



September/October 2008



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.

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>

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2009 ISBA High School Mock Trials

The 2009 Illinois State Bar Association High School Mock Trial Invitational will be held on Friday and Saturday, March 20 and 21, 2009 at the University of Illinois at Springfield, Public Affairs Center.

A mock trial is a simulation of a judicial proceeding, that is, the actual enactment of a trial of either a civil or criminal case. Participation in mock trials provides students with an insider's perspective of courtroom procedures. Mock trials also serve to help students gain a basic understanding of the legal mechanism through which our society resolves many disputes; help students develop critical thinking skills, oral advocacy skills and understanding of a substantive area of law; help students better understand the roles of persons in the justice system--leading to a greater understanding and respect; provide a vehicle for the study of fundamental law-related concepts such as authority and fairness.

Mock trials can provide students with invaluable, practical experience with courts and trials, which enhances their knowledge and appreciation of our system of justice, while encouraging teamwork, following rules, and developing a range of communication skills and personal confidence.

For a full set of registration materials and additional information on the program, including the rules that must be followed (**and which have been revised and updated**), please visit <http://www.isba.org/Sections/mocktrialinfo.html>

Also available at that website are cases we've used in the past. If you aren't interested in participating in the High School Mock Trial Invitational, these materials may still be of interest for classroom use.

ISBA Lawyers in Classrooms

As part of the ISBA's initiative to make a difference in the lives of Illinois students, and to assist in expanding diversity in the legal profession, lawyers are going back to school to speak to students on law-related topics. We have created an informal program that provides ways for Illinois teachers to search an ISBA volunteer database to find lawyers in their areas who are willing to speak on specific subjects. The on-line resource lists volunteers by county and indicates the topics they are willing to speak about in classrooms. A partial list of those topics includes:

- Abraham Lincoln and other famous lawyers in Illinois (grade school)
- Becoming a Lawyer (junior high and high school levels)
- Becoming an Adult



- Careers in the law (high school level)
- Constitution/Bill of Rights issues (junior high and high school levels)
- Consumer issues/Contracts and responsibility (high school level)
- Current events: law-related issues in the news
- Diversity – the law is on your side (middle and high school)
- Drugs, Guns and Safety issues in schools (junior high and high school levels)
- Employment issues (high school level)
- Environmental issues – how to “green” your classroom
- Establishing good credit...and keeping it (high school)
- Fairy Tales and the Law (using mock trial fairy tales to teach about the law (grade school)
- Famous trials
- First amendment as it relates to schools and students
- Fourth amendment as it relates to schools and students
- How real are lawyers on TV and Film? (high school)
- Marriage and family law (high school level)
- So what if I’m arrested? What’s the worst that can happen? (middle and high school)
- The Adversarial System/steps in the trial process
- The Court System and its role in government (middle and high school)
- The importance of Rules and Authority (grade school)
- The Juvenile Justice System
- The Law School Experience (high school and college)
- Traffic Laws and Courts (high school level)
- Working your way through college (high school)

Typical classroom presentations should last for 30-60 minutes and should be on topics that the teachers wish discussed or enhanced by the participating ISBA volunteer.

The website also includes a guide for use by volunteer lawyers and/or teachers. The guide has discussion suggestions and additional resources from ISBA and other entities. Visit <http://www.isba.org/lawyersinclassrooms/>

Lincoln-Related Places to Visit in and around Springfield



Whether you come to Springfield, Illinois for the High School Mock Trial Invitational or for other reasons, we hope you will take time to visit some of the Lincoln sites here and in the area. There are plenty! Visit some of the following by clicking here <http://www.visit-springfieldillinois.com/Lincoln/sites.asp>



- Lincoln's Home – the only home he ever owned is in Springfield and is part of the National Park Service. <http://www.nps.gov/liho/>
- The Depot – Lincoln made his last speech to his friends in Springfield as he departed for Washington, D.C. from this location. <http://www.nps.gov/features/liho/depot/depot01.htm>
- Lincoln's Law Office http://www.illinoishistory.gov/hs/Lincoln_herndon.htm
- Old State Capitol http://www.state.il.us/HPA/hs/old_capitol.htm
- Lincoln's Tomb http://www.illinoishistory.gov/hs/lincoln_tomb.htm
- New Salem Village – State Historic Site <http://www.lincolnsnewsalem.com/>
- Presidential Library and Museum <http://www.alplm.org/home.html>
- Museum of Funeral Customs <http://www.funeralmuseum.org/index-2.html>
- Lincoln Memorial Gardens <http://www.lmgnc.org/>

And for something a little different, visit

- the Looking for Lincoln website, that offers additional options and information <http://www.lookingforlincoln.com/>
- there's a Lincoln Ghost Tour in Springfield as well (seasonal) <http://www.springfieldwalks.com/>

Springfield Convention & Visitors Bureau
 109 North 7th Street, Springfield, IL 62701
 800.545.7300 or 217.789.2360
<http://www.visit-springfieldillinois.com/About/>



I like to see a man proud of the place in which he lives. I like to see a man live in it so that his place will be proud of him. A. Lincoln

Lincoln's Civil War

Not only did Lincoln have to deal with the country splitting apart, he had to deal with Generals who didn't do what he asked them to do, and he had to suffer the death of his son, Willie, in 1862, and his wife's overwhelming grief.

