the chalk board. If they fail to list all of the offenses below, help them think about why they would be considered illegal.

1. The police may stop you for which of the following (choose as many as you feel are correct)
 - Head light or turn signal light burned out
 - Expired license plate
 - Failure to signal a turn or changing lanes inappropriately
 - Going through a yellow light that turns red while you are in the intersection
 - Speeding
 - Erratic driving
 - Crossing railroad tracks while lights flashing and gates down
 - No seatbelt on
 - Tailgating
 - Incomplete stop at a stop sign or not stopping behind the white line on the road
 - Littering, throwing something from the car
 - Not pulling to the side of the road to allow emergency vehicle to pass
 - Not moving to the left lane, if possible, when vehicles are on shoulder
 - Drag racing
 - Weaving in and out of traffic
 - Littering
 - Hit and run
 - You look like someone the police are looking for
 - Your car matches the make and model of a stolen vehicle
 - No headlights on after dark
 - Failure to stop at a school bus with its sign out
 - Too many people in the car
 - Loud muffler
 - Loud radio or stereo/wearing headphones
 - Talking on your cell phone or text messaging
 - Dark tinted windows on car

2. When the police stop you for an offense, they may ask you to provide or do which of the following?
 - Car registration card
 - Driver's license
 - Get out of the car
 - Let the police search your vehicle
 - Proof of insurance
 - Photo identification
 - Birth certificate
 - Social security number

3. The police may specifically stop people who are under 18 for which of the following
 - Too many people in the car
 - Out after curfew
 - Playing the radio too loudly

4. When police pull you over and give you a ticket, then let you go, this is considered a formal arrest. True or False?

5. Talk about statistics, or percentages of accidents that teens have as opposed to the rest of the driving population
 - Teen drivers account for more accidents than their percentage of the driving population—that is why their insurance rates are higher
 - Point out that teens are physically the most capable drivers, but have a high accident rate
 - Ask students to check with the Illinois Department of Transportation to check on more teen driving statistics in Illinois

6. If you talk about seatbelt usage, you might consider inviting a police officer to class to discuss the issue.

7. There are young driver laws on the books in Illinois. The Illinois Secretary of State and the State Police have handout information for newly licensed drivers.
http://www.cyberdriveillinois.com/publications/pdf_publications/dsd_a1328.pdf

Parents can access teen driving records through the Secretary of State's webpage at
<https://www.ilsos.gov/parentalaccess/>

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TRAFFIC LAWS AND COURTS – WHAT TO DO IF YOU ARE STOPPED BY THE POLICE

Listed below are a number of options for what you should and/or should not do when you are stopped by the police.

Remind the students that even if the officer does not arrest you, an officer - after identifying him or herself - may stop you in any public place if he/she has reason to believe that you have committed, are committing, or are about to commit a crime related to traffic. He/She may demand your name and address and an explanation of your actions. If he/she reasonably suspects that he or another is in danger of being attacked, he may search you for weapons.

Answer yes or no. Should you or shouldn't you?

- When you see the lights flashing, pull off the side of the road as far as possible and stay in your car
- Turn on your emergency blinkers so others can see you plainly
- If you are in an unlit area, or somewhere you don't feel comfortable stopping, turn on your turn signal and slow down. Proceed slowly to a safer area
- Remain in your car/remove your seatbelt
- If you are on your cell phone, hang up
- Find your driver's license, car registration and insurance card
- If the officer gets to your car before you find the items listed above, ask permission to get them out of your pocket, backpack, purse or glove compartment
- Don't make any quick movements
- Hand your wallet or purse to the police officer
- Demand to know what you did wrong in a confrontational manner
- Argue with the officer and try to get him/her to see that you did nothing wrong
- Tell all passengers in your car to remain quiet and calm, turn down the music
- Try to convince the officer whatever you were doing wasn't your fault
- Respectfully answer all questions the officer asks of you
- Ask permission to contact your parents by cell phone, if you have one with you
- You have the right to remain silent. Don't answer any questions the officer asks you, except for giving your name and address.
- Show the officer any additional paperwork you might have with you to convince him/her that you are reputable and a good citizen. Your report card may convince the officer of your good grades and reputation
- Pay attention to what the officer is asking and do as you are told
- Honk your horn at any friends who may drive by while you are stopped
- Try to become the officer's good buddy by telling him or her about others who have broken the law. Maybe the officer will let you go if you can help him or her make an arrest elsewhere
- Keep your hands in plain view at all times
- Put your car in park and turn off the engine
- Turn on your safety flashers
- If all else fails, cry

SAMPLE DISCUSSION SHEETS FOR LAWYER PRESENTATIONS IN CLASSROOMS

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DUI OFFENSES

Ask the students for a show of hands to respond to the following questions. Ask how many believe the statements are true.

- You are too drunk or impaired to drive if your blood alcohol level is over .8.
- Drinking more than two beers likely results in a blood alcohol level of .8 or above.
- If the police suspect you DUI, they can force you to take a blood test.
- If police stop you for a possible DUI offense, you cannot be convicted of DUI unless you undergo a field sobriety test by blowing into the apparatus provided by the officer.
- If your friend who is drunk and driving you home is stopped and gets a DUI, you can be charged with underage consumption or possession of alcohol even though you are the passenger—assuming you have alcohol or have been drinking.

What may a police officer ask you to do during a field sobriety test? Discuss options (walk a straight line, stand on one foot, recite a tongue twister, touch your nose). Should you comply with the officer's requests? What happens if you refuse?

What will happen if students are caught with a false ID or liquor in the car? Discuss options (lose the right to drive, lose license, serve time?)

Also discuss where liquor can or cannot be transported in the car (front seat, back seat, trunk, open or closed).

Discuss the life-long effects a DUI conviction can have on work, school, ability to hold a driver's license, etc.

Discuss what happens if you injure someone while drunk and underage in a driving accident. What if you damage property? What if you kill someone? What happens to your family if you are permanently disabled in an accident?

Explain that Illinois has a ZERO TOLERANCE for underage drinking.

Explain the costs of getting a DUI conviction – attorney fees, fines and insurance premiums increasing.

Visit <http://www.prairienet.org/ija/7%20InvitationSchools.pdf>

And learn about the program “Seven Reasons to Leave the Party,” implemented in 2007 by the Illinois Judges Association.

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FAMILY LAW

Ask students what they feel grounds for divorce might include under Illinois law?

Adultery
Convictions for crimes
Abuse, mental or physical
Being unemployed
Bad habits
Smoking
Alcoholism
Gambling
Abandonment
Boredom

Discuss some facts and/or myths about divorce:

Do the women always get custody of the kids?
If you don't seek the divorce, and it's not your fault, you don't have to pay child support?
If you don't pay child support, you don't get to see your kids?
If your name is on the birth certificate, you are automatically considered the legal father?
How old do you need to legally marry in Illinois?
Is there such a thing as common law marriage in Illinois?
What's a no-fault divorce mean?
How long does it take to get a divorce?
How soon after the divorce can I remarry?
When can I stop paying child support?
Can gay people marry in Illinois?
Am I automatically divorced if I leave my spouse and don't come back?

Some questions students may want to address:

How can we make Dad/Mom pay child support?
The divorce decree says Dad/Mom must pay for my college education. Do I have a right to enforce this?
When I turn 18, do I still have to do what my parents tell me?
Can my parents throw me out of the house before I turn 18? What about after?
May I leave home before I turn 18?
What responsibilities do teens who parent children have toward their children?
If I get married, what rights will my spouse have to my assets/income?
If I'm under 18 and I damage something, are my parents responsible for paying for it?
If I'm truant from school, what can happen to my parents?
Am I responsible for my parents' debts?
After the divorce or separation, am I required to visit my Dad/Mom even though I don't want to?
Do children have any choice in saying where they live when there is a divorce or custody dispute or when DCFS takes the children?
Do grandparents have the same rights as parents? Can they tell me what to do?
May I sue my parents for being bad at parenting?
My parents fight frequently, what can I do? Who can I talk to?

