



ILLINOIS STATE  
BAR ASSOCIATION

# LAW-RELATED EDUCATION

*The Newsletter of the ISBA's Committee on Law-Related Education*

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

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## **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.

**The 2008 Illinois State Bar Association High School Mock Trial Invitational will be held on Friday and Saturday, February 29 and March 1, 2008 at the University of Illinois at Springfield. Mark your calendars!**

If you wish to receive high school mock trial information, join our mock trial e-mail list by e-mailing Donna Schechter at [dschecht@isba.org](mailto:dschecht@isba.org). Mock trial registration information, as well as the rules of the program and case materials will be available on-line in early November. Check our website for updates. <http://www.isba.org/Sections/lawrelateded.asp>

**Mock Trial Registration**  
**If you know you're coming, feel free to register early!**

A Non-Refundable Team Registration fee of \$75 will be DUE NO LATER THAN February 1, 2008. Payment must be by check or money orders only. Please make checks and money orders payable to Illinois LEARN Program/Mock Trials. No Purchase Orders Will Be Accepted. Send checks, with the form below, to:

Donna Schechter, Mock Trial Coordinator  
Illinois State Bar Association  
424 South Second Street, Springfield, Illinois 62701

State Trials, Springfield - Friday and Saturday, February 29 and March 1, 2008  
University of Illinois at Springfield  
Public Affairs Center - Lower Level

National Championship – Dallas, Texas on Mother's Day Weekend, May 2008

**Enclosed please find a check for \$75.00 to register for the 2008 Illinois State Bar Association High School Mock Trial Invitational.**

School Name \_\_\_\_\_  
Teacher Name \_\_\_\_\_  
School Street Address \_\_\_\_\_  
City, State, Zip \_\_\_\_\_  
School Phone \_\_\_\_\_  
School Fax \_\_\_\_\_  
Teacher E-mail address \_\_\_\_\_  
Teacher Cell Phone \_\_\_\_\_

The registration fee is non-refundable. Please only send if you are sure you are going to participate.

Please print clearly!

**Do you want to be a lawyer?**  
**Here's what it takes...for Jr. high, high school and college students**

First, congratulations on your interest in the legal profession.

As to background education prior to attending law school, one should feel no constraints in terms of concentration as an undergraduate. Usually a liberal arts education is beneficial; however, students with backgrounds ranging from accounting, business or philosophy, to engineering or biology also become effective and successful attorneys. The most important aspect of the undergraduate education for law school is receiving good grades in whatever field of concentration you choose, as well as developing your general communication skills. The most important function of an attorney is the communication of ideas, both verbally and in writing.

Sometime prior to or during one's senior year in college, the LSAT admissions test must be taken. Similar to the ACT or the SAT, the test is used by law schools in the admissions process. Many law schools determine admissions solely on the basis of a formula computing grades and the LSAT tests score together. However, there are some law schools that have other elements added on to that computation, whether it be for affirmative action purposes or other reasons.

If you think you may be seriously interested in a law career, you may wish to consider contacting local law offices, legal service organizations or other law-related entities to see if they require any assistance, even as a volunteer, during what time you have available. Any exposure you can gain in the field will benefit you in your future career.

If you plan on being admitted to practice law in Illinois, you must attend a law school accredited by the American Bar Association. The preparation for a license to practice law requires a great deal of time, hard work and expense. In addition to graduating from an American Bar Association accredited law school, you must pass the Illinois Bar Examination, a rigid test of knowledge in many fields of law. And, you must undergo a thorough examination by the Committee on Character and Fitness to practice. Ultimately, having completed all these steps, you will be sworn in by a Justice of the Illinois Supreme Court.

As to employment options and opportunities, there is a broad range of jobs available to those holding a law degree or license. You may become a corporate lawyer, a criminal defense lawyer, or a legal service lawyer working for the indigent, to name a few. You may choose to teach law or become a general practitioner. You may work in a large law firm or open your own solo practice. You may become a government lawyer and work with the federal, state or local governmental units.

If you have an interest in serving in the legal field, but do not wish to become a lawyer, you may choose a career as a legal assistant or paralegal. You may become a mediator, a law librarian, court reporter, or court clerk.

If you are wondering about how much you may earn as a lawyer, the range is broad. As a first year associate in a large, established law firm in a large metropolitan area, you can expect to earn far more than a first year lawyer in a smaller firm in a smaller community. Government attorneys often earn less than those in private practice.

What you are allowed to charge a client for the work you perform as their attorney is governed by the Illinois Supreme Court's Rules of Professional Conduct and any statutory fees that may have been established by the legislature. The Rules of Professional Conduct state that a lawyer's fees must be reasonable and may be calculated based on a variety of factors:

- Time and labor required, the novelty and difficulty of the question is involved, and the skill requisite to perform the legal service properly
- The likelihood that the acceptance of the particular employment will preclude other employment by the lawyer
- The fee customarily charged in the locality for similar legal services
- The time limitations imposed by the client and by the circumstances
- The amount involved and the results obtained
- The nature and length of the professional relationship with the client
- The experience, reputation, and ability of the lawyer performing the services, and
- Whether the fee is fixed or contingent.

The job market for lawyers may fluctuate with the economy and job opportunities could be affected, precluding employment in a large law firm or corporation.

### **If you think you want to become a lawyer...and almost anyone can be one...**

- Balance** Learn how to see both sides of an issue. As a lawyer, you may be asked to represent or advise clients who have very different views from your own. Speech and debate classes may help you in this area.
- Bias** Be prepared to put your own opinions, preferences, biases or experiences to the side and concentrate fully on the "client" and his or her needs. Learn how to think outside of yourself and try to understand how "the other guy" may feel.
- Character** As we said before, applicants for law licenses are asked questions regarding their character and fitness to practice. These questions are broad-ranging and may include the normal background information about jobs and employment, but could also address information about social, academic or other misconduct; academic probation;

discharges from employment; payment of debt obligations; traffic violations and/or outstanding parking violations. This is only a partial list of what could be asked. You get the idea!

- Civility** As a lawyer, if you file a suit, there's a chance you'll either win or lose. Learn to do both with grace. If you have treated your clients fairly, done your best, kept them informed, then even if the case fails, they will respect you. Practice civility.
- Confidence** Being a lawyer can demand public speaking, or at least being able to speak in front of your clients. Develop good language skills. Good diction, perfect grammar and broad vocabulary skills will help.
- Experience** Try to get a job at a law firm, legal aid office, or other office where there are lawyers for you to watch. You'll get first hand experience on what the profession demands and this may help you decide if it's the right choice for you.
- Fitness** Remember that to be a lawyer you will need to pass a character and fitness test as a part of the admissions process after law school. You don't just graduate after your three years of study and start being a lawyer. You will need to pass a bar examination, an ethics test, and pass a character and fitness review. Keep your record clean.
- GPA** Make good grades. Your grade point average will be important.
- Interests** Have a broad range of interests. Be involved and stay involved.
- Join** Many law schools look at extracurricular activities as well as test scores and grades. Volunteer in your community and keep an "education resume" that includes all courses taken, all clubs joined, all volunteer activities and all extracurricular activities.
- Mediation** If you won't be mediating cases, you may need to mediate a bill. Learn how to state your side of an issue with confidence.
- Money** Law school can be very expensive. Research scholarship programs and loans that may be available.
- People** Develop good people skills. Practice tolerance, patience and improve your listening skills.
- Prioritize** Learn how to prioritize. Develop organizational skills. A life in the law is one full of deadlines and statutes of limitations. If you miss one, there could be serious ramifications or discipline.

