



Illinois State Bar Association
Standing Committee on Law-Related Education Newsletter

April/May 2008



LAW-RELATED EDUCATION

*The Newsletter of the Illinois State Bar Association'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.

Our LRE Newsletters are going to be emphasizing Abraham Lincoln in the coming editions to help teachers prepare for and enjoy celebrations of the 200th anniversary of his birth. All editions are archived at <http://www.isba.org/Sections/lrenewshome.html>

In this edition:

ISBA 2009 High School Mock Trial Information –	page 2
2008 National High School Mock Trial Championship Report –	page 4
Anybody can be President (lesson plan) –	page 4
Lincoln's Admission to the Bar –	page 7
Lincoln/Douglas Debates –	page 8
Political parties as Lincoln would have known them –	page 9
The 1860 Election –	page 10
Vice Presidential Selection in 1860 –	page 11
Lincoln Reading – Free resource –	page 12
Teaching with Historic Places –	page 12
The Right to Vote (lesson plan) –	page 12
Using Lincoln's Words (classroom activity) –	page 16
Lawyers in Classrooms ISBA/LEARN Grant Awarded to CRFC –	page 17
Abraham Lincoln National Heritage Area Approved –	Page 18
Get Ready For Summer Vacation Reading –	Page 18
Law-Related Education Committee Members –	page 19

Congratulations to all the Graduates Out There!



**2009 Illinois State Bar Association High School Mock Trial Invitational
2009 Dates Announced**



The Illinois State Bar Association will conduct the annual High School Mock Trial Invitational again on **Friday and Saturday, March 20 and 21, 2009** at the University of Illinois at Springfield.

You are invited to participate in this educational challenge! The Illinois State Bar Association's annual High School Mock Trial Invitational began in 1982 and since that time has provided an opportunity for students to learn what it is like to prepare and present a legal case before the Illinois Courts.

Students who have participated in the mock trial program in the past say that they have benefited by learning how to work as a team, by developing oral presentation skills, the value of setting a goals and planning, learning how to think on your feet, and to face challenging obstacles with enthusiasm and confidence. Mock trials can be a distinctive way to learn about the legal process used to remedy disputes in Illinois.

The goals of the program are to provide an opportunity for students to learn, and to meet with others to show what has been learned.

GOALS OF THE HIGH SCHOOL MOCK TRIAL INVITATIONAL

- To increase student understanding of the American judicial system.
- To familiarize students with the law, courtroom procedures, and the legal system.
- To build bridges of cooperation and respect between the community and the legal profession.
- To improve skills like listening, speaking, writing, reading, analyzing, and working as a team.
- To learn the meaning of good citizenship through involvement in our system of law and justice.
- To develop team spirit, establish goals, and work toward a common goal.

The Illinois State Bar Association's Standing Committee on Law-Related Education for the Public administers this activity and each year produces the materials that will be used during the trials. Cases are based on hypothetical fact situations, or may be based on historical events.

Past ISBA Mock Trial materials and the rules of procedures may be found on-line at <http://www.isba.org/Sections/mocktrialinfo.html>.

If you have questions, please feel free to contact Donna Schechter, Illinois State Bar Association, 424 South Second Street, Springfield, IL 62701. Toll-free in Illinois, 800/252-8908, 217/525-1760, fax: 217/525-9063. dschecht@isba.org

You may pre-register to reserve space. Please print, complete the form, and mail or fax to: Donna Schechter, Illinois State Bar Association, 424 South Second Street, Springfield, IL 62701 (fax - 217.525.9063).

My team plans to participate in the 2009 Illinois State Bar Association
High School Mock Trial Invitational
on March 20 and 21, 2009 at the University of Illinois at Springfield.

Teacher Name _____
School _____
Street Address _____
City _____
State _____ Zip Code _____
School Phone _____
School Fax _____
Teacher E-mail address _____

PLEASE PRINT OR TYPE CLEARLY

There is a \$75 non-refundable registration fee to participate in the ISBA's High School Mock Trial Invitational.

Parental Permission is also required for all participating students.

All necessary travel expenses are the responsibility of the schools and students.