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SHOULD YOU FILE A LAW SUIT?

Discuss the scenarios below and ask students what the best option would be for each. Options include

1. **Talk to the person first**
2. **Ask someone to help you talk with the other person**
3. **Offer to mediate**
4. **Take them to court**

Sample Scenarios:

1. You and your friends ate at a local restaurant a few evenings ago. You got sick that night and haven't felt well since. All your friends who ate with you that evening are fine, but none of them ate exactly what you ordered. You saw your doctor and he/she believes you have food poisoning. You contact the Department of Health and report the restaurant. You'd like to get your money back for the meal that made you sick, and you'd also like your doctor bill to be paid by the restaurant. What do you do?
2. You loaned your cell phone to a friend who ran up the bill. Your parents won't pay it and say you must pay or get the friend to pay. What do you do?
3. You are involved in a minor traffic accident that does no damage to either car. You do the right thing and call the police. It wasn't your fault so the police ticket the person who caused the accident and all parties leave the scene. Three months later, you start getting headaches and neck pain. You see your doctor who says that you must have suffered a small fracture resulting from that accident. You'd like to have the person who received the ticket pay for your visit to the doctor, your pain medication and your physical therapy. What do you do?
4. While shopping at a local grocery store, you turn a corner where someone has just spilled a bottle of salad oil. You slip, fall and sprain your wrist and ruin your clothing in the oil. The store had been notified of the spill, which has just happened, and they were on their way to clean it up when you fell. You'd like the store to pay for the time you had to be off from work. What do you do?
5. You buy your first car and love everything about it, except that it's always in the shop for repairs. There have been problems with almost everything from the week after you took ownership and the dealer is now refusing to fix the same things for the second time. You obviously have a lemon. What do you do?
6. You loaned a very special item of clothing to a friend who lost it or ruined it. A replacement will cost over \$200. What do you do?

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PERSONAL PRIVACY

Discuss the meaning of privacy and why there is a need to respect the wishes of others when it comes to privacy.

There are a number of scenarios below. Discuss each with the students and ask them which crosses a line and infringes on your legal right to privacy. Some of the scenarios depict illegal acts and some are just rude or inconvenient. Which are which?

1. After you got caught breaking family rules and staying out way past curfew, your mother or father starts reading your personal diary, looking at your my space postings and talking to the parents of your friends to find out where you have been and what you have been doing. As a minor living at home, do you have some right to privacy?
2. Your home is easily identified and appears in a local newspaper after a storm. You and your family are recognizable in the photo as you were in the area cleaning up branches and other items in your yard. The newspaper didn't get your permission to use your image in their photo. Did this cross a line?
3. A neighbor is being questioned about a crime spree in the neighborhood and in a subsequent article, the same photo of you and your family appears in the newspaper, which seems to infer that the damage to your yard may have been done not by the storm, but as part of the crime spree. Did this cross a line?
4. The city has installed cameras at busy intersections to monitor traffic and catch, on film, those who fail to stop or run a red light. You get a ticket for failure to stop at an intersection that has one of these cameras. Has your privacy been breached?
5. Same as above, the city has installed cameras, but now they are on major streets and inside arenas and in public parks to deter crime. Has your privacy been breached?
6. You get a job and are provided a computer for office use only. On your break and lunch, you sometimes use the Internet to check your e-mails. Your boss calls you into his/her office and tells you that they have read your e-mails and this must stop. Did your boss have the right to check your e-mails sent from your work computer?
7. You inadvertently leave your back pack on the school bus. While trying to identify the owner, the bus driver looks inside and finds your wallet with your ID, but continues searching through the bag to see if there is anything illegal or not allowed by school rules. Was this appropriate?
8. You sell your old computer to a fellow student and fail to remove some of your old files. You later realize that you left a diary on the computer you sold and the person who bought your computer has just published your story in the school newspaper. Did this person violate your privacy?
9. You buy something at the store and pay with a check or credit card. The clerk takes your I.D. – driver's license – and scans it. What information does the store clerk now have? Is this ok?

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THEFT – DISCUSSION GUIDE

Ask students to define the word theft. It means taking something that doesn't belong to you without permission or payment. Ask if anyone has been the victim of theft. Let the students share stories if they have them.

Ask for examples of theft that the students have heard about or experienced...younger students may say that their lunch had been stolen, or something they owned had been taken by a friend. Older students may talk about shoplifting. Expand on all the topics they bring up. Ask them:

1. Who was the victim – was it just the person who was stolen from, or are there other ramifications? Does society have to pay for shoplifting by raised prices to pay for store security? Do prices for CD's and DVD's go up to offset piracy practices? This may be a good time to talk about PIRACY and copyright issues by discussing who is harmed when people copy, without permission or authorization, the work of others. Has anyone in the class ever seen a movie that someone taped while at the theater? Has anyone ever purchased a copied a CD and given it to a friend? Who owns what? Who has the right to copy?
2. What would an appropriate punishment be?
Give the item back and apologize Pay for the item Pay a financial penalty
Expelled from school Prosecution for the crime in the courts Serve time
Banned from the mall or other location Community service
3. What are the actual punishments be for the infractions above?

Discuss types of theft the students may not have thought of

- theft of identity – talk about protecting identity while on computers
- theft of personal property – someone has been breaking and entering
- corporate theft – someone reveals company secrets
- dine and dash
- stealing gasoline
- if you are employed, is goofing off at work stealing from the company? Would it be stealing to take pens or paperclips home? What about discarded merchandise from a store?
- borrowing something and keeping it
- tasting a piece of fruit at the grocery store and not paying for it
- you find cash left in a cash machine and don't return it to the bank
- someone broke a window at a store and merchandise is easy to take, so you do what others are doing, you take something
- making a fraudulent insurance claim – explain what this is
- Taking extra change from a vending machine

Talk about deterring theft. If you thought of taking something that isn't your own without permission or payment:

Talk about the cost if you are apprehended. What will it cost you? Your reputation, time away from job or school to defend yourself in court, you'll have to tell your family, you may need to hire a lawyer or pay fines, etc.

- Would the threat of being caught make a difference? What if you were caught on film and the film was showed on the local news?
- Would the level of possible punishment make a difference? If you went to court as a juvenile, the matter may not be so public, but if you are not considered a juvenile any longer, your name would be released to the public.
- Would explaining to your parents or friends make a difference? How would your friends react? Would they think theft was funny, something to be applauded, or would they think you were doing something wrong?
- Would a criminal record make a difference? If a court or jury finds that you were guilty of theft, you would have a record and you might need to disclose that record on future employment applications, college applications, etc.
- How would you feel if your possessions were stolen?
- How could you deter others from taking your things?
- What should you do if your friends are stealing?

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MILITARY ISSUES – DISCUSSION GUIDE

Talk about MILITARY issues – If recruiters are coming to town, let students know that enlisting in the military is a contract.