Here are a few suggested Civil War Films that depict aspects of Lincoln's Civil War (all are available on DVD via Amazon.com):

Aftershock – Beyond the Civil War (History Channel – 2006)
 Andersonville (1996)
 Cold Mountain (2003)
 Friendly Persuasion (1956)
 Gettysburg (1993)
 Glory (1989)
 Gods & Generals (2003)



Gone With the Wind (1941)
Ken Burns' The Civil War (1990)
Oldest Living Confederate Widow Tells All (1994)
Pharaoh's Army (1995)
Red Badge of Courage (1951)
Shenandoah (1965)
Sommersby (1993)
The History Channel Presents the Civil War (1999)
The Horse Soldiers (1959)
Wicked Spring (2007)

The Staff of Lincoln Library, the public library of Springfield, has produced a recommended reading list, "A Country Divided: Civil War Novels." The list is provided below, reprinted with permission.

While the books below represent the complete Recommended Reading list from the Springfield's public library, it certainly isn't a complete list of Civil War reading opportunities. Teachers should be aware that some of the books listed contain adult language or situations, violence and may not be appropriate for all ages.

- *The Black Flower*, by Howard Bahr: In a tale of Civil War carnage, a young Confederate rifleman, Bushrod Carter, and his battle-weary mates encounter fresh Union troops outside Franklin, Tennessee, one fine November afternoon.
- *Where I'm Bound*, by Allen B. Ballard: An escaped slave, Joe Duckett, joins the Union army during the Civil War, becomes a hero in a black cavalry regiment, and searches for his family as the war draws to an end.
- *March*, by Geraldine Brooks: "As the North reels under a series of defeats during the first years of the Civil War, one man leaves behind his family to aid the Union cause. His experiences will change his marriage and challenge his ardently held beliefs." Readers will experience the Civil War through the eyes of Mr. March, the absent father in Louisa May Alcott's *Little Women*.
- *The Silent*, by Jack Cann: Fourteen-year-old Mundy McDowell, who witnesses the horrific slaying of members of his own family during the American Civil War, comes of age and searches for a new beginning.
- *The March*, by E. L. Doctorow: Union General William Tecumseh Sherman's devastating march through Georgia and the Carolinas during the final years of the Civil War has a profound impact on the outcome of the war.
- *Grant Speaks*, by Ev Ehrlich: Writing his memoirs just before his death, Ulysses S. Grant reveals some startling truths about his own identity, West Point career,



drinking, fellow Civil War generals on both sides of the conflict, the assassination of Abraham Lincoln, and the course of the Civil War.

- *Gettysburg*, by Newt Gingrich: A fictionalized account of an alternate American Civil War, based on five years of research, considers how history might have transpired if General Robert E. Lee had won the Battle of Gettysburg in 1863.
- *The Stars of the South*, by Julian Green: English-born Elizabeth Escriidge Jones copes with the disapproval of Savannah society and marries her cousin, Confederate officer Billy Hargrove.
- *The Better Angels of our Nature*, by S.C. Gylanders: Just prior to the battle of Shiloh, Union General William T. Sherman stumbles upon a young boy calling himself Jesse Davis, who claims that he has come to serve Sherman, but others begin to suspect that Jesse is not who he says he is.
- *The Emancipator's Wife*, by Barbara Hambly: In 1865, in the wake of her husband's assassination, Mary Todd Lincoln struggles to cope amid the animosity and confusion that surrounds her, in a historical novel that captures the sage of one of the most misunderstood women in American history.
- *The Widow of the South*, by Robert Hicks: A story based on the true experiences of a Civil War heroine finds Carrie McGavock witnessing the bloodshed and the Battle of Franklin, falling in love with a wounded man, and dedicating her home as a burial site for fallen soldiers.
- *Henry and Clara*, by Thomas Mallon: Stepsiblings Henry Rathbone and Clara Harris sit in President Lincoln's box on the night he is assassinated. The experience has a profound impact on their lives as they marry and begin a new life together.
- *Mary*, by Janis Cooke Newman: While residing in Bellevue Place Sanitarium, Mary Todd Lincoln shares her life story from her childhood in Kentucky in a slaveholding Southern family to her marriage to Abraham Lincoln and beyond.
- *The Glory Cloak*, by Patricia O'Brien: In 1858, orphan Susan Gray arrives in Concord, Massachusetts, to live with her cousin, Louisa May Alcott, and her family. She travels with Louisa to work as a volunteer nurse at the infamous Union hospital in Washington, D.C. After the war, Susan joins Clara Barton on her search for missing soldiers.
- *Coal Black Horse*, by Robert Olmstead: When Robey Child's mother experiences a premonition about her husband, a Civil War soldier, she sends her only son to retrieve his father from the battlefield. Accompanied by a horse that will become



his only companion, Robey makes his way through the destruction of war searching for his father.