Send this form to: Donna Schechter, 424 South Second Street, Springfield, Illinois 62701 or fax it to Donna at 217.525.9063

2008 National High School Mock Trial Championships

Highland Park High School represented Illinois at the 2008 National High School Mock Trial Championship event that took place in Wilmington, Delaware on May 9-11. The Highland Park Team placed 7th in the country! We extend our hearty congratulations to the Team, their teachers, lawyer coaches and families.



Anybody Can Be President...Well, Almost Anybody

As we head toward the election in November, many of you may want to discuss presidential requirements in your classrooms.

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

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

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

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

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

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

- b. *The person must have lived in the United States for 14 years.*
- Does anyone in the classroom meet the second requirement? (Probably not if they are your average students.)
 - Do their parents meet this requirement?
 - Why would this be a requirement before someone can become president?
- c. *The person must be at least 35 years of age.*
- Do any of the students have parents that meet this last requirement?
 - Why is this a requirement for the presidency?
 - Should there be a maximum limit as to how old a president can be? Why or why not?

Topics for Discussion:

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

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

Should they know how to speak a foreign language?

Should they have governmental experience?

Should they be lawyers?

Should they go to church?

Should they have a college degree?

Should they have served in the military?

Should they be married?

Should they need to take an IQ test to prove they are smart?

Should they be physically fit?

Should they be rich?

Should they know how to drive?

What other qualifications are important?

How would you feel about a candidate who:

Was a vegetarian?

Followed a religious practice you didn't agree with?

Didn't like dogs or cats?

Wore glasses, needed a hearing aid or used a cane, walker or wheelchair?

Smoked cigarettes, cigars or pipes?

Was married to a foreigner?

Had adopted children from a foreign country?

Was divorced?

Was unmarried?
Had tattoos where they could easily be seen?
Consistently wore really out-of-date or ugly clothing?
Had a name you just couldn't pronounce?

- Since the requirements for being president are fairly easy to meet, why don't more people try to become president?
 - Media scrutiny?
 - Responsibility for an entire country?
 - Cost of campaign?
 - Threat of assassination?
 - Privacy and security for their families?
 - Past indiscretions they don't want made public?
 - Not worth all the time, effort and money?

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

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



Abraham Lincoln was known to have suffered numerous periods of depression during his lifetime, both before he became President and during his presidency. This could have impaired his ability to function. He had a condition that caused his left eye to roll slightly upward, which caused headaches and nausea. Some historians believe he may have had smallpox just before giving the Gettysburg Address, and he was diagnosed with exhaustion in March 1865. Some doctors today believe that he may have had Marfan's syndrome (people with this syndrome are often unusually tall and slender, with long arms, legs, and fingers in comparison with the rest of their body). Did any of these illnesses or conditions cause Lincoln to be a less

effective President? Had the public known about these issues, would he have been elected? Would someone with these conditions be electable today?



Lincoln's Admission to the Bar

Lincoln's Admission To Bar Took A Year, by Stephen Anderson

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.

Lincoln filed a plea in his first lawsuit, *Hawthorn v. Wooldridge*, on Oct. 5 in Sangamon County, but it wasn't until March 1, 1837, that his name was officially entered on the roll of attorneys in the Supreme Court clerk's office.

In mid-April, Lincoln the lawyer rode into Springfield on a borrowed horse, with his law books and a few clothes in saddlebags, and became a law partner of John T. Stuart.

A fortuitous incident in his life as a New Salem shopkeeper became the impetus for Lincoln's decision to become a lawyer. He paid a mover 50 cents for a barrel of "household plunder," because he felt sorry for the tired horses who were hauling the load. As Dale Carnegie described it in "The Unknown Lincoln," Lincoln found at the bottom of the barrel a complete edition of Blackstone's Commentaries on Law. He read all four volumes and wanted more. He borrowed law books from an attorney with whom he had served in the Blackhawk War and studied them day and night. To improve his manner of speaking, he also mastered Kirkham's Grammar at a pace that astounded friends. Next, he read "Decline and Fall of the Roman Empire," a book of military biographies, Thomas Paine's "Age of Reason," and the lives of Jefferson, Clay and Webster.