- When I turn 18, do I need to register? Does this apply to both boys and girls?
- Is there a draft right now?
- Does the National Guard offer the same benefits as other branches of the military?
- What is ROTC?
- What is stop/loss? Extensions?
- How can you get into a military school like West Point, Annapolis or the Air Force Academy?
- Can those with disabilities still serve in the military?
- What's a dishonorable discharge?
- Can I clear my record if I am dishonorably discharged?
- Explain don't ask/don't tell
- Do I need to pass a test to get into the military?
- Do I need to pass a physical?
- Is there such a thing as conscientious objector anymore?
- What's all this we keep hearing about military tribunals? What's the difference between a military trial and a civilian one?
- If I have bad grades, will I still be eligible to serve in the military?
- If I have an arrest on my record, am I still eligible to serve in the military?
- Is there a minimum or maximum height or weight requirement?
- If I get married, can my spouse come with me if I'm posted outside of this country?
- If I have to leave a job because I get activated and have to leave, will my job be there for me when I return?
- What protections are there for those who serve in the military? Discuss the Service Members Civil Relief Act
- Is there a veteran's benefit that will pay for my education?
- How long do I need to serve in order to be eligible for any military benefits?
- If I enlist and then change my mind, can I get out of the military?
- If I have a conviction on my record, can I still serve in the military?
- Would I have any say in where I get to serve?
- If I'm hurt while serving in the military, will the government pay for my care?
- Would I have any say in what kind of training I receive? Can I specialize?
- If I don't want to serve in the military, are there other ways to serve my country?
 - Peace Corps or Americorps
 - Habitat for Humanity
 - Food banks
 - Elected official
 - Open up the discussion and ask students what other ways there are of serving
 - Be a big brother/big sister
 - Be a camp counselor
 - Be a girl scout or boy scout troop leader
 - Volunteer in your community
 - Mentor someone younger

SAMPLE DISCUSSION SHEETS FOR LAWYER PRESENTATIONS IN CLASSROOMS

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EMPLOYMENT ISSUES – DISCUSSION GUIDE

If you are speaking to a high school class, open discussions by asking students what their first jobs were.
Babysitting, Lawn mowing, Paper route, Fast food restaurant

How old were the students when they got their first job?

How did earning money make them feel?

Were they saving for anything special?

Did they like their boss?

Did they get along with co-workers?

Possible discussion topics:

- Explain teen work permits, how to obtain one and the limits they have. 820 ILCS 205
- Explain that the government has enacted laws to protect those who are in the workplace
- Explain health and safety issues that are addressed by OSHA
- Explain that there are age limitations for certain jobs to protect under age workers
- Explain that there is a minimum wage in place – explain who is covered and who is not
- Explain federal and state tax exemptions, workers compensation and other deductions
- Explain that the work place is different from school and there are different rules and practices.
- How much does one need to earn before income tax returns must be filed
- You are entitled to a lunch break if you work a certain number of hours (what to do if not provided)
- You are entitled to a break if you work a certain number of hours (what to do if not provided)
- If you are an “at will” employee, you are working without a contract and your employer can fire you at any time for no reason. There are exceptions— an employer may not fire or discriminate against you based on race, sex, color, disability, religion, etc., or because you made a complaint about the employer to a government agency. A written contract may put additional limits on the employer’s ability to fire you.
- What’s the opposite of “at will?”
- Explain that employers maintain personnel files that may include both positive and negative feedback
- You may have the right to sick or vacation days, but only those that you and your employer mutually agree to in a contract or a collective bargaining agreement. Explain family and medical leave acts.
- Explain unions, discuss pros and cons
- Explain the “one day rest in seven days work” law
- Explain working on commission or salary, versus hourly pay
- Explain standard deductions from payroll
 - Federal withholding
 - FICA
 - Medicare
 - Insurance
 - State withholding
 - Pension/retirement funds
 - Other savings/investment options
 - Garnishments/child support
 - Health savings accounts/cafeteria plan/flex plan
 - Explain when they can claim themselves as a deduction, and where their parents can.

Explain what they can do if they think their rights have been violated and where to find out what their rights are.

Bring and show a poster that explains employee rights, bring a sample pay stub, and a sample employee handbook, if available.

SAMPLE DISCUSSION SHEETS FOR LAWYER PRESENTATIONS IN CLASSROOMS

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DRUGS, GUNS AND SAFETY ISSUES IN SCHOOLS – DISCUSSION GUIDE

It starts with learning how to behave on a school bus and carries all the way through graduation. You have to follow rules at school, and around schools.

Ask students to list at least ten (10) things that they know you shouldn't do at school or on school grounds:

- Speeding in vehicles
- Drinking alcohol
- Possessing alcohol if not 21 or older
- Carrying a weapon
 - Gun
 - Knife – including pocket knives
 - Others – what can be considered a weapon in the school setting?
- Carrying or sell drugs – being in a vehicle where someone else is carrying or selling drugs?
- Fighting
- Damaging property – vandalism
- Breaking into school when it is closed
- Bullying
- Pulling the fire alarm
- Calling in a bomb threat
- Truancy – ditch school
- Computer hacking or other improper computer use
- Plagiarism
- Smoking
- Stealing from someone's locker or purse or anything else
- Stalking – threatening – harassing
- Anything that's a crime outside of school is a crime inside or on school grounds, sometimes with compounded penalties.

There are rules to protect you in the event of an emergency: Schools must prepare for emergencies, including terrorist attacks, by creating School Emergency Planning Guides, School Safety Plans or Crisis Management Plans. It must create, implement, update and practice the safety measures to enable the school, in times of crisis, to be able to act in a calm and organized manner rather. Schools have developed emergency plans for weather, bomb threats, fire, intruders and school discipline incidents.

Penalties: Be prepared to answer questions about penalties for any of the infractions above (caught with a gun or drugs at school). Explain differences between being tried as a juvenile or as an adult. Explain consequences of a criminal record.

Stress that rules apply in all school settings, from the gym and parking lots to restrooms and school busses, and may also apply on field trips sponsored by the school.

Briefly describe the right to privacy of students at schools. Does this extend to lockers, cars, phones, computers, clothing?

Perhaps most important: Discuss when and how to report suspicious behavior of other students.

SAMPLE DISCUSSION SHEETS FOR LAWYER PRESENTATIONS IN CLASSROOMS

Each discussion sheet offers a sample of a topic and ways to generate discussion in the classroom.

LAW-RELATED CURRENT EVENTS IN THE NEWS – DISCUSSION GUIDE

A great way to begin discussion would be to bring some newspaper clippings with you that discuss recent law-related items reported on in the media. These can be local, national or international in scope.

Discussions could include:

- Murder or mayhem
- Gay, lesbian marriage rights being granted in some states and not in others.
- Immigration issues – deportation – citizenship
- Artist loss of revenue due to pirated movies, CD's
- Election laws – can you explain the super delegates and the electoral college?
- Crime victim's rights – rights of families of the victim
- Class action lawsuits, good or bad for consumers?
- Storm damage, floods and destruction – consumer fraud
- Land use, eminent domain
- Death penalty – is it cruel and unusual punishment?
- Has a celebrity been in trouble? Discuss the legal issues (DUI, drugs, divorce)
- Government officials - abuse of power
- Homeland security and military tribunals
- Food poisoning or other public safety issues

For a high profile legal case in the news:

What laws were broken?

What kind of jury would you want if you were in the person's position?

How could the case directly affect the students and their families?

What would an appropriate penalty be?

Should jail time be mandatory in a case like the one discussed?

For constitutional issue:

What rights were granted or restricted?

Was this necessary?

What are the pros and cons?

How will the change affect the students and their families?

Who will this hurt or help?

For high profile legal issues in the news:

Might the students or their families ever be affected by the issue? (For example, has anyone they know been stopped at an airport due to the no fly list?)

Ask students what they think society should do to make things better in the specific area they are discussing:

- Death penalty/capital punishment – enforce stricter burdens of proof? Mandate more than one eye witness? DNA testing must confirm?
- National security – enforce immigration policies and protect transportation hubs?
- National emergency – floods, fires and storm damage and the rule of law. Law enforcement not allowing residents in the area to search their homes, animal rights and evacuation issues.