- Read** Reading and comprehension skills are key. Challenge yourself with reading choices. Read books on the law and on legal issues. Include biographies and other non-fiction books.
- Records** Maintain accurate records of every job you have held, and everywhere you have lived. Questions about past employment and residence information may be included on law school application materials or on character and fitness applications.
- Relax** Law school and law as a career can introduce stress into your life. Learn relaxation skills. Learn to take time for yourself to breathe, meditate, do yoga, or nap.
- Research** Know how to use your library. Research skills will be very important.
- Study** One of the most important things you can do to prepare for a legal education is to learn how to study. Law school demands hours of in-depth study, with great attention to detail. Anything you can do to develop good study skills will help you at law school.
- Tests** Learn how to take them. If you find that you clench or get nervous before a test, practice and learn how to stay calm and test well. Frequently, your semester grade will be based only on one exam in law school. You have to be able to understand the questions and respond accurately, whether it's a multiple choice, true false, or essay question.
- Write** Writing skills should be developed. Take creative writing classes and learn how to communicate accurately in writing.

Visit the Illinois Supreme Court's Board of Admissions to the Bar on-line at <https://www.ibaby.org/>

AMERICAN BAR ASSOCIATION ACCREDITED LAW SCHOOLS IN ILLINOIS

**DePaul University Law School**

25 E. Jackson Blvd., Chicago, IL 60604 312/362-8701  
*www.law.depaul.edu*

**Illinois Institute of Technology/  
Chicago-Kent College of Law**

565 West Adams Street, Chicago, IL 60661 312/906-5000  
*www.kentlaw.edu*

**John Marshall Law School**

315 S. Plymouth Court, Chicago, IL 60604 312/427-2737  
*www.jmls.edu*

**Loyola University Law School**

One E. Pearson Street, Chicago, IL 60611 312/915-7120  
*www.luc.edu/schools/law*

**Northern Illinois University College of Law**

DeKalb, IL 60115 815/753-1067  
*www3.niu.edu/claw.htm*

**Northwestern University School of Law**

357 E. Chicago Avenue, Chicago, IL 60611 312/503-8649  
*www.law.northwestern.edu*

**Southern Illinois University School of Law**

Lesar Law Building, Carbondale, IL 62901 618/536-7711  
*www.law.siu.edu*

**University of Chicago School of Law**

1111 E. 60th Street, Chicago, IL 60637 773/702-9494  
*www.law.uchicago.edu*

**University of Illinois College of Law**

Law Building, 504 E. Pennsylvania Ave.  
Champaign, IL 61820 217/333-0930  
*www.law.uiuc.edu*

## **CHARACTER AND FITNESS**

The Illinois Supreme Court's Board of Admissions to the Bar will ask you to complete a **Character and Fitness** application form sometime during law school. Synopsized below is a sampling of some of the questions. Quite possibly the most important thing to remember about the Character and Fitness questionnaire is that honesty and full disclosure is important.

### **Personal Information**

You'll need to provide your full name, Social Security Number, date of birth, place of birth, sex, Driver's License Number, etc.

They will also want to know if you have ever been known by any other first, middle or last name. What that name was and was the name change pursuant to court order? If no, explain why no such order exists. If yes, in addition, you must submit with the paper portion of your application a copy of the court order.

They will ask in what city and state do you intend to practice? (if known), are you presently married and the date of the marriage and the name of your spouse.

They will want to know if you have you ever been divorced or had a marriage annulled or set aside? If yes, you may be asked to attach copies of all court documents relating to divorce(s) and/or annulment(s)

You may be asked if you have ever been required to pay child support, alimony, or family support as a result of a divorce, annulment or other court proceeding? If your response is yes, you will need to provide the name and last known address of former spouse and/or any other adult person to whom you have been required to make such payments.

You'll be asked for information about your parents. Names, addresses, phone numbers, etc.

You'll be asked if you are a U.S. citizen (either by birth or naturalization) and if you are a naturalized citizen, you may be asked to 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.

You'll be asked if you have you ever been a member of the armed forces? And, you'll be asked to list every permanent and temporary address at which you have lived during the last 10 years or since the age of 18.

### **Educational Information**

You will need to provide the name of each college and university (other than law schools) that you attended, location, dates attended, and the degree received. Enter ND if no degree was received.



You will need to 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.

You may be asked if you have 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?

You may be asked if you have 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?

You may be asked if you have 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.

### **Legal Employment**

You may be asked to list all legal or law-related employment you have ever had, with dates, addresses, etc.

### **Non-Legal Employment**

You may be asked to list every job (other than those listed in response to preceding questions 23A and 24), including 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.

### **Personal and Professional References**

You may be asked to 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 may be encouraged to list one or two as references, but you will not be penalized for listing only non-attorneys.

### **Additional Character and Fitness Questions**

You may be asked if you have ever been discharged or requested, formally or informally, to resign from or terminate employment. If yes, you may be asked to explain and provide the date, circumstances, the name, address and phone number of the employer, as well as the name and title of individual making such request if other than the listed employer.

You may be asked if you ever had any debt or obligation, including 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?

You may be asked if 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?

You may be asked if you ever defaulted on any student loan.

You may be asked if you have ever had a complaint filed against you in any civil, criminal or administrative forum alleging fraud, deceit, misrepresentation, forgery, discrimination, or professional malpractice. If yes, you must submit copies of all pleadings, allegations and order(s) of final disposition.

You may be asked if you have ever been convicted of a felony or is there now pending against you any indictment, criminal information, or criminal complaint charging a felony offense. If so, you must submit copies of the arresting officer's report, complaint, indictment, trial disposition, sentence, and appeal, if any.

You may be asked if you have 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? If yes, you must submit copies of the arresting officer's report, complaint, indictment, trial disposition, sentence, and appeal, if any.

You may be asked if you have 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? If yes, you must submit copies of the arresting officer's report, the results of any blood or breathalyzer tests, any alcohol or drug evaluations or assessments performed in connection with the charge, the order of disposition, and documentation substantiating successful completing of any sentence or condition imposed.

You may be asked if you have any outstanding parking violations. If yes, you will need to explain the facts, including the number of such tickets, ticketing authority, dates incurred, and the amounts claimed due. If you are currently contesting any such outstanding parking ticket(s), you will need to explain in detail the basis upon which you are contesting each ticket.

You may be asked if you will support the Constitution of the United States and the Constitution of the State of Illinois.

And there may be much more. The lesson here is, if you think you may want to become a lawyer, be the best citizen you can be, and keep accurate records.

The Illinois State Bar Association is a private, not-for-profit corporation. Admission, registration and professional responsibility of Illinois Attorneys falls under the direct supervision and authority of the Illinois Supreme Court and its various branches.

**Do you want to be a Lawyer like Lincoln?**  
**Age appropriate discussion for grade school students.**

Back when Mr. Lincoln became a lawyer in 1836, all you had to do to become one was “read the law” and then meet with someone who was already a lawyer and answer oral questions. These “bar examiners” were usually those who had been lawyers or judges for a number of years and were respected in the community. If you answered enough questions right, they would recommend that you be allowed to be a lawyer. You also had to be “certified” as being a person of good moral character” and Lincoln was. Then, his name was written on the “roll of attorneys” and he could practice law.

Back then, there was no big written test, and, while there were colleges, universities and law schools, you could still become a lawyer the way Mr. Lincoln did. Mr. Lincoln worked hard, he read a lot of books and he studied with people who were already lawyers.

These days, if you want to be a lawyer, you have to graduate from high school, then go to college for four years, then go to law school for three more years. That’s a lot of school!

After you graduate from law school, you still aren’t really a lawyer. All you have is a law degree. To become a lawyer, you also have to pass a written test, called the Bar Exam. You also have to prove that you have character and fitness to become a lawyer, just like Lincoln did. That means are you honest enough, and do you know how to follow or obey rules and laws? Then, after all that is done, you will take an oath, sort of a promise, that you will be a good lawyer and will follow all the rules that need to be followed. After you make that promise, and after you’ve done all the things listed above, you’ll be a lawyer!