When the Lincoln & Berry general store went out of business, Lincoln studied surveying and soon embarked on this new profession. He made his first-known survey as Sangamon County's deputy surveyor on Jan. 6, 1834, and

during the next three years laid out towns as far away as New Boston on the Mississippi River in Mercer County.

Lincoln's sweetheart, Ann Rutledge, died Aug. 25, 1835, and the distraught young man grieved while he served in the Illinois House at Vandalia and honed his intent to become a lawyer.

A subsequent law partner, William Herndon, observed that "If Lincoln ever had a happy day in twenty years, I never knew of it. Melancholy dripped from him as he walked."

The practice of law and his calling to public service became refuges for this lonely man.



Lincoln/Douglas Debates

Abraham Lincoln and Stephen Douglas participated in a series of famous debates in Illinois in 1858, before Lincoln became the Republican nomination for President. The debates were held in Ottawa, Freeport, Jonesboro, Charleston, Galesburg, Quincy, and Alton, Illinois.

As a classroom exercise to familiarize students with Lincoln and the times in which he lived,

- ask students to do on-line research and list the cities in the order the debates were held
- determine how many miles each city is from the next on the list
- ask students to estimate how long travel would have taken between each of the cities. Ask them to consider the mode of transport. If Lincoln traveled by horse, and the horse walked at a pace of four miles per hour, how long was Lincoln on the road?
- How many total miles were travelled?
- What were the major topic in the debates (answers follow each topic listed)
 - Slavery - yes
 - The Dred Scott Decision - yes
 - Abolition - yes
 - Missouri Compromise - yes
 - President James Buchanan - yes
 - Whigs v. Republicans - yes
 - Possibility of War – yes
 - Kansas/Nebraska Act – yes
 - Mary Lincoln – no
 - Popular sovereignty - yes
 - Death penalty – no
 - Electoral College – no

- Transportation issues – no

How is the format of the Lincoln/Douglas debate different from modern presidential debates?

Teacher Resource: For a map and a list of locations and dates, visit <http://www.nps.gov/archive/liho/debates.htm>

For debate transcripts, visit

http://books.google.com/books?id=ZaWPqZzKZW8C&dq=%22lincoln+douglas%22+debates+topics&psp=1&source=gbs_summary_s&cad=0



Political Parties as Lincoln Would Have Known Them

- **Whigs:** Abraham Lincoln started out as a member of the Whig party. This political party, as Lincoln knew it, existed in the United States from 1833 to 1856 and was created primarily to show opposition to President Andrew Jackson and his policies. The Whig Party, in Lincoln's day, failed because it could not agree on a policy on slavery in United States territories. Some thought slavery should be allowed and others felt that it should be banned in the territories. The profound disagreement led to many leaving the party and joining either the Republicans or Democrats.
- **Republicans:** Lincoln chose to become a member of the new Republican Party which had been founded in 1854 primarily as an anti-expansionist party opposing slavery, specifically working against the Kansas-Nebraska Act which would have allowed the expansion of slavery into U.S. territories. This party, in the 1800's, was progressive in trying to work toward modernizing the United States to face a positive future. Abraham Lincoln was the first Republican President when he was elected in 1860 and he worked to modernize by signing the Homestead Act that granted 160 acres of land in the West to anyone who would settle and farm the land for five years. He also signed legislation providing support for construction of railroads, for setting aside land for colleges, and for establishing a national banking system and national currency. The current Republican Party is known as being conservative and working for smaller government and less regulation.
- **Democrats:** The third active political party in Lincoln's day was the Democratic Party. Now the oldest political party Democrats during the 1860 election were split into two factions, war Democrats and peace Democrats. Most of the war democrats rallied to Abraham Lincoln and supported him for president. Thomas Jefferson is considered to be the founder of the Democratic Party. In 1792 its first action was as a congressional caucus to fight for the Bill of Rights and against the

Federalist Party. Later, under President Andrew Jackson the national convention process was formed and official party platforms were established. The current Democratic Party is known for being more liberal political party, working for the rights of the middle class and supporting social programs.

What based on what you know about Abraham Lincoln, which political party do you think he'd be part of today?