SAMPLE DISCUSSION SHEETS FOR LAWYER PRESENTATIONS IN CLASSROOMS

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LINCOLN THE LAWYER – DISCUSSION GUIDE

The process of admission of Abraham Lincoln as an Illinois lawyer began in March 1836 and concluded almost a year later. On March 24, 1836, Lincoln's name was first entered on the Sangamon County Court record as "a person of good moral character." He was 27 years old. By then, he had already been elected to the Illinois legislature. He had served as a captain in the Illinois militia, as deputy county surveyor, and as postmaster of New Salem, an office that was abolished May 30, 1836. Two justices of the Illinois Supreme Court gave Lincoln a provisional law license on Sept. 9, 1836, and that is considered his date of admission to the Illinois bar, according to records of the Attorney Registration and Disciplinary Commission.

Discuss the differences between a legal education in the 1800's, primarily self taught, reading books loaned by other lawyers, apprentice/clerk experiences, and the requirements for law school today. Lincoln didn't attend law school, nor did he attend college. His formal education was less than two years in school. He taught himself virtually everything he knew.

Lincoln is well recognized as a man who could write clearly. Stress the importance of communication skills, oral and written, in the legal profession.

What kind of law did Lincoln practice? Who were his clients?

During the 17 years, from 1844-1861 that Abraham Lincoln and his family lived in the house at Eighth and Jackson Streets, and as Lincoln's law practice grew, the population of Springfield increased from 3,900 to more than 9,400. This was his primary client base, but it expanded into the other communities within the 8th Judicial Circuit and beyond. Lincoln's cases ranged from simple civil disputes and collection matters to defending an accused murderer. Lincoln's largest collected legal fee was \$5000, which he received for successfully defending the Illinois Central Railroad. Railroad did not want to pay him so Lincoln had to sue to collect his fee.

Explain "riding the circuit" and show a map of the 8th Judicial Circuit. Before going to the classroom, take a few moments to review the website below which includes statistical information on the types of cases Lincoln tried, where they were tried, and more:

<http://www.lawpracticeofabrahamlincoln.org/Reference/StatisticalPortrait.html>

ISBA has two high school mock trial cases that are based on Lincoln's legal career.

A case based on a letter from Lincoln to Joshua Speed, one of his best friends.

<http://www.isba.org/Sections/Traylor.pdf>

A case based on one of Lincoln's most famous trials, the defense of William Duff Armstrong, which is also known as the Almanac trial.

(2009 – will be available after October, 2008)

Today, in order to be an Illinois lawyer, one must:

- graduate from a law school approved by the American Bar Association
- pass a bar examination
- pass a character and fitness examination (we have an abbreviated form of the character and fitness questionnaire if you'd like to take it to class with you to show the students)
- pass a written ethics examination
- be sworn in by a justice of the Illinois Supreme Court

SAMPLE DISCUSSION SHEETS FOR LAWYER PRESENTATIONS IN CLASSROOMS

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USING FAIRY TALES AS MOCK TRIAL SCRIPTS – DISCUSSION GUIDE

Fairy tale mock trials mix laughter and learning. The ABA has some can't-lose choices. All are complete scripts and come with instructions on how to put on a mock trial, simplified rules of evidence, and other useful information. **The excerpts below are taken directly from the ABA Website.**

- [The Big Bad Wolf v. The Three Little Pigs](#) - Showing absolutely no shame, B. B. Wolf (the initials stand for "Big Bad") has the nerve to sue Curly Pig for attempted wolf cooking. This mock trial script features 7 speaking parts (Judge, B.B. Wolf, Curly Pig, Jack Smith, Plaintiff's Counsel, Defendant's Counsel, Bailiff) and includes a glossary of legal terms.
- [Cinderella v. Estate of Padre Mia Tremaine](#) - Feisty Cinderella, now a princess, sues for back wages from her "rotten, wicked stepmother." This mock trial script features 9 speaking parts (Judge, Bailiff, Plaintiff's Attorney, Defendant's Attorney, The Prince, Cinderella, and 3 witnesses for the defense) and includes a glossary of legal terms.
- [Claude v. The Beast](#) - In this reworking of "Beauty and the Beast," disappointed suitor Claude sues the "Beast" (aka handsome prince) for impersonation and alienation of affections. This mock trial script features 10 speaking parts (including Judge, Claude, Beauty, Beauty's father, The Prince/aka The Beast, Plaintiff's counsel, Defendant's counsel, Bailiff).
- [Emperor v. Swin and Del](#) - Embarrassed monarch sues tailors for fraud and misrepresentation in this retelling of "The Emperor's New Clothes." This mock trial script features 12 speaking parts.
- [Humpty Dumpty v. Sherman King](#) - Humpty Dumpty uses his appearance to make a living, attracting customers to King's Kar World and other businesses. A tragic accident nearly wrecks his career, and, alleging negligence, in this civil case he sues Sherman King, the business's owner, for damages from his fall. This mock trial script features 10 speaking parts and secret information for each witness.
- [Rumpelstiltskin v. Queen Malory](#) - In this civil case, Rumpelstiltskin sues the Queen to collect payment for his work. This mock trial script features 13 speaking parts and secret information for each witness.
- [State v. Delphinia Rose Sweetpea](#) - In this retelling of "The Princess and the Pea," our heroine is on trial for fraudulently pretending to be a princess. This mock trial script features 13 speaking parts and includes secret information for each witness.
- [State v. Jack Robinson](#) - Jack (of beanstalk fame) is on trial for second degree intentional homicide in the death of Clarence Ogre in this lively, fun criminal trial script written by four fifth-grade students from Washington School in Marshfield, Wisconsin. This mock trial script features 7 speaking parts.
- [State of Italia v. Geppetto](#) - Neglect is the issue in this case on whether Pinocchio should remain with the woodcutter or have his care and education become the responsibility of the state. This mock trial script features 8 speaking parts.
- [State v. Richard Fox](#) - In this retelling of "The Fox and the Crow," the fox is on trial for theft by deception- taking a piece of cheese from Camilla Crow by tricking her. This mock trial script features 7 speaking parts.
- [The Three Bears v. Goldilocks](#) - Yikes! The Bears have sued Goldilocks for bad manners.
- [United States v. Bunyan](#) - Federal agencies sue the big lumberjack and "Mr. Ox" to stop them from cutting down forests, making their own waterways, correcting curving highways, and generally creating a nuisance. This mock trial script features 10 speaking parts and includes a glossary of legal terms.
- [Village of Sheepfold v. Joey Wolfcryer](#) - In this retelling of "The Boy Who Cried Wolf," Joey Wolfcryer is accused of violating an ordinance against crying wolf when there is no wolf. (A second ordinance, which imposes a duty to cry wolf if there is a wolf, also figures in the evidence and arguments of this criminal trial.) This mock trial script features 10 speaking parts and includes secret information for each witness.
- [Wicked Witch v. Snow White](#) - Witch sues princess for stealing her "trademark" - Fairest of Them All. This mock trial script features 7 speaking parts (Judge, Snow White, The Queen, The Queen's Huntsman, Plaintiff's Counsel, Defendant's Counsel, Bailiff) and includes a glossary of legal terms.

Each script is available for a purchase price of \$5.95. A free option is to read the actual fairy tale to the students and then discuss the legal ramifications of the actions the characters take in the story.

Questions you might ask after reading the fairy tale:

- Who would you charge with a crime in the story?
- What crime did they commit? You may need to take time to explain trademarks, copyrights, etc.
- Could the crime have been prevented if the victim had done something different?
- How would you feel if something like this happened to you?
- What should the punishment be? Prison, restitution, community service?

If you choose to put on the entire mock trial, characters may be limited. You can use the entire class by assigning roles of judges, jury, bailiff, reporters, courtroom artists, etc.