What makes a good lawyer? Lots of things.

- You should be honest, just like Mr. Lincoln.
- You should study hard, just like Mr. Lincoln
- It helps to read a lot.
- It helps to like people and want to help them.
- It helps to get good grades.

Becoming a lawyer takes hard work and time...and that can cost a lot. There are loans that can help you afford college and law school. Most schools have financial aid officers who are ready to help you find ways to get enough money to go to school.

Mr. Lincoln liked being a lawyer and he was a very good one! Do you want to be a lawyer like Mr. Lincoln? You can do it!

## INDEPENDENCE OF THE JUDICIARY AND RESPECT FOR LAW

Judicial independence is one of the most important aspects of the American justice system. Judges must be free from influence in order to make fair decisions for everyone who comes to their courtrooms.

Judicial independence means judges have to be free from any attempt to influence their decisions. Judges need to be able to concentrate on the facts in the cases before them and they shouldn't have to worry about anything but a fair decision based on what has been presented to them in court. They shouldn't have to worry about public opinion polls, popularity contests, politics or how people will react to their decision.

In this country we have the freedom of speech and anyone can comment on a judge's ruling, but judges should never be threatened or intimidated.

### Choosing Our Judges

#### *Illinois Constitution, Section 11. ELIGIBILITY FOR OFFICE*

*No person shall be eligible to be a Judge or Associate Judge unless he is a United States citizen, a licensed attorney-at-law of this State, and a resident of the unit which selects him. No change in the boundaries of a unit shall affect the tenure in office of a Judge or Associate Judge incumbent at the time of such change.*

1. (Teacher) Ask students to list on the chalkboard what qualities should a good judge have (use the list below as a starting point). If a judge is available to visit the classroom, ask your visiting judge if he or she agrees with the students' assessment. Would he/she add or delete anything from the list?
  
2. (Lawyer/Judge) Explain how lawyers with the necessary personal and professional qualifications become judges in Illinois. Explain that some judges are elected and some are appointed. Which is a better way to ensure that judges are able to be truly independent? Discuss.

What makes a good judge? Obviously, a good judge should know the law and be fair so that both sides have a fair opportunity to present the facts of the case. What else would be important in a judge? Think about personality and education, work experience and other talents. Make a list, or look at the list below and choose the important things a judge should have, or be:

Biased	Compassionate
Conservative	Detached
Drives a car	Easily influenced
Fair	Follows rules
Good at sports	Good education
Good looking	Hot tempered
Impartial	Kind

Lenient	Liberal
Likes a good joke	Likes good food
Listens well	Live in your neighborhood
Loud	Man or Woman
Narrow minded	Nice smile
Non smoker	Owens a pet
Patient	Practiced law for a number of years
Reasonable	Speak different languages
Tall	Tolerant
Travels a Lot	Understanding
Vegetarian	Wear glasses

**FACTOID** - In Illinois, all judges were lawyers first. But, to be a United States Supreme Court Justice does not require one to have been a lawyer. Is this a good idea? Why or why not?

<b>CITIZENSHIP WORD SEARCH</b>
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N N N G O V E R N M E N T N A  
 S A Y Q W E M E R P U S T O L  
 T C T N E D I S E R W N C I L  
 N I Q U S O K P I C E O J T E  
 E R F L R W Q O C D N E U A G  
 M E S L B A A N I S N G D R I  
 D M X F A T L S T H N D I G A  
 N A C E R G E I H E G E C I N  
 E L C U C R T B Z I X L I M C  
 M Y O X P U Q I Y A N P A M E  
 A C Z C T K T L L L T G L I T  
 F J A I N I U I C A P I T O L  
 U U O S C I G T V W C Z O O T  
 K N E Q U A L Y C E X S P N N  
 E V I T A L S I G E L P M E F

ALLEGIANCE  
 CAPITOL  
 COURT  
 FLAG  
 JUDICIAL  
 LINCOLN  
 PRESIDENT  
 SUPREME

AMENDMENTS  
 CITIZEN  
 EQUAL  
 GOVERNMENT  
 LAW  
 NATURALIZATION  
 RESIDENT  
 WASHINGTON

AMERICAN  
 CONSTITUTION  
 EXECUTIVE  
 IMMIGRATION  
 LEGISLATIVE  
 PLEDGE  
 RESPONSIBILITY

**Use these words to make up a story about President Lincoln!**  
3<sup>rd</sup> through 5<sup>th</sup> grades

ABE	BEARD	CABIN
ELECTED	FAMILY	HONEST
ILLINOIS	LAWYER	LINCOLN
LOG	MARY	PRESIDENT
ROBERT	TAD	WASHINGTON
WILLIE		

Use as many of the words as possible. Here's an example.

Mr. **Lincoln** was also known as **Honest Abe**.  
He was born in a **log cabin**. When he moved to **Illinois**,  
Mr. Lincoln studied hard and became a **lawyer**.  
When he was **elected** as **President**, he grew a **beard**  
and went to **Washington** DC with his family;  
his wife, **Mary** and his sons **Robert**, **Willie** and **Tad**.

**Some Helpful Resources for Civics and Law-related Education**

**AMERICAN BAR ASSOCIATION RESOURCES**

The ABA has a clearinghouse at [www.abanet.org/publiced/schoolshome.html](http://www.abanet.org/publiced/schoolshome.html).

How can teachers, lawyers, and judges teach about enduring American values in the aftermath of the terrorist attacks?

Dialogue on Freedom <http://www.dialogueonfreedom.org> is a program developed by the ABA and U.S. Supreme Court Justice Anthony Kennedy. This program is designed to provide topics, resources, and tips to engage high school students in a "Dialogue on Freedom." Each Dialogue is a carefully planned discussion with high school students in their classroom, designed to explore American civic values and traditions. The program developers hope that many Dialogues will be conducted in the schools on or around Law Day, May 1.

**Illinois Judicial Speakers Bureau:** The Illinois Judicial Speakers Bureau has been established by the [Illinois Supreme Court](#) and the [Illinois Judges Association](#) to increase awareness of our judicial system and its role in the community. By enabling community groups to hear directly from judges and other court officials, it is hoped that citizens can better appreciate the judicial system and its function in a democracy. The Speakers Bureau, which is composed of justices, judges and courtroom personnel statewide, will help arrange for a speaker. You should know that our speakers are bound by the Code of Judicial Conduct and are unable to address certain matters, such as pending litigation. All presentations are voluntary by the judges with no cost to the community. The Speakers Bureau also honors requests for its "Judges in the Classroom" program designed to provide school children with the opportunity to hear firsthand from a judge how the judicial system works. Judges can make the presentation in the classroom, or visits to the courthouse can be arranged.

For information, visit

[http://www.state.il.us/court/SupremeCourt/Speakers\\_Bureau/Speakers\\_Bureau.asp](http://www.state.il.us/court/SupremeCourt/Speakers_Bureau/Speakers_Bureau.asp)

### **American Association of Justice (Affiliated with the American Trial Lawyers)**

[www.atla.org/pip/justice.aspx](http://www.atla.org/pip/justice.aspx)

*When Justice Is Up To You* began as a series of integrated lessons developed by the American Association for Justice (AAJ) and the National Institute for Citizen Education in the Law (NICEL) to commemorate the 200th anniversary of the Bill of Rights in 1991. During that year, AAJ and NICEL staged an extremely successful mock trial—with high school students in key roles—based on the lessons. Today, *When Justice Is Up To You* comprises a **manual**, a **video**, and **instructional materials** to accompany the video. Together, they help teachers convey the importance of trial by jury—by letting students experience it themselves. **MANUAL (Free):** The seven-lesson **manual** outlines a complete course in justice, ranging from history's trial by ordeal to our modern American system of impartial jurors. Each lesson provides objectives, background information for the teacher, supporting activities, and handouts. The course includes a mock trial about drinking and driving that allows students to hear testimony—and then deliberate and bring in a verdict.