The 1860 Election

In the 1860, four candidates were running for President of the United States:

- Abraham Lincoln, Republican Party. Running mate, Hannibal Hamlin
- John C. Breckenridge, Southern Democratic Party. Running mate, Joseph Lane
- John Bell, Constitutional Union Party. Running mate, Edward Everett
- Stephen A. Douglas, Northern Democratic Party. Running mate Herschel V. Johnson.

It is of particular interest to note that prior to selecting Lincoln as their candidate, the Republican Party had five candidates running. They included Edward Bates, Simon Cameron, Salmon P. Chase, William H. Seward and Abraham Lincoln. If some of the names are familiar, it's because Lincoln, as the winning candidate in the general election, selected Bates to serve as Attorney General, Cameron to serve as Secretary of War, Chase to serve as Treasury Secretary, and Seward to serve as Secretary of State. ¹

Lincoln didn't even appear on the ballot in nine Southern states, but he still ended up winning an electoral majority, without a popular majority vote.

Lincoln ended up with 1,865,908 votes and 180 electoral votes;

John Breckenridge ended up with 848,019 popular votes and 72 electoral votes;

John Bell ended up with 590,901 votes and 39 electoral votes;

And

Stephen Douglas ended up with 1,380,202 votes and 12 electoral votes.

The voter turn out for this election was one of the highest percentages on record with 81.2%. The election of 1876 holds the record for highest turnout at 81.8%. Remember, at this time women were not allowed the vote (and wouldn't be able to vote until 1920), blacks couldn't vote (even free black citizens) and some white citizens were prohibited from voting as well, as some states had

¹ For more information on Lincoln's use of his former rivals, read *Team of Rivals*, by Doris Kerns Goodwin.

literacy requirements (some of which were eliminated as late as 1965). Property ownership as a requirement for voting was eliminated in 1850.

Additional information from Wikipedia

http://en.wikipedia.org/wiki/U.S._presidential_election,_1860



Vice Presidential Selection – What it took to be VP in 1860 Not All That Different From Today

Today our United States Vice Presidents often serve as the president's representative when the president is unable to attend functions in other countries. They are often selected as running mates to balance the party ticket. This means that a presidential candidate from the north eastern states may select a vice presidential candidate from the south or western area of the country to make persuade voters to vote for them.

As the first person in line to succeed the President should anything happen to him or her rendering them unable to serve, the vice president should have additional qualities as well.

The 12th Amendment to the U.S. Constitution provides that "no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States." So, to serve as Vice President, an individual must be a natural born U.S. citizen not younger than 35, a U.S. permanent resident for at least 14 years, and be eligible for the office of President (the Twelfth Amendment was ratified in 1804).

Hannibal Hamlin, Lincoln's first vice president, was from Maine. Lincoln was from what was considered the frontier, west and south, so Hamlin was a good choice to balance the ticket.

Hamlin agreed with Lincoln's positions: he was strongly against slavery and had pro-union credentials, both of which supported Lincoln's goals for the country.

Hamlin was dropped as Lincoln's second term vice presidential candidate as Maine, his home state, was virtually guaranteed to support Lincoln. Lincoln and his Republican Party looked for another candidate who could help him win in areas where he needed support. They found that candidate in Andrew Johnson, born in North Carolina, he later moved to Tennessee and served in the U.S. Senate. He stayed in the U.S. Senate when Tennessee seceded from the Union, which impressed many. In 1864 the Republican Party, wanting to support Johnson's loyalty, nominated him, a Southerner and a Democrat, for Vice President, which did much to help Lincoln win his second term.



More on Abraham Lincoln!

We found this resource while looking for something entirely different on the Internet. Amazing what's out there... Here you can read old Lincoln books on line! Visit <http://varuna.grainger.uiuc.edu/oca/lincoln/>



Teaching with Historic Places

The National Park Service has a webpage that offers lesson plans using historic sites and landmarks to explore American history. All lesson plans are provide free-of-charge. You may browse the site by location/state, theme, time period, curriculum standards for social studies, or by national standards for history.

Quoting from the site: "Teaching with Historic Places lesson plans turn students into historians as they study primary sources, historical and contemporary photographs and maps, and other documents, and then search for the history around them in their own communities. They enjoy a historian's sense of discovery as they learn about the past by actively examining places to gather information, form and test hypotheses, piece together "the big picture," and bridge the past to the present. By seeking out nearby historic places, students explore the relationship of their own community's history to the broader themes that have shaped this country."