- *Fire on the Waters: A novel of the Civil War at Sea*, by David Poyer: Joining the navy during the Civil War against his father's wishes, banker's son Elisha Eaker serves under Lieutenant Ker Claiborne, who has worked with the military's anti-slavery patrols and is forced to choose between loyalties to his home and his career.
- *A Country of Our Own*, by David Poyer: Reaching the agonizing decision to join the Confederate States Navy, Abolitionist Lieutenant Ker Claiborne works to destroy a ship in order to undermine Union finances and experiences confrontations with fellow officers.
- *That Anvil of our Souls*, by David Poyer: A third volume of the Civil War naval series is set against a backdrop of one of the conflict's most historic military engagements on the sea. Engineer Hubbard compromises his integrity to improve his financial situation while his wife Catherine endures the loss of her daughter and her husband's impending execution.
- Series: *Manassas; Shiloh, Antietam; Chancellorville; Vicksburg; Gettysburg; Chickamuga; Shenandoah, Savannah, Appomattox*, by James Reasoner: In a ten-part story of the Brannon family, readers experience how war affects each family member individually. There is special emphasis on the boys who enlist, and how their farm becomes a battlefield.
- *Booth*, by David Robertson: D.W. Griffith asks John H. Surratt to reveal his role in the assassination of Abraham Lincoln. In 1916, Surratt looks back drawing from his diary to recall his involvement with John Wilkes Booth and the fateful day the President was shot.
- *Freedom*, by William Safire: Lincoln suspends habeas corpus at the beginning of the Civil War and events unfold until he signs the Emancipation Proclamation.
- *The Killer Angels*, by Michael Shaara: The author brings the Battle of Gettysburg and the Civil War to life by using the alternating views from the officers of both sides of the conflict.
- *Gods and Generals*, by Jeff Shaara: A fascinating portrayal of a depressing time in U.S. history, told from the perspectives of the generals involved in strategic campaigns.
- *The Last Full Measure*, by Jeff Shaara: Concluding the Civil War trilogy that began with his father Michael's Pulitzer-winning *The Killer Angels*, Shaara chronicles Lee's retreat from Gettysburg and his valiant efforts to defend northern Virginia against Grant's superior forces.



- *Love is Eternal*: A novel about Mary Todd and Abraham Lincoln, by Irving Stone: A domestic look at the marriage of Mary Todd Lincoln and her husband Abraham from Springfield to Washington.
- *Abe*, by Richard Slotkin: Abraham Lincoln travels on a journey down the Mississippi by flatboat, encountering slavery and violence first hand.
- *The Fires of Pride*, by William R. Trotter: A novel chronicles the events of the Civil War in the South following the disaster at Gettysburg, focusing on the clash between Union and Confederate ironclads that not only affected the outcome of the war, but changes the course of warfare.
- *Fort Pillow: A novel of the Civil War*, by Harry Turtledove: A tale based on the events of the controversial 1864 Fort Pillow Massacre traces the Confederacy attack against the mixed-race Union garrison at Fort Pillow, a battle led by ruthless cavalry commander Nathan Bedford Forrest that resulted in the deaths of many African-American soldiers.
- *Lincoln*, by Gore Vidal: Abraham Lincoln overcomes almost insurmountable odds to show his leadership during the Civil War.

Informational Note:

Here's a chronology of Lincoln's war years:

<http://www.historyplace.com/civilwar/index.html>



No state upon its mere motion can lawfully get out of the Union; resolves and ordinances to that effect are legally void. A. Lincoln

Slavery and the Underground Railroad - Discussion Guide

As a first step to opening discussions on slavery, ask students to define the words slavery and slave.

Slavery - From Wikipedia, the free encyclopedia: "Slavery" (also called thralldom) is a social-economic system under which certain persons — known as slaves — are deprived of personal freedom and compelled to work. Slaves are held against their will from the time of their capture, purchase, or birth, and are deprived of the right to leave, to refuse to work, or to receive compensation (such as wages) in return for their labor. As such, slavery is one form of unfree labor. In its narrowest sense, the word slave refers to people who are treated as the property of another person, household, company, corporation or government. This is referred to as