### **Ask Eric (Educators Reference Desk)**

[http://ericir.syr.edu/cgi-bin/lessons.cgi/Social\\_Studies/Civics](http://ericir.syr.edu/cgi-bin/lessons.cgi/Social_Studies/Civics)

Provides a comprehensive resource for lesson plans created by teachers and shared at this website. Sorted by topic and by age group.

### **Attorney General of Illinois**

[www.illinoisattorneygeneral.gov/children](http://www.illinoisattorneygeneral.gov/children)

Many of the programs listed on this page are part of the Attorney General's Youth Advocacy Initiative, a project that focuses on juvenile justice and youth advocacy. You may also find additional information about the Youth Advocacy Initiative and other programs related to community safety on the [Keeping Communities Safe](#) page.

Topics covered include, but are not limited to

[Illinois Youth Court Association](#)

[Internet Safety](#)

[School Violence Tip Line](#)

[Teen Dating Violence](#)

### **Basic Readings in U.S. Democracy**

<http://usinfo.state.gov/usa/infousa/facts/democrac/demo.htm>

This site contains links to important documents in U.S. History, including Declaration of Independence, Presidential inaugural addresses, other presidential speeches, landmark caselaw, etc. Compiled by the U.S. Department of State.

### **Center for Civic Education**

<http://www.civiced.org/lesson-plans>

The Center specializes in civic/citizenship education, law-related education, and international educational exchange programs for developing democracies. Programs focus on the U.S. Constitution and Bill of Rights; American political traditions and institutions at the federal, state, and local levels; constitutionalism; civic participation; and the rights and responsibilities of citizens. Today, the Center administers a range of curricular, professional development, and community-based programs. The principal goals of the Center's programs are to help students develop (1) an increased

understanding of the institutions of American constitutional democracy and the fundamental principles and values upon which they are founded, (2) the skills necessary to participate as effective and responsible citizens, and (3) the willingness to use democratic procedures for making decisions and managing conflict.

Free lesson plans. Center for Civic Education is headquartered in Connecticut, with an office in Washington, DC.

### **CivNet (International Civics educators/practitioners)**

<http://www.civnet.org>

CIVNET is a worldwide online civic education community composed of civic educators (teachers, teacher trainers, curriculum designers, etc.), as well as scholars, policymakers, civic-minded journalists, non-governmental organizations (NGOs), and other individuals promoting civic education all over the world. CIVNET is administered by CIVITAS International.

### **Close Up Foundation**

<http://www.civicmind.com/closeup.htm>

Offers students and teachers an annual trip to Washington, D.C. to experience government in action.

### **Columbia Education Center**

<http://www.col-ed.org/cur/social.html#sst1>

List upon list of lesson plans sorted by grade level.

### **Constitutional Rights Foundation and**

### **Constitutional Rights Foundation – Chicago**

[www.crfc.org](http://www.crfc.org)

The Constitutional Rights Foundation Chicago (CRFC) works with elementary and secondary schools to develop critical thinking skills, civic participation, and commitment to the rule of law among young people. Nonprofit and nonpartisan, CRFC is a national leader in the design and implementation of quality law-related education (LRE) programs for local, national, and international projects. CRFC was founded in 1974 as part of the Constitutional Rights Foundation in Los Angeles and became an independent 501(c)(3) organization in 1990. CRFC reaches out to our youngest citizens-elementary and high school students-by providing: **Student Programs** - Students from diverse backgrounds are provided with opportunities to learn first-hand about legal and political issues. **Teacher Training** - Teachers learn in-depth content about the American legal and governmental system, as well ways to incorporate interactive methods such as mock trials, Socratic discussions, case studies, and role-plays into their classrooms. **Resource Experts in the Classroom** - Lawyers, judges, police officers, and other public officials are recruited and prepared to work with teachers and students. **Innovative Curricula** - Designed for use in government, Constitution, civics, and other social studies classes, CRFC curricula give students background on our legal and political system and challenge them to apply this knowledge through case studies, mock trials, discussions, and other interactive means.

### **Digital History**

[www.digitalhistory.uh.edu/modules/immigration/index.cfm](http://www.digitalhistory.uh.edu/modules/immigration/index.cfm)



45 resource guides, each of which includes a succinct overview of a historical period or topic; links to our comprehensive online textbook; bibliographies; classroom handouts; timelines; film guides; primary sources; maps; music; speeches; political cartoons; historic images; and relevant websites. Lesson Plans are also available. These have been developed and tested by teachers, our lesson plans are designed to stir student learning through a range of active learning projects.

### **Exchange City**

[www.exchangecityusa.com/Home/default.htm](http://www.exchangecityusa.com/Home/default.htm)

Exchange City is a hands-on learning program that combines an eight-week classroom curriculum with a state-of-the art interactive government and free enterprise laboratory. The Exchange City experience helps students learn and apply rigorous academic standards in math, civics, social studies, language arts and technology in real-life roles as citizens of their very own mini-town. Chicago law firms are asked to sponsor individual schools.

### **First Amendment Center**

[www.voicesforthefirst.com](http://www.voicesforthefirst.com)

This Illinois-based entity offers free resources on the First Amendment. Includes coloring books for younger students.

### **Illinois State Board of Education**

<http://www.isbe.state.il.us/>

Here you can find the Illinois Learning Standards as well as information for teachers, students and parents.

### **Illinois Supreme Court**

<http://www.state.il.us/court/>

The Illinois Supreme Court website has a section for educators. Information there can lead you to resources on the following topics, and more:

[About the Courts in Illinois](#)

[Judicial Speakers Bureau](#)

[A History of the Illinois Judicial Systems](#)

[How Cases Proceed Thru the Courts](#)

[How the Courts are Funded](#)

[U.S. Constitution \(Legislative Reference Bureau\)](#)

[Illinois Constitution \(Legislative Reference Bureau\)](#)

### **Inaugural Addresses of the Presidents**

<http://www.yale.edu/lawweb/avalon/presiden/inaug/inaug.htm>

### **Justice Learning**

<http://www.justicelearning.org/>

Civic education in the real world, -- A collaboration of NPR's Justice Talking and The New York Times Learning Network. Justice Learning is an issue-based approach for engaging high school students in political discourse. The web site uses audio from the Justice Talking radio show and articles from The New York Times to teach students about reasoned debate and the often-conflicting values inherent in our democracy. The web site includes articles, editorials and oral debate from the nation's finest journalists and advocates. All of the material is supported by age-appropriate summaries and additional links. In addition, for each covered issue, the site includes curricular material from The

New York Times Learning Network for high school teachers and detailed information about how each of the institutions of democracy (the courts, the Congress, the presidency, the press and the schools) affect the issue. Much of the traditional civics curricula begin with an historical perspective and move forward. The lessons start from a point distant from students' lives. Justice Learning reverses traditional methods by starting with current issues that directly affect their lives. The curricula engage them early with a multimedia set of online materials and then relate it to the historical context that generated it. In doing so, the project incorporates into its methodology the new reality of where students turn for information and how they learn.

### **Kids Voting USA**

<http://www.kidsvotingusa.org/>

Age appropriate discussions of the election process.

### **Landmark Supreme Court Cases**

<http://www.landmarkcases.org/>

This site offers a full range of resources and activities to support teaching about landmark Supreme Court cases. Sponsored by Street Law and Supreme Court Historical Society.