American Bar Association Fairy Tale Mock Trial Scripts <http://www.abanet.org/publiced/mocktrials.html>

If you'd like a different mock trial script (free), you may wish to visit the ISBA's Law Day Activities Guide (page 26), where we've been authorized to reprint a mock trial script based on *The Wizard of Oz*, Dorothy and Wicked Witch, in which Dorothy is charged with murdering the Witch by water soaking. <http://www.isba.org/Sections/lawday.pdf>

SAMPLE DISCUSSION SHEETS FOR LAWYER PRESENTATIONS IN CLASSROOMS

Each discussion sheet offers a sample of a topic and ways to generate discussion in the classroom.

FIRST AMENDMENT – DISCUSSION GUIDE - SPEECH

FIRST AMENDMENT: “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.”

It’s been years since the Supreme Court said that students do not “shed their constitutional rights to freedom of speech or expression at the schoolhouse gate”, yet school districts, parents and students still struggle with freedom of speech issues, especially in school settings. Lawyers in Classrooms can help students openly discuss freedom of speech, from T-shirts to the Internet.

What kinds of speech or expression are protected and are the protections extended to the school setting?

What kinds of speech are not protected?

Can the government put any limits upon a person's freedom of expression? Can the school?

Do public school students have the same First Amendment rights as adults?

Do First Amendment rights differ in public and private schools?

What Kinds Of Speech Or Expression Are Protected? The First Amendment protects both pure speech and symbolic speech. "Pure speech" is that which is spoken or written. "Symbolic speech" involves expression through symbols. Flag-waving, for example, is symbolic speech. So is flag-burning.

What Kinds Of Speech Are Not Protected? Freedom of speech is not absolute. A person does not have a right to scream "Fire!" in a crowded theater when there is no fire, because such an utterance presents a clear and present danger to those in the theater. The First Amendment provides some protection to statements of falsehood or ridicule, but defamation, which includes both libel and slander (take a moment to explain what these are), is not protected by the Constitution. Speech may be protected by the First Amendment even if someone in the audience is offended by the speech. Speech which is so offensive that it constitutes obscenity, however, is not protected. The speech might not be protected by the Constitution if the listeners are a captive audience forced to listen.

Do Public School Students Have The Same First Amendment Rights As Adults? No, they do not. Students' rights are more limited. The school has the right and the duty to teach discipline, civility, good manners, and respect for the rights of others. Students who speak whenever and wherever they want may interfere with the school's functions. Even so, students do have the right to their own views and they may express those views as long as there is no interference with school work or the rights of others. Fear of a possible disturbance ordinarily is not enough to justify prohibiting a student from expressing his or her personal views. Discuss school uniforms and freedom of expression.

Has The United States Supreme Court Ever Ruled On Public School Students' Rights? Yes.

Tinker v. Des Moines Independent Community School Dist. (1969).

Three public school pupils were suspended for wearing black armbands to protest the government's policy in Vietnam. The Supreme Court ruled that, even though the armbands were symbols, they were "speech" within the meaning of the First Amendment. The Court noted that students do not lose all of their First Amendment rights once they step onto school grounds. The wearing of the armbands, said the Court, was a silent, passive expression of opinion with no accompanying disorder or disturbance. A student's speech may be prohibited if it would materially and substantially interfere with the requirements of appropriate school discipline, or if it would interfere with the rights of others.

Bethel School Dist. v. Fraser (1986). Intending to be amusing, a student used sexual innuendo when nominating a fellow student for a post in student government. The Supreme Court upheld the school's discipline of the speaker. The Court characterized the speech as vulgar, plainly offensive, indecent and lewd. The Court said that the school has the right to regulate the manner of public discourse; in other words, the school has the right to discipline a student for making a speech inappropriate to a government nomination. The Court also noted that the speech was made at a student assembly where students were not permitted to leave; they were a captive audience.

Hazelwood School Dist. v. Kuhlmeier (1988). Students wrote articles for the school newspaper about student pregnancy and the effects of divorce upon students. The principal objected to the stories and they were withheld from publication. The Supreme Court, noting that the rights of public school students are not coextensive with the rights of adults, concluded that there was no violation of the First Amendment. The school newspaper was an educational tool, not a forum for public expression the Court said. The Court also ruled that the school has the right to exercise editorial control over style and content, just as publishers of adult newspapers exercise editorial control over their publications. Compare to freedom of the press or regular media.

The above is based on CRADLE lesson plan 71514A, "For the Record"
Originally created by Cynthia Edwards-Jamieson, Knoxville Community School District,
Knoxville, Iowa and Daniel J. Hanson, Attorney, Clive, Iowa

You may also want to bring up:

- *Morse v. Frederick*, 551 U.S. ____ (2007). On June 25, 2007, a divided United States Supreme Court upheld the suspension of an Alaska high school student who refused to lower a banner that read "BONG HiTS 4 JESUS" while attending a school-sponsored event. The Olympic Torch Relay passed through Juneau, Alaska on January 24, 2002 on its way to the winter games in Salt Lake City. The torchbearers were to proceed along a street in front of Juneau-Douglas High School while school was in session. Principal Morse allowed the students and staff to participate in the Torch Relay as a school event or trip. Students lined up on either side of the street under the supervision of administrators and teachers. As the Torch Relay and news camera crews passed, Frederick, a JDHS student, and several friends unfurled the 14-foot banner, which was readable by students on the opposite side of the street. Morse crossed the street and demanded that the banner be taken down. Everyone but Frederick complied. Morse confiscated the banner and later suspended Frederick for 10 days because she believed the banner encouraged illegal drug use in violation of school policy. The Court concluded that a principal may, consistent with the 1st Amendment, restrict student speech at a school event when that speech is reasonably viewed as promoting illegal drug use. (ISBA Education Law Newsletter, excerpted text written by Phil Milsk, Illinois attorney)
- You might also want to take the time to discuss free speech when it crosses a line and becomes bullying. The Internet provides abundant opportunities for some students to tease, harass, bully and cyber-smear others, such misuse of the superhighway has lead to tragic results, as in the case of the 13 year-old Minnesota girl who killed herself due to harassment over the Internet. This is a virtually uncharted area of the law and can provide a framework to help protect students' rights and their safety.
- Discuss threats made against teachers and classmates. Are threats protected by the First Amendment? What if a school assignment, like a written term paper, contains a threat?
- Visit www.aclu.org as a guide

SAMPLE DISCUSSION SHEETS FOR LAWYER PRESENTATIONS IN CLASSROOMS

Each discussion sheet offers a sample of a topic and ways to generate discussion in the classroom.

FOURTH AMENDMENT – DISCUSSION GUIDE

FOURTH AMENDMENT: The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Drug sniffing dogs, locker searches, backpack dumps, pat-downs, breathalyzers, computer system checks, strip searches for stolen money.... Nothing disrupts the school environment more than the search of students and staff. And it can be even more complicated and emotionally disturbing if the students don't understand their rights, or their limited rights.

Translate the Fourth Amendment into language the students will understand, or ask them to phrase it in their own words.

Most school students will be interested in the privacy issues that the Fourth Amendment offers, but does the Amendment extend into the school setting?

What level of suspicion do schools have to have before they can search? Do students have the right to privacy:

Lockers?

Desks?

Personal vehicle in the school parking lot?

Personal property like backpacks or gym bags?

Personal papers, journals or diaries that are brought to school?

Clothing pockets?

Can dogs sniff my property or my person?

Can the police "pat down" a student without probable cause? Explain probable cause.

Do these apply when students are off campus but attending school activities, athletic or other extra curricular events?

Would it make a difference what school or law enforcement personnel were searching for?

What if they were looking for

A bomb?

A weapon?

A missing person?

A terrorist?

A person with a weapon?

Illegal drugs?

Stolen property?

Can school or law enforcement personnel look at your personal e-mail or computer files on school computers? What about your laptop or cell phone? What if these personally owned items are in your car while parked on school property?

Can they check your cell phone for your calling history?

Are there different privacy protections in public schools as opposed to private or parochial schools?

How much questioning can school officials engage in of students without parents being notified or present?