Visit <http://www.nps.gov/nr/twhp/descrip.htm>

The Right to Vote - by Laurie Spieler (Lesson Plan - 4th - 6th grade)

Objectives: To teach students voting requirements, the history of voting requirements in the United States and to stress the importance of the right to vote.

Materials: A copy of the Bill of Rights

Introduction: Initiate a discussion with students of the many instances in our society where voting is used. A presidential election is a likely example. Try to elicit other examples demonstrating the prevalence of voting on many different issues in the U.S. Examples may include; voting for mayor, tax increases, school board members, student council, homecoming king and queen, voting for basketball all-stars, the Oscars and other entertainment awards, etc. Continue with a discussion of the different ways a vote can be taken--by a show of hands, by voice vote or by ballot. Discuss the merits of each method.

Procedure:

1. Ask students to write what they think the requirements are for voting in a presidential election.
2. Ask for ideas, or tell the students the U.S. voting requirements are:
 - you must be a citizen of the United States
 - you must be registered to vote
 - you must be at least 18 years old
3. Using the requirements listed by the students, discuss what additional requirement they think should be instituted. Should people be able to read and write in order to be permitted to vote? Should they have to be older than 18?
4. Discuss the history of voting in the United States. In the colonies, there were religious restrictions on the vote that prohibited Catholics and Jews from voting. One also had to own property to vote in the Colonies. Explain that the Founding Fathers did not set forth voting requirements in the Constitution. It was left up to each individual state. Different states had different voting requirements.
 - Pennsylvania, New Hampshire and Georgia gave the vote to all taxpayers.
 - In South Carolina, you had to own 50 acres of land before being allowed to vote.
 - In North Carolina, white male taxpayers over age 21 could vote, women could not vote, neither could Blacks or American Indians.
5. Ask students why they think these restrictions would have been placed on the right to vote?
6. Ask students to locate the Constitutional Amendments that gave the right to:
 - Black people (15th Amendment, ratified February 3, 1870).
 - Women (19th Amendment, ratified August 18, 1870).
 - 18-year-olds (26th Amendment, ratified July 1, 1971).
7. Tell students that in some presidential elections, less than half of those eligible to vote actually voted. Why do people not exercise their right to vote? Do they feel their vote would not make a difference? Are they not informed on the issues or the candidates? Are they simply lazy? Did they forget to register?
8. How can people be convinced to exercise their right to vote? During the latest presidential campaign, there were television commercials urging people to vote. Some people have suggested giving those who vote a tax credit or some other type of financial incentive. Is this a good idea?

9. Have students make posters urging people to get out and vote.

These lesson plans were researched and developed by Laurie Spieler, a former member of the Committee on Law Related Education who was a grade school teacher before becoming an attorney in private practice.

FYI! In April of 2008, the U.S. Supreme Court ruled that it was Constitutional to require voter identification at polling places. The name of the case is *Crawford v. Marion County Electoral Board*.

<http://www.supremecourtus.gov/opinions/07pdf/07-21.pdf>

Handout: THE BILL OF RIGHTS - Amendments 1-10 of the Constitution

The Conventions of a number of the States having, at the time of adopting the Constitution, expressed a desire, in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added, and as extending the ground of public confidence in the Government will best insure the beneficent ends of its institution;

Resolved, by the Senate and House of Representatives of the United States of America, in Congress assembled, two-thirds of both Houses concurring, that the following articles be proposed to the Legislatures of the several States, as amendments to the Constitution of the United States; all or any of which articles, when ratified by three-fourths of the said Legislatures, to be valid to all intents and purposes as part of the said Constitution, namely:

Amendment I - 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.

Amendment II - A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

Amendment III - No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV - 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.

Amendment V - No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except

in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI - In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

Amendment VII - In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

Amendment VIII - Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX - The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X - The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

A full text copy of the entire U.S. Constitution is available from the National Archives Website. Visit:

http://www.archives.gov/national-archives-experience/charters/constitution_transcript.html





Using Lincoln's Words – Classroom Activity

To bring Lincoln to life, ask your students to write a short story or poem incorporating some of Lincoln's own words. Listed below are a number of famous quotes that have been attributed to Abraham Lincoln.