### **Lawyers and the legal process in movies -**

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

Lists of films that can be used to teach about law and the legal process.

### **League of Women Voters**

[www.lwv.org](http://www.lwv.org)

Over time, the League's legislative priorities change to reflect the needs of society and critical issues of concern. The organization remains true to its basic purpose: to make democracy work for all citizens. The League of Women Voters makes a difference in the lives of citizens because of the energy and passion of thousands of members committed to our principles. In 2006, The League of Women Voters Education Fund (LWVEF) launched Safeguarding U.S. Democracy: Promoting an Independent Judiciary, a program to increase citizen understanding of the importance of our nation's system of separation of powers and highlight the vital need for protecting a vibrant and independent judiciary.

### **National Archives and Records Administration**

<http://www.archives.gov/education/>

This is a "Digital Classroom," and is the National Archives' gateway for resources about primary sources, activities and training for educators and students. Provides lesson plans, guides and resources.

### **National Constitution Center - Teacher Resources**

<http://constitutioncenter.org>

or

<http://www.constitutioncenter.org/education/WelcomeEducatorsandStudents/index.shtml>

The National Constitution Center is an independent, non-partisan, and non-profit organization dedicated to increasing public understanding of, and appreciation for, the Constitution, its history, and its contemporary relevance, through an interactive, interpretive facility within Independence National Historical Park and a program of national outreach, so that We the People may better secure the Blessings of Liberty to

ourselves and our Posterity. Educational resources for teachers, students and younger children.

### **National Council for the Social Studies**

<http://www.socialstudies.org/>

Creating effective citizens through social studies education. Provides lesson plans and other resources for social studies. The NCSS framework consists of ten themes incorporating fields of study that correspond with one or more relevant disciplines. The organization believes that effective social studies programs include experiences that provide for the study of:

- Culture
- Time, Continuity, and Change
- People, Places, and Environment
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

Membership required.

### **Phi Alpha Delta law fraternity**

[www.pad.org](http://www.pad.org)

The fundamental objective of P.A.D.'s Pre-Law Program is to assist undergraduate students to make an "informed choice" in selecting law as a career, deciding which law school to attend, and in preparing for the rigors of law school. Phi Alpha Delta remains the only Law Fraternity and the only national legal organization of any kind with a national Pre-Law Program committed to meeting the needs of undergraduate students interested in the law.

### **PBS Kids Democracy Project**

<http://www.pbs.org/democracy/kids/>

The online activities are designed for students in **grades three to six**, with accompanying lesson plans for **language arts (LA), social studies (SS), and math (M)** teachers.

### **Southern Poverty Law Center – Teaching Tolerance**

[www.tolerance.org](http://www.tolerance.org)

Tolerance.org is a destination for people interested in dismantling bigotry and creating communities that value diversity. (Read more about [how we define "tolerance."](#)) Teaching Tolerance provides educators with [free educational materials](#) that promote respect for differences and appreciation of diversity in the classroom and beyond. They have a magazine and curriculum kits

### **State of Illinois**

<http://www.illinois.gov>

The Illinois State government website can lead you to various state agencies that have information that can be useful in the classroom. For instance, whether you are interested in getting your GED, searching for classroom resources or researching Illinois colleges

and universities, the LEARNING section will provide you with the information you need. <http://www.illinois.gov/learning/>

The ILLINOIS FACTS section provides a vast amount of reference information on Illinois. Whether you are interested in geography or writing a history report for school, this site gives you the facts. Choose a link from the tool bar to the right to locate information on your area of interest. <http://www.illinois.gov/facts/>

### **StreetLaw, Inc.**

[www.streetlaw.org](http://www.streetlaw.org)

Street Law is practical, participatory education about law, democracy, and human rights. A unique blend of content and methodology, Street Law uses techniques that promote cooperative learning, critical thinking, and the ability to participate in a democratic society. For 30 years, Street Law, Inc.'s programs and curricula have promoted knowledge of legal rights and responsibilities, engagement in the democratic process, and belief in the rule of law, among both youth and adults. Street Law began in 1972 as a practical law curriculum designed as part of a clinical project by a group of Georgetown University law students. Washington, DC public high school students who took the course and the law students who taught it were extremely enthusiastic. With this encouragement, the law school/high school partnership model was expanded to all DC high schools, where it continues today. Street Law materials grew from a loose-leaf binder of lessons to a unique textbook, *Street Law: A Course in Practical Law*. The text, now in its seventh edition and published by Glencoe/McGraw-Hill, has sold over a million copies and is used in school districts in all 50 states. Its publication played a leading role in adding law to the curricula of school systems around the country. Approximately 70 law schools in the United States have Street Law programs in which law students teach practical law in high school, juvenile justice, prison, or community settings either for credit or as part of pro bono programs.

### **Supreme Court Historical Society**

[www.supremecourthistory.org](http://www.supremecourthistory.org)

The Supreme Court Historical Society has a Learning Section that offers access to cases for and about students; women's rights, summer institutes for high school teachers, and activities and lesson plans on key supreme court cases.

### **U.S. Courts**

<http://www.uscourts.gov>

During the month of May, courts acknowledge the service of jurors and join the broader legal community in observing Law Day. This year, some federal courts are hosting a program for high school students, that combines the two traditions.

Open Doors to Federal Courts 2006-2007 - The theme of this year's annual Open Doors to Federal Courts is Partners in Justice: An Independent Judiciary and a Fair-Minded Jury. The cornerstone of the federal courts' national outreach program is the annual *Open Doors to Federal Courts* initiative and the teacher institutes that support it. Judges from all circuits reach thousands of high school students and their teachers every year. The programs center on true-to-life simulations related to jury service, judicial independence, and the Bill of Rights.

### **YMCA Civic Engagement Initiative**

<http://www.ymcavicengagement.org/index.html>

YMCA Civic Engagement is an ongoing effort to promote the development of civic engagement attitudes, skills, and behaviors, especially in young people. It's designed to reach young people directly and connect them with specific opportunities to act while simultaneously motivating and improving the abilities of YMCAs and the "civic engagement community" (political parties, nonprofit organizations, the media, schools, colleges, and universities) to engage young people in civic life. Like the new YMCA Civic Engagement Guide on which it is largely based, this web site is intended to serve as a comprehensive resource to assist YMCA staff and volunteers and their community partners in their efforts to promote civic engagement.

### **Youth For Justice**

<http://www.youthforjustice.org>

Youth for Justice (YFJ) is a consortium of national law-related education (LRE) organizations. Since 1979, YFJ has implemented programs and initiatives that develop a commitment to the rule of law and to civic responsibility among young people. They provide youth with opportunities for meaningful participation in their communities. They involve them in programs that address national issues, and teach them strategies to avoid delinquent behavior. They promote training, curricular materials, and other resources to professionals who work with America's youth. The YFJ partners work in collaboration with a national network of state-based LRE organizations. Together, they work in partnership with legal, educational, governmental, and community groups in schools, juvenile justice centers, and community settings throughout the nation. YFJ is supported by a grant from the U.S. Department of Justice, Office of Juvenile Justice & Delinquency Prevention.

### **Presidential Trivia**

<http://www.usahistory.com/trivia/presidential/pa.htm>

Ten trivia questions about the presidency with on-line answers.

### **The Branches of U.S. Government**

<http://esd.iu5.org/LessonPlans/ConstitutionEL/constbrancheswks.htm>

Printable worksheets that contain questions and diagrams about the three Branches of Government.