SAMPLE DISCUSSION SHEETS FOR LAWYER PRESENTATIONS IN CLASSROOMS

Each discussion sheet offers a sample of a topic and ways to generate discussion in the classroom.

LAWYERS IN FILM AND TELEVISION – HOW REAL ARE THEY? – DISCUSSION GUIDE

From Perry Mason to Gomez, the patriarch of the Addams Family, there have been some interesting depictions of lawyers on television. You can help close the gap between what the law appears to be in television and movies and what it is like in real life.

Movies that contain legal themes or issues can be used as a means to stimulate classroom discussion. In your preliminary discussions, teachers and lawyers may choose to use a law-related film, such as those listed below. Students would be shown the film during a class session and then the lawyer or judge would be invited to attend the class to discuss legal topics ranging from the law school experience or determining ones guilt or innocence to the moral outrages of racial segregation, corruption and the Nazi laws.

Suggested films might include:

Judgment at Nuremberg (1961)
Anatomy of a Murder (1959)
Twelve Angry Men (1957)
To Kill a Mockingbird (1963)
A Man For All Seasons (1966)
The Verdict (1982)
The Trial (1962)
Inherit the Wind (1960)
Paths of Glory (1958)
The Wrong Man (1957)
Legally Blond (2001)

A number of these films are available on DVD and could quite easily be used to stimulate discussion of a wide variety of issues in the classroom. It is recommended that both the teacher and the lawyer, judge or other legal professional review the film fully to prepare for classroom discussions. Some of the movies listed may obtain materials suitable only for more mature students. For more suggested films, visit

<http://www.lib.berkeley.edu/MRC/lawfilms.html>

Or, if television seems like more fun, there have been countless television shows that depict lawyers and law-related themes:

L.A. Law
Law and Order
Boston Legal
Ally McBeal
American Family
JAG
Judge Judy
The Jury
Law and Order, Criminal Intent
Law and Order, Special Victim Unit
Law and Order, Trial by Jury

To name just a few. For more, visit <http://tarlton.law.utexas.edu/lpop/tv/tvlawyers-alpha.html>

SAMPLE DISCUSSION SHEETS FOR LAWYER PRESENTATIONS IN CLASSROOMS

Each discussion sheet offers a sample of a topic and ways to generate discussion in the classroom.

ESTABLISHING GOOD CREDIT – DISCUSSION GUIDE

Teaching consumer education is mandated in Illinois schools. Lawyers can play a significant role in preparing students to enter adulthood with a solid foundation and skills to enable them to perform well in our communities. High school students are approaching the age when credit card companies start to make overtures and extend credit. Under the Equal Credit Opportunity Act, consumers are ensured that they have an equal opportunity to obtain credit. The law does not mean that anyone who applies can receive credit. Factors considered by a seller include income, expenses, debt and the consumer's credit history. The law forbids creditors from asking purchasers to reveal their sex, race, marital status, national origin and religion as a basis for the determination.

Lawyers in classrooms can prepare students for the benefits and responsibilities of establishing good credit. Here are some topics you can discuss:

- Legal consequences of buying on credit
- Protections consumers have when they buy on credit
- What to consider when buying on credit (interest rates, penalties for failure to pay)
- If you miss a payment or can't pay, what happens to your credit? What you can do if you can't pay.
- Identity theft: how to protect yourself and what to do if the worst happens and your identity is stolen
- Free credit reports are available from www.annualcreditreport.com you can show examples and explain how to correct errors
- Bad checks and check kiting
- Contracts
- If it sounds too good to be true, it probably is
- Read the small print – show some examples – explain how extreme some terms are
- Loans from banks and other lenders
- Buying a car (be sure to include discussion of insurance coverage requirements)
- Bankruptcy and what it can do to your credit – specifically mention student loans
- Door to door sales and protections
- Getting out of a contract
- Repossession of items due to failure to pay – explain rights regarding repossession
- If a purchase or service doesn't live up to its promise, you have legal protections
- Consumer fraud laws cover home sales, home repairs, vehicle repairs, travel packages, storage of household items, health club contracts and more.
- At what age may I legally sign a contract?
- Discuss differences between credit and debit cards
- Discuss protecting against fraud and stolen bank cards
- Discuss how to build credit in a careful and responsible manner
- Explain what it means to co-sign a loan
- Explain duties and dangers of co-tenants

www.illinoislawyerfinder.com has a section called “your money” and one on “consumer protection laws.” <http://www.illinoislawyerfinder.com/publicinfo/adult.html> “Becoming an Adult” pamphlet has information on credit.

SAMPLE DISCUSSION SHEETS FOR LAWYER PRESENTATIONS IN CLASSROOMS

Each discussion sheet offers a sample of a topic and ways to generate discussion in the classroom.

SO, WHAT IF I'M ARRESTED – DISCUSSION GUIDE

Things that may change in your life, if you are arrested and convicted of a crime. Before going to the classroom, review “Your Rights if Arrested” at www.illinoislawyerfinder.com or show it during your visit if the class has an Internet connection.

- If you are convicted of a sex crime, you will have to register with the state and your whereabouts will be a matter of public record. This goes for juveniles and adults. Sex offender lists are readily accessible on the Internet so neighbors and employers can find it. Having sex with someone, even if that person consents but is under age, is a crime and you will be required to register as a sex offender.
- If you are convicted of some driving offenses, you will lose the right to drive.
- Employers may ask if you have ever been convicted of a crime. Even if you have served your time or made restitution, the conviction may still be on your permanent record. Employers have the right to not employ you based on that record. It isn't considered discrimination to decline employment based on this type of record. Employers may fire you if you lied about your record.
- Even juvenile records have to be reported to the court if you seek to become an attorney or to the military, or to certain employers if you need security clearance
- Having a criminal record may reduce your chance of being admitted to the military
- If you are incarcerated, you won't be able to vote.
- If you wanted to become a lawyer, a criminal record will seriously infringe on that career path.
- If you are divorced and have children, you may lose custody and/or visitation rights if convicted of certain crimes.
- If you are convicted of a work-related crime, you could lose pension/retirement benefits (Governor Ryan).
- You may not be able to adopt or serve as foster parent of a child.
- You may not be able to own a firearm.
- You may not be able to own a dog! Status: P.A. 94-0818, eff. 1-1-07 Summary: For a period of 10 years commencing upon the release of a person from incarceration, it is unlawful for a person convicted of a forcible felony, a felony violation of the Humane Care for Animals Act, a felony violation of Article 24 of the Criminal Code of 1961, a felony violation of Class 3 or higher of the Illinois Controlled Substances Act, a felony violation of Class 3 or higher of the Cannabis Control Act, or a felony violation of Class 2 or higher of the Methamphetamine Control and Community Protection Act, to knowingly own, possess, have custody of, or reside in a residence with either: (1) an unspayed or unneutered dog or puppy older than 12 weeks of age; or (2) irrespective of whether the dog has been spayed or neutered, any dog that has been determined to be a vicious dog under Section 15 of the Animal Control Act.
- You may not be able to hand out candy at Halloween, or work as Santa Claus! Status: P.A. 94-0159, eff. 7-11-05. Provides that as a condition of probation, conditional discharge, parole, or mandatory supervised release, a sex offender may not participate in a holiday event involving children under 18 years of age, such as distributing candy or other items to children on Halloween, wearing a Santa Claus costume on or preceding Christmas, being employed as a department store Santa Claus, or wearing an Easter bunny costume on or preceding Easter.
- Your housing options may be limited if you are convicted of a sex crime. Status: P.A. 94-0161, eff. 7-11-05. Provides that a person convicted of or placed on supervision for a sex offense shall as a condition of parole, mandatory supervised release, probation, or supervision refrain from residing at the same address or in the same condominium unit or apartment unit or in the same condominium complex or apartment complex with another person he or she knows or reasonably should know is a convicted sex offender or has been placed on supervision for a sex offense.

SAMPLE DISCUSSION SHEETS FOR LAWYER PRESENTATIONS IN CLASSROOMS

Each discussion sheet offers a sample of a topic and ways to generate discussion in the classroom.

THE LAW SCHOOL EXPERIENCE – DISCUSSION GUIDE

If you are invited to speak about your career as a lawyer or law-professional, be prepared to talk about your law school experience. Include discussions on:

- College courses that helped/ What to major in at college
- LSAT experience
- Character and Fitness (we have an abbreviated version of the character and fitness questionnaire available that may be of interest to the students)
- Ethics
- Financing law school
- How to use study groups to your advantage
- Reading and writing skills development
- Oral advocacy and public speaking skills development
- Jobs that helped, or would have helped had you known then what you know now
- Are grades all that important at the high school level?
- What high school or college extra-curricular activities might help?
- Do you have hints on how to take a test that can help the students?
- Taking tests. Learn how to write a good essay response
- Suggest students visit a law school. Perhaps help to arrange a field trip
- Writing a personal statement – selling yourself
- Finding a job as a lawyer – how hard it to find what you want?

Remember, you are there to inspire confidence and help the students understand that law school is open to them. Explain that the diversity is needed and wanted within the legal profession.

If you have read a book on the law school experience, and consider it appropriate, consider taking a copy with you to donate to the school's library so students will have a resource after you leave. A few suggested titles:

Ivy Briefs: True Tales of a Neurotic Law Student, by Martha Kimes

Law School Confidential, by Robert Miller

Law School For Dummies, By Rebecca Fae Greene

Lawyer Boy: A Case Study on Growing Up, by Rick Lax

One L, by Scott Turow

Slaying the Law School Dragon: How to Survive--And Thrive--In First-Year Law School, by George Roth

The Paper Chase, by Timothy Bottoms

ABBREVIATED CHARACTER AND FITNESS FORM:

The Illinois Board of Admissions to the Bar will ask you to complete the **Character and Fitness** application form. Synopsized below is a sampling of some of the questions.

Section A. Personal Information

- 1.A Full name
- 1.B Social Security Number
- 1.C Date of birth
- 1.D Place of birth
- 1.E Sex
- 1.F Driver's License Number
- 1.G State

- 2.A Have you ever been known by any other first, middle or last name?
If so, list in full each name used and the dates the name was used.
- 2.B From Mo/Yr To Mo/Yr
- 2.C Name
- 2.D Was name change pursuant to court order? If no, explain why no such order exists.

3. Mailing Address

4. In what city and state do you intend to practice? (if known)

5. Are you presently married? If yes, provide date of marriage
Full name of spouse

6. Have you ever been divorced or had a marriage annulled or set aside?
If yes, attach copies of all court documents relating to divorce(s) and/or annulment(s)

- 7.A Have you ever been required to pay child support, alimony, or family support as a result of a divorce, annulment or other court proceeding? If yes, provide name and last known address of former spouse and/or any other adult person to whom you have been required to make such payments.
First name, Last name
Address 1, Address 2, City, State or province, Zip or postal code, Country
Phone numbers
Also, if yes to 7.A., you must submit with the paper portion of your application a signed and notarized statement of your compliance for payments from the person(s) to whom payments are made OR a record of payment from the court registry through which payment is made.

- 8.A. Your father's name 8.B. Is father deceased?
Provide full contact information

- 9.A. Your mother's name 9.B. Is mother deceased?
Provide full contact information

10. Are you a U.S. citizen (either by birth or naturalization)?

- 11.A Are you a naturalized citizen of the US?
11.B. If yes, provide your naturalization number. In addition, you must submit with the paper portion of your application copies of both the front and back of your VISA or Alien Registration Receipt. If you are not a US citizen, provide the following information regarding your VISA or Alien Registration Receipt (Green Card) and submit with the paper portion of your application copies of both the front and back of your VISBA or Alien Registration Receipt.

- 11.C. Date issued
- 11.D. Date of expiration
- 11.E. Origin of issue
- 11.F. Alien Registration Number

12. Have you ever been a member of the armed forces?

13. List every permanent and temporary address at which you have lived during the last 10 years or since the age of 18. Do not list a post office box. List addresses in reverse order starting with your current address.

Section B. – Educational Information

14. Provide the name of each college and university (other than law schools) that you attended. Its location, the dates attended, and the degree received. Enter ND if no degree was received. List schools beginning with most recent.

15. Provide the name of the law school you are attending or last attended, as well as the name(s) of any other law schools that you attended and the years you attended each law school. Provide its location (including the name of the campus if the school has more than one), the dates attended, enter ND if you did not receive a degree.

*** portion omitted

17.A. Have you ever been accused of or charged with any social, academic, or other misconduct, including without limitation, the violation of any statute, ordinance, code of student conduct, or institutional policy, practice, or requirement, by any school, university, law school or other similar institution above the elementary school level?

17.B. Have you ever been the subject of a probable cause hearing or other initial inquiry or have you ever accepted or elected a lowering of grade or other academic discipline in lieu of or in addition to participation in the disciplinary procedures of such institution?

17.C. Have you ever been dropped, suspended, warned, placed on social probation, academic probation, or disciplinary probation, expelled, requested to resign, or requested or advised by any such institution to discontinue your studies therein?

If yes to questions 17A, 17B or 17C, explain. Provide the date and a brief narrative explanation of circumstances surrounding each occurrence and the name, title, present address and phone number of the school official who would have complete information regarding each matter.

Section C. - Information Re Prior Bar Registration, Application and Admission

*** portion omitted.

Section D. – Judicial Office

*** portion omitted.

Section E. – Legal Employment

24. List all legal or law-related employment you have ever had (other than that listed in response to preceding question 23a), including without limitation all temporary, part-time, full-time and self-employment, paid or unpaid, as a lawyer, law clerk, intern, research assistant, paralegal, legal secretary, or other clerk or assistant, at or for any individual, lawyer, law firm, legal services office, legal clinic, partnership, corporation or other business entity, judge, court, government office, armed services, and law school. List jobs in reverse date order so that your current or most recent legal or law-related employment is first.

Section F. – Non-Legal Employment

25. List every job (other than those listed in response to preceding questions 23A and 24), including without limitation all temporary, part-time, full-time, and self employment, paid or unpaid, you have held for the ten year period immediately prior to the date of the filing of this application.

Section G. – Personal and Professional References

26. Provide six character references, excluding persons related to you by blood or marriage and excluding persons listed above as employers or former employers. The Board of Admissions will ask these references to give information about your past activities and candid opinions of your character. If you are personally acquainted with any attorneys, you are encouraged to list one or two as references, but you will not be penalized for listing only non-attorneys.

Section H.

27. Provide the names and addresses of two undergraduate professors unrelated to you by blood or marriage. If you are unable to list two undergrad professors, substitute other persons who were then of comparable professional stature, unrelated to you by blood or marriage and different from those listed above as employers, former employers, or personal or professional references, with whom you were well acquainted in a during undergraduate school.

Section I. – Additional Character and Fitness Questions

28. Have you ever been discharged or requested, formally or informally, to resign from or terminate employment?

*** portion omitted

36.A. Have you ever had any debt or obligation, including, without limitation, credit card debts, student loans, bank loans, and court-ordered obligations to pay child support, alimony and family support reported as more than 60 days past due?

36.B. Have you ever had a credit card revoked or involuntarily canceled, a credit account involuntarily closed, or any debt referred to collection or charged off as not collectible?

36.C. Have you ever defaulted on any student loan?

37. Except if due to insufficient income, have you ever failed to file any federal, state or local income tax return as required by law, failed to pay any taxes when due, including employers' withholding taxes, or entered into any repayment agreement with a taxing authority?