If you want to be more specific in the assignment, suggest using one of Lincoln's quotes as the moral of a story that your students create.

- When you have got an elephant by the hind leg, and he is trying to away, it's best to let him run.
- I claim not to have controlled events, but confess plainly that events have controlled me.
- Leave nothing for tomorrow which can be done today.
- Nearly all men can stand adversity, but if you want to test a man's character, give him power.
- How many legs does a dog have if you call the tail a leg? Four. Calling a tail a leg doesn't make it a leg.
- What kills a skunk is the publicity it gives itself.
- Whatever you are, be a good one.
- I will prepare and some day my chance will come.
- I don't like that man. I must get to know him better.
- The best thing about the future is that it comes only one day at a time.
- You have to do your own growing no matter how tall your grandfather was.
- Am I not destroying my enemies when I make friends of them?
- Better to remain silent and be thought a fool, than to speak and remove all doubt.
- If you look for the bad in people expecting to find it, you surely will.



**Lawyers in Classrooms ISBA/LEARN
Grant Awarded to Constitutional Rights Foundation**

The Board of Directors of Illinois LEARN, a charitable branch of the Illinois State Bar Association recently approved a grant to the Constitutional Rights Foundation Chicago to support expansion of their existing Lawyers in Classrooms program. The CRFC is a non-profit, non-partisan entity that helps teachers foster critical thinking skills and responsible civic action in elementary and secondary students. Their programs encourage hands-on, creative learning opportunities for students so they can become active and responsible citizens with an understanding of legal and political issues as well as their rights and obligations in a representative democracy.

The pilot program will expand the CRFT Lawyers in Classrooms program to the Champaign-Urbana schools.

The goals of this particular initiative are to:

- Provide elementary and middle school students with opportunities to develop civic knowledge, skills and engagement in American legal and democratic institutions;
- Support elementary and middle school educators with professional development and assistance in civics instruction; and
- Connect elementary and middle school students, educators and schools to the larger community through partnerships with attorney volunteers.

In late Summer 2008, CRFC will conduct two half-day workshops in Champaign, one for participating educators and one for attorney volunteers. At the attorney workshops, CRFC will provide lesson materials and training, as well as contact information and assignments for Champaign schools.

Also funded by this LEARN grant, CRFC will develop a special lesson plan on Lincoln for use in the Lawyers in Classrooms program, as a tool to help in the commemoration of our state's first lawyer president.

For information on the CRFC's Lawyers in Classrooms program, please visit <http://www.crfc.org/programs/lic.php>



Abraham Lincoln National Heritage Area in Illinois

Through the coordinated efforts of two Illinois legislators, U.S. Representative Ray LaHood (R-Peoria) and U.S. Senator Richard Durbin (D), a 42-county section of central Illinois will now be known as the *Abraham Lincoln National Heritage Area*. President Bush signed legislation to fund projects in this area that are meant to “recognize and interpret the distinctive role the region played in shaping the man who would become the 16th President of the United States, and how Abraham Lincoln’s life left its traces in the stories, folklore, buildings, streetscapes, and landscapes of the region.”

The 42 counties include Adams, Brown, Calhoun, Cass, Champaign, Christian, Clark, Coles, Cumberland, Dewitt, Douglas, Edgar, Fayette, Fulton, Greene, Hancock, Henderson, Jersey, Knox, LaSalle, Logan, Macon, Macoupin, Madison, Mason, McDonough, McLean, Menard, Montgomery, Morgan, Moultrie, Peoria, Piatt, Pike, Sangamon, Schuyler, Scott, Shelby, Tazewell, Vermillion, Warren and Woodford.



Get Ready For Summer Vacation Reading!

Get your students ready for the Abraham Lincoln birthday celebrations in 2009 by providing a reading list of books on Lincoln. Reading lists are available at http://www.lincolnbicentennial.gov/learning-about-lincoln/for-teachers/default.aspx?ekmense1=c580fa7b_14_96_btnlink

Reading resources are listed by age group and are divided into fiction and non-fiction categories.



**2007-2008 Illinois State Bar Association
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