### **Other state bar association links**

Many state bar associations have law-related education resources that can be adapted to Illinois. For a list of associations, please visit the American Bar Association at <http://www.abanet.org/barserv/stlobar.html>

#### **A few of our favorites:**

Arizona	<a href="http://www.azflse.org/academy/">http://www.azflse.org/academy/</a>
Delaware	<a href="http://www.delrec.org/lawday.php">http://www.delrec.org/lawday.php</a>
Idaho	<a href="http://www2.state.id.us/isb/gen/lre.htm">http://www2.state.id.us/isb/gen/lre.htm</a>
Louisiana	<a href="http://www.lalce.org/TheLouisianaCenterfor.asp">http://www.lalce.org/TheLouisianaCenterfor.asp</a>
New Jersey Bar Foundation	<a href="http://www.njsbf.org/">http://www.njsbf.org/</a>
Texas	<a href="http://www.texaslre.org">http://www.texaslre.org</a>

## Understanding the Branches of our Government

In delegating power from the people to the government, the United States Constitution divides power into three different sections, or branches, each branch having its own duties and obligations. The Founding Fathers meant to create a separation of powers to ensure that there were checks and balances to protect the people.

The basic idea is that governmental power should be divided among the three branches of government into the Executive, Legislative and Judicial. Each branch is meant to have only those powers that are specifically delegated to it.

In theory, the legislative branch would make laws, the judicial branch would interpret those laws, and the executive branch would enforce the laws.

The three branches of government are meant to create a separation of powers, which is meant to keep power from being concentrated in one branch over another. By dividing power into three separate branches, the Founding Fathers felt that no one branch of government would be able to dominate the other.

Power may also be divided within the branches. For instance, in the legislative branch, there are two separate houses of the legislature (the Senate and the House of Representatives) and they are made of elected individuals who represent their own states. Each of those elected individuals is answerable directly to the people who elected them and are less subject to control by the people in the other branches of government.

The idea of separation of powers and its supporting theory of checks and balances comes from early political philosophers like John Locke of England and Baron Charles de Montesquieu of France. The ideas of these two men, and others, were popular at the time of the American Revolution and influenced the Founding Fathers at Philadelphia when the Constitution was being drafted.

The system of checks and balances serves to reinforce the separation of powers concept. Not only is power divided, but one branch “checks” the other branches. For example, the Courts have the power to declare laws and executive actions as unconstitutional. The President can veto bills from the legislature. The legislature must approve many of the President’s appointments. These are all examples of ways that the three branches of government are meant to avoid concentrating too much power in one place or with one person.

These concepts are supported by the Illinois Constitution, which parallels the United States Constitution in having three branches within the Illinois government. The Illinois Constitution, SECTION 1. SEPARATION OF POWERS, states: *The legislative, executive and judicial branches are separate. No branch shall exercise powers properly belonging to another.*

Questions for discussion:

1. What are the three branches of the federal government?
2. Which branch writes laws?
3. Which branch can find a law unconstitutional?
4. Which branch approves appointments made by the President?
5. Who can veto legislation?
6. In which branch of Government would the President serve?
7. In which branch of Government would the Supreme Court sit?
8. In which branch of Government would the President of the Senate serve?
9. Do all branches of government have equal but different powers?
10. The Founding Fathers liked ideas from other countries. Who were the political philosophers they looked to for concepts and ideas?

This article is based on the Illinois State Bar Association publication "Understanding the Illinois Constitution." For a full text version of the book, visit: <http://www.isba.org/Sections/constbook.pdf>

ANSWERS:

1. What are the three branches of the federal government?  
**Legislative, Executive, Judicial**
2. Which branch writes laws?  
**Legislative**
3. Which branch can find a law unconstitutional?  
**Judicial**
4. Which branch approves appointments made by the President?  
**Legislative**
5. Who can veto legislation?  
**The President**
6. In which branch of Government would the President serve?  
**Executive**
7. In which branch of Government would the Supreme Court sit? **Judicial**
8. In which branch of Government would the President of the Senate serve?  
**Legislative**
9. Do all branches of government have equal but different powers?  
**Yes. All branches are equal.**
10. The Founding Fathers liked ideas from other countries. Who were the political philosophers they looked to for concepts and ideas?  
**John Locke of England and Baron Charles de Montesquieu of France.**

For more resources on law-related education, visit the Illinois State Bar Association's LRE Website at <http://www.isba.org/Sections/lawrelateded.asp>



## BECOMING A CITIZEN OF THE UNITED STATES OF AMERICA

Did you ever wonder how those who were not born in this country become United States Citizens?

You may apply for naturalization if:

1. You have been a lawful permanent resident for five years.
2. You have been a lawful permanent resident for three years, have been married to a US citizen for those three years, and continue to be married to that U.S. citizen.;
3. You are a lawful permanent resident child of United States citizen parents: or
4. You have qualifying military service.

Children under 18 may automatically become citizens when their parents naturalize. You may inquire at your local Immigration and Naturalization Service Center for further information.

The Immigration and Naturalization Service gives a test in three basic parts. The first part is an oral questionnaire regarding the history of our country. The examiner has two pages of questions (about 100 questions) from which five to seven questions may be chosen at random by the examiner. Examples of these questions might be:

- How many branches are there in our Government?
- Who is the President now?
- Who is the Vice-President now?
- Who was the first United States President?
- How many Justices in the Supreme Court?
- Can the Constitution be changed?
- What colors are on the U.S. Flag?
- How many terms of office may a President serve?
- Who becomes President if the current president should die?
- What is the Bill of Rights?
- On what date do we celebrate our Nation's Birthday?
- Who is Chief Justice of the U.S. Supreme Court?
- What is the capital of your state?
- Who is the current governor of your state?
- How many states are there in the United States?
- According to the U.S. Constitution, a person must meet requirements to be eligible to become president. Name one of these requirements.
- Who was President during the Civil War?
- Which president is called the "father of our country?"
- Where is the White House located?
- What are the two major political parties in the United States today?

Parts two and three of the citizenship test are about literacy. The petitioner is asked to read a simple English sentence from the book, and then write a simple English sentence dictated to them by the examiner.

What other questions would you ask if you were giving a citizenship test?

Should the test be harder now that we are at war and there are terrorist threats against this country?

Should people living in this country who are not citizens have the same Constitutional protections that citizens have?

Do you think it is important that people trying to become United States Citizens:

- Speak and understand the English language?
- Promise to obey our laws and swear an oath of allegiance?
- Have no criminal convictions against them?
- Be of good moral character?
- Are religious or believe in God?
- Know how to drive a car?
- Have a job skill or profession?
- Have a good credit rating or certain level of income?
- Be on "probation" for a number of years before having full citizenship rights?
- Pass a drug test?
- Pass a medical physical and be free from disease?
- Should only come from countries that are U.S. allies?

**What did Mr. Lincoln know?**

A classroom activity for 3<sup>rd</sup> - 6<sup>th</sup> grade students.

After reading about President Lincoln, his family and the Civil War, read the items on the list below aloud and ask students to determine if the item would have been unfamiliar to Mr. Lincoln. Make lists on the chalk board of those that Lincoln would have known, and another list for those items the students think he wouldn't have known. Some of the items below are obvious, others not so obvious. Remind the students that Mr. Lincoln was born in 1809, almost 200 years ago. What would he have known?

Remind the class that President Lincoln is the only United States President to hold a patent. The patent was for a device that could lift flatboats over shoals in shallow rivers and was never used, which disappointed the President greatly. He invented this device as a result of his flatboat trip down the Mississippi River to New Orleans when he was a young man.

Mr. Lincoln had a number of jobs throughout his life. He was a soldier, a storekeeper, a surveyor, a lawyer, sometimes a judge, and he served in the legislature, all before he became President. Do any of the students know people who hold these jobs now? Would they like to hold any of these jobs? Why or why not?

As a class project or as homework, assign students the task of searching the Internet to see when each item was invented or patented. We've marked the ones that could be considered a "close call" on the answer sheet provided.