38. Have you ever filed for relief under federal bankruptcy court?

39. Have you ever had a complaint filed against you in any civil, criminal or administrative forum alleging fraud, deceit, misrepresentation, forgery, discrimination, or professional malpractice?

*** portion omitted

44. Have you read and do you understand the Illinois Rules of Professional Conduct?

*** portion omitted

47. Have you ever been convicted of a felony or is there now pending against you any indictment, criminal information, or criminal complaint charging a felony offense?

48. Have you ever, including when you were a juvenile, been formally or informally detained, restrained, cited, summoned into court, taken into custody, arrested, accused, charged, convicted,

placed on probation, placed on supervision, or forfeited collateral in connection with any offense against the law or an ordinance, or accused of committing a delinquent act, other than traffic offenses set forth in response to questions 49 and 50 that follow?

49. Have you ever been charged with a traffic violation involving felonious conduct or the use or possession of alcohol or drugs or which resulted in time spent in custody, a fine of \$200 or more, or the revocation or suspension of your driver's license?

50. During the last seven years, have you been given a summons or written warning, arrested, or taken into custody and questioned or accused formally or informally of the violation of any traffic law, excluding parking violations and charges disposed in response to preceding question 49?

51. Do you have any outstanding parking violations? If yes, explain.

*** portion omitted

54. Do you now and will you hereafter support the Constitution of the United States and the Constitution of the State of Illinois?

*** portion omitted

Note: If you respond "yes" to many of the questions above, you will be asked to provide related information, documentation and/or forms to support your response.

SAMPLE DISCUSSION SHEETS FOR LAWYER PRESENTATIONS IN CLASSROOMS

Each discussion sheet offers a sample of a topic and ways to generate discussion in the classroom.

WORKING YOUR WAY THROUGH COLLEGE OR LAW SCHOOL – DISCUSSION GUIDE

If you really want to go to college, here are some ideas to discuss with students who may not have scholarships or rich parents

- Don't rule out a scholarship. Even if your grades aren't all that good or if you aren't a star athlete, there may be places that can provide financial assistance. See your high school or college financial aid officer or career counselor. They should have directories available. If they don't, visit your local public library and ask the reference librarian to help you find resources.
- Don't rule out a two year, community college to get you started. Get your course requirements out of the way while you are living at home.
- Stay in state. Out of state college fees and tuition can be much higher than for in-state students.
- Consider taking on-line courses if the local college doesn't offer something you feel you want or need. All you'll need is a computer.
- Consider a loan. Student loans usually have lower interest rates than other types of loans and some don't require repayment until after you graduate. Consult with a local bank.
- If your parent or legal guardian works for a state agency, you may be entitled to a reduced tuition rate or some waivers.
- If you are denied admission, ask why and ask if you can resubmit a revised application. Sometimes a simple clarification or letter of support can help you get in where you want to go.

Learning to live away from home may be a very challenging part of a college education. Be sure students are made aware of credit issues and responsibilities, safety issues, who to call on campus if a problem arises and a parent isn't available, etc.

SAMPLE DISCUSSION SHEETS FOR LAWYER PRESENTATIONS IN CLASSROOMS

Each discussion sheet offers a sample of a topic and ways to generate discussion in the classroom.

<p style="text-align: center;">DIVERSITY - THE LAW IS ON YOUR SIDE – DISCUSSION GUIDE (grade school)</p>
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Society and our entire country are better served when we welcome our differences.

Instead of trying to make everyone conform and fit in, perhaps a better option would be to let each group celebrate its traditions and remember its heritage, and embracing and celebrating our differences.

Start by asking the class if they know their heritage. Do they know if their ancestors came from Europe, Asia, Africa or the Americas? Do they have a special food that is prepared for special occasions? Do they have traditional clothing or traditions? Do they have special holidays they celebrate during the year that are especially important to them?

Explain that diversity includes accepting our ethnic origins as well as many other differences. Ask students to form a broad definition of the word tolerance. For instance, tolerance is not punishing or hurting the feelings of people who do things you do not like. Or, tolerance is accepting others as they are and not caring about how they look.

Explain that only some differences are protected by our laws. Ask them to discuss how their definition of tolerance would be applied to those who are different based on:

Religion	Gender
Physical ability	Race or ethnic background
Education	Size
Age	Where they went to school
Income or what jobs their parents hold	Politics
Where you live	Marriage status or whether you have children or not
Where you work or if you don't have a job	Being a smoker
Whether you have an illness like cancer or AIDS	The way you dress

Explain that, in this country, federal laws offers protections against any discrimination based on:

- race, color and national origin
- sex and gender
- age
- physical and mental disability
- religion
- military status

SAMPLE DISCUSSION SHEETS FOR LAWYER PRESENTATIONS IN CLASSROOMS

Each discussion sheet offers a sample of a topic and ways to generate discussion in the classroom.

ALTERNATIVE DISPUTE RESOLUTION– DISCUSSION GUIDE

Alternatives to traditional litigation are gaining acceptance in all many areas of law. Private litigants are choosing ADR voluntarily, and the judicial system is implementing an increasing number of mandatory, court-annexed programs in an attempt to conserve scarce judicial resources. In Illinois, at least two-thirds of the state's population now lives in counties in which non-binding arbitration of at least some civil cases is mandatory. In schools, peer mediation programs are gaining in popularity and effectiveness.

A mediator is a neutral, impartial third party who assists the disputants in reaching a voluntary, mutually satisfactory settlement of their dispute. With the help of the mediator the parties work to reach a resolution to the issues in dispute that will account for and satisfy their **needs** rather than their **positions**. Studies show that parties who experience mediation express a high degree of satisfaction with the process, even when a settlement is not reached.

One of the strengths of mediation is that the direct communication between the parties, with the assistance of a trained mediator, often results in the development of alternative solutions which would never occur to judges or attorneys, or which would be beyond the limits of the court system to order. Alternative forms of dispute resolution are gaining wider acceptance because, as a general proposition, they achieve superior results in a substantial percentage of conflicts that otherwise would have to be resolved through traditional litigation.

Negotiated settlements occur each day between our peers, parents, employers and in business resolutions. Examples include conflicts with parents, teachers and friends and the resolution or lack of resolution over issues. Parties using this model may achieve a result where both parties win or achieve some of that which they wanted.

Mediation employs a third party who aids in the resolution of a conflict and incorporates the skills of active listening, respect for need of resolution and acknowledgement of an ongoing relationship between the parties. In mediation, a third person becomes a sounding board for the two individuals who have the conflict. The third party may or may not come up with a solution that the parties will adopt. Both parties using this model may achieve or win some of their goals.

Arbitration may be the logical escalation of mediation. It may be binding arbitration in which the decision of the arbitrator carries the weight of law. In arbitration the parties go through a process to pick the arbitrator. Arbitration is becoming the commonly used process to resolve consumer disputes between buyer and seller. Both parties using this model may achieve some of their goals. The arbitration process is more akin to the judicial trial where generally one party wins.

Litigation is undertaken when a court of law is chosen to resolve a dispute. It is certainly the most formal process of those mentioned here. Court proceedings generally result in winners and losers.

**ISBA Public Information Pamphlets are available for
Lawyers in Classroom discussions.**



To see what topics are available, and to read the text, visit <http://www.illinoislawyerfinder.com/legalinfo/>

To place an order for multiple copies, please go to: <https://secure.isba.org/store/>

To receive multiple copies of ISBA Public Information Pamphlets free of charge for classroom use,
please fax your request to Donna Schechter at 217.525.9063.

Special Thanks to Suzanne Schmitz, SIU School of Law
And to her law students
For assistance in developing these discussion topics.

This is a program of the Illinois State Bar Association's
Standing Committee on Law-Related Education for the Public



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