**Here's a list of items** - Feel free to add your own words!

Air conditioning	airplane	ballpoint pen
Candle	cell-phone	compass
covered wagon	crayons	eye glasses
fireplace	hula hoop	ice skates
jigsaw puzzle	Kool-aid	microwave oven
peanut butter	railroad	saddle
space travel	telegram	television
umbrella		

**Answers**

Air conditioning	No	
Airplane	No	
Ballpoint pen	No	(1938) Mr. Lincoln would have used a fountain pen.
Candle	Yes	
Cell-phone	No	
Compass	Yes	(200 b.c.)
Covered Wagon	Yes	
Crayons	No	(1903)
Eye glasses	Yes	
Fireplace	Yes	
Hula-Hoop	No	(1958)
Ice Skates	Yes	(As far back as 3000 B.C. skates were made of bone)
Jigsaw Puzzle	Yes	(1767)
Kool Aid	No	(1927)
Microwave Oven	No	
Peanut butter	No	(1890)
Railroad	Yes	
Saddle	Yes	
Space travel	No	
Telegram	Yes	(1844)
Television	No	
Umbrella	Yes	

To conclude the discussion, you may wish to ask students how they would like to have lived 200 years ago, perhaps in a log cabin. What would it have been like to have to depend on a fireplace for warmth. There weren't screens on the windows to keep out the bugs, there was no television, no radio, to telephones and no cars. Travel was by horseback or by train, or you walked. The general store might have supplied some basic needs, but there was no refrigeration so if you wanted fresh meat, you might need to hunt in the forest or go fishing. Abraham Lincoln had to chop wood, carry water from a well or river, had to read by candle or firelight. Many of the drugs we have to keep us healthy hadn't been discovered yet. Doctors sometimes didn't wash their hands or instruments before they operated on people.

To give your students a taste of what life was like while Mr. Lincoln was studying to become a lawyer, visit the New Salem State Historic Site on line at <http://www.lincolnsnewsalem.com/>

**Abraham Lincoln's Alphabet**  
An activity for 2<sup>nd</sup> to 4<sup>th</sup> Graders

Students will be introduced to President Lincoln by reading from one or more of the books below. Consider inviting a lawyer to come to the classroom to read to the students and discuss life the differences between being a lawyer in Lincoln's time and being a lawyer today.

- *Abe Lincoln and the Muddy Pig* by Stephen Krensky, Greshom Griffith (Illustrator). Aladdin Publishers 2002.
- *Abe Lincoln Remembers* by Ann Turner, Wendell Minor (Illustrator). HarperCollins Publishers 2001.
- *Abe Lincoln: The Boy Who Loved Books* (Paperback) by Kay Winters, Nancy Carpenter (Illustrator). Aladdin Publishers 2006.
- *Abe Lincoln's Hat* by Martha Brenner, Donald Cook (Illustrator). Random House 1994.
- *Honest Abe* by Edith Kunhardt, Malcah Zeldis (Illustrator). Greenwillow Publishers 1993.
- *If You Grew Up With Abraham Lincoln* by Ann McGovern, George Ulrich (Illustrator). Scholastic Paperbacks 1976.
- *Lincoln and Me* by Louise Borden, Ted Lewin (Illustrator). Scholastic Paperbacks 2001.
- *Meet Abraham Lincoln* by Patricia Pingry, Stephanie Britt (Illustrator). Ideals Childrens Books 2002.
- *Mr. Lincoln's Whiskers* by Karen Winnick (Illustrator). Boyds Mills Press 1999.

(Visit your local library for additional reading resources on Mr. Lincoln.)

Let students read about Mr. Lincoln on the attached alphabet handout. Ask them to choose a favorite letter and draw a picture illustrating the aspect of Mr. Lincoln's life that is written about after the letter. (The letter could be the first letter of their name.) Or, for older students, ask them to write a short story about one of the letters and the information in that paragraph.

For younger students, you may not want to distribute the entire list, but may want to concentrate on the images that interest them the most, like the animals, log cabin, covered wagon, etc.

To alter this activity, provide a list of words from the alphabet list in a random order and ask students to alphabetize them or use the sample form attached.

Another option would be to ask students to group the words by subject using the sample form attached. A word search puzzle is also provided as an additional activity.

**Abraham** – Mr. Lincoln was named Abraham, after his grandfather. He didn't have a middle name.

**Beard** – President Lincoln was the first United States President to wear a beard while in office. He grew his beard on the suggestion of an 11 year old girl named Grace Bedell who wrote him a letter telling him she thought he would look better with one.

**Cats** – There are many stories about Mr. Lincoln and his love of animals. Abraham Lincoln's cat, Tabby, was the first of several White House cats. Abraham Lincoln loved cats. He had four of them while he lived in the White House.

**Civil War** – President Lincoln worked hard to preserve the union during the Civil War.

**Covered Wagon** – When Mr. Lincoln and his family moved from Kentucky to Indiana and then to Illinois, they would have traveled by covered wagon.

**Dog Fido** – the Lincoln family dog was named Fido. When Mr. Lincoln was elected President the family realized that the dog was far too nervous to accompany them to Washington, D.C. so they found a neighbor with children about the ages of the Lincoln's boys and Fido went to live with them. Before the Lincoln's left town, they took Fido to the photographer and had pictures taken of him to help the family remember their loyal dog.

**Emancipation Proclamation** – Perhaps one of Lincoln's most significant and famous acts was signing the Emancipation Proclamation. The Proclamation declared that all slaves in states which were still in rebellion on January 1, 1863 "shall be then, thenceforward, and forever free." On January 1, 1863, the Confederacy was still in full rebellion and Lincoln issued his final Emancipation Proclamation which declared that "all persons held as slaves...shall be free."

**Five Dollar Bill** - Abraham Lincoln, our 16th President, has appeared on the five dollar bill since 1928. Mr. Lincoln replaced the portraits of President Garfield, which ran in 1882, President Grant which ran from 1886 to 1896 and President Benjamin Harrison which ran in 1902.

**Freedom** – President Lincoln signed the Emancipation Proclamation, which ultimately ended slavery.

**Gettysburg Address** – After the Civil War battle at Gettysburg, Pennsylvania, President Lincoln visited the site and delivered what has become his most famous speech. He delivered his remarks at the dedication of the "Soldiers' National

Cemetery” in Gettysburg on the afternoon of Thursday, November 19, 1863. The speech opens with the lines “Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in liberty, and dedicated to the proposition that “all men are created equal.”

**General Ulysses S. Grant** – General Grant was put in charge of the Union army and later became President. Grant lived in Galena, Illinois.

**Horse** called Old Bob – Mr. Lincoln’s horse was named Old Bob. Old Bob took Mr. Lincoln to many of his courthouse visits and was a faithful friend. The Lincoln family thought so highly of Old Bob that he was in President Lincoln’s funeral procession.

**Illinois** – Mr. Lincoln was born in Kentucky, as a child his family moved to Indiana, and as a young man he moved to Illinois. Throughout his adult life, Lincoln called Illinois home. Illinois is now known as the “Land of Lincoln.”

**Justice.** Mr. Lincoln believed in justice and worked hard as a lawyer to see that people were treated fairly. While he practiced law, Mr. Lincoln had to travel all over the State of Illinois to help his clients.

**Kentucky** is the state where Mr. Lincoln was born. He was the first American President born outside of the original 13 colonies. Can you find Kentucky on a map?

**Lawyer** – Mr. Lincoln only had about a year and a half of formal schooling, but taught himself how to study. He read law, which means he read as many law books as he could find to learn as much as he could about the law. He was admitted to the bar in Illinois and had a very successful law practice, helping many people.

**Legislator** – Mr. Lincoln served in the Legislature for the State of Illinois and in Washington, D.C. before becoming President.

**Log cabin** – Abraham Lincoln was born in a log cabin and lived in one until arriving in Springfield. He probably helped his family, friends and neighbors chop down trees to help them build their own cabins or fuel their fires. Mr. Lincoln was tall and was well known for his strength.

**Mary** – Mr. Lincoln married Mary Todd and had four sons; Robert, Edward, William, and Thomas. Robert was the only son who survived to become an adult. The other three boys died of various ailments, all of which would be curable today with modern medicines. Edward died at the age of 3 years and 10 months, William died at the age of 11, and Thomas (Tad) died at the age of 18.

**New Orleans** was Mr. Lincoln's destination on his two flat boat trips down the Mississippi River. It was during the second of these trips that Mr. Lincoln witnessed slavery first hand and saw first-hand how terrible it was.

**Office** - Abraham Lincoln received his license to practice law from the Illinois Supreme Court on September 9, 1836. In 1837, Mr. Lincoln moved to Springfield, arriving with all of his belongings in two saddlebags. He arranged to share a room with Joshua Speed, a Springfield store owner. He had three law partners in Springfield and shared offices with them in downtown Springfield: John Todd Stuart, Stephen T. Logan, and William H. Herndon.

**Penny** - The penny that shows Mr. Lincoln on it was first issued in 1909 to commemorate Abraham Lincoln's 100th birthday. It was the first American coin to bear a president's image

**President** - Mr. Lincoln became our 16<sup>th</sup> President in 1861. He was the first Republican President.

**Quincy, Illinois** was one of the cities where Abraham Lincoln and Stephen Douglas held a series of debates. The other cities were Ottawa, Freeport, Jonesboro, Charleston, Galesburg and Alton. Can you find all these cities on a map of Illinois?

**Rights.** Mr. Lincoln believed that all men are created equal and should have the same rights.

**Republican** - Mr. Lincoln was the first Republican President.

**Stovepipe hat** - Mr. Lincoln often wore a stovepipe hat and as he was already six feet, four inches tall, the hat made him appear even taller. Mr. Lincoln often tucked bits of paper into his hat, small reminders of things to do, or lines for speeches.

**Soldier** - Mr. Lincoln served in the Black Hawk War as a soldier.

**Springfield, Illinois** - Mr. Lincoln became a lawyer and moved to Springfield where he lived until he was elected and became President. The only home Mr. Lincoln ever owned is in Springfield at the corner of 8<sup>th</sup> and Jackson Streets.

**Storekeeper** - At New Salem, Illinois, Mr. Lincoln ran a country store.

**Surveyor** - Mr. Lincoln worked as a surveyor too. He would measure and mark plots of land so people would know where their property boundaries were.

**Turkey** - One thanksgiving in the White House, President Lincoln was presented with a living turkey. Lincoln's son asked that the turkey receive a pardon, which President Lincoln granted, and the turkey became a White House pet. President

Lincoln proclaimed, on October 3, 1863, that citizens of the United States should "...set apart and observe the last Thursday of November next, as a day of Thanksgiving," thus establishing the first official Thanksgiving Day.

**Union against the Confederacy.** Those were the sides that fought in the Civil War. Mr. Lincoln worked hard to keep the United States together when the north and the south went to war. He succeeded!

**Vandalia, Illinois.** Mr. Lincoln worked hard to get the State Capitol moved from Vandalia to Springfield. Illinois has had three different state capitols. The first was at Kaskaskia, the second at Vandalia and the third, and current capitol, is at Springfield. Can you find these cities on a map of Illinois?

**White House** – As President, Mr. Lincoln lived at the White House in Washington, D.C. He lived there with his wife Mary, and his sons Robert, William and Tad.

**Wrestler** – Mr. Lincoln loved to wrestle and was very good at it. He was very strong.

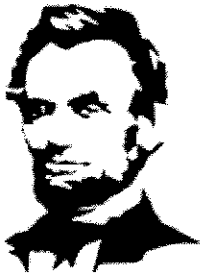
**X – rays** – There are hundreds of things around you today and Mr. Lincoln wouldn't recognize. There are electric light bulbs, computers, radios and cars. There are airplanes and pictures from outer space. Can you name some other things that Mr. Lincoln might not recognize if he came into your classroom today?

**You and Lincoln** – What do you think of Mr. Lincoln? Mr. Lincoln is usually listed as one of our top three most popular presidents, along with George Washington and Franklin Roosevelt. Do you think Mr. Lincoln deserves to be this popular? What did he do to make him so special?

**Zouave.** Tad Lincoln, President Lincoln's youngest son, had a Zouave doll, which was a doll dressed in a military uniform similar to that worn by soldiers from France. Tad asked that the President grant a formal pardon his doll, which Mr. Lincoln granted.

<p>For more resources on law-related education, visit the Illinois State Bar Association's LRE Website at <a href="http://www.isba.org/Sections/lawrelateded.asp">http://www.isba.org/Sections/lawrelateded.asp</a></p>
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**Place these Lincoln words or phrases in alphabetical order.**

Stovepipe Hat  
Penny  
Lawyer  
Fido

Gettysburg Address  
Covered Wagon  
Emancipation Proclamation  
Cats

Beard  
Log Cabin  
Justice  
Turkey

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Student Name \_\_\_\_\_



Here are some of the words from the Lincoln Alphabet. Can you find all the words that represent **JOBS** Mr. Lincoln had? Write them in the first column.

Can you find all the words that represent **ANIMALS OR PETS** Mr. Lincoln would have known? Write them in the second column.

Can you find the words that represent the **PLACES** Mr. Lincoln lived or visited? Write them in the third column.

- |                      |                    |                           |
|----------------------|--------------------|---------------------------|
| Beard                | Cats               | Civil War                 |
| Covered Wagon        | Dog Fido           | Emancipation Proclamation |
| Five Dollar Bill     | Gettysburg Address | General Ulysses S. Grant  |
| Horse called Old Bob | Illinois           | Justice                   |
| Kentucky             | Lawyer             | Log cabin                 |
| Mary                 | New Orleans        | Office                    |
| President            | Quincy, Illinois   | Republican                |
| Stovepipe hat        | Soldier            | Springfield               |
| Storekeeper          | Surveyor           | Turkey                    |
| Vandalia, Illinois   | White House        | X – rays                  |

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Student Name \_\_\_\_\_

# Lincoln Alphabet Word Search



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

ABRAHAM LINCOLN  
EMANCIPATION  
ILLINOIS  
LEGISLATOR  
PRESIDENT  
STOVEPIPE HAT  
ZOUAVE

BEARD  
FIDO  
JUSTICE  
LOG CABIN  
REPUBLICAN  
UNION

CATS  
GETTYSBURG  
LAWYER  
PENNY  
SPRINGFIELD  
WHITE HOUSE

## **Answers to Jobs/Animals or Pets and Places**

**Jobs:** Lawyer, president, soldier, storekeeper, surveyor

**Animals/Pets:** Cats, dog Fido, Horse named Old Bob, Turkey

**Places Mr. Lincoln lived or visited:** Illinois, Kentucky, Log Cabin, New Orleans, Quincy, Illinois, Springfield, Vandalia, White House

## **Answers to Alphabetical Order:**

Beard, Cats, Covered Wagon, Emancipation Proclamation, Fido, Gettysburg Address, Justice, Lawyer, Log Cabin, Penny, Stovepipe Hat, Turkey

For more resources on law-related education, visit the Illinois State Bar Association's Law-Related Education Website at <http://www.isba.org/Sections/lawrelateded.asp>

And, if you have a resource, lesson plan, or Web link you think we should include, please e-mail the information to Donna Schechter, [dschecht@isba.org](mailto:dschecht@isba.org).

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***Thank you.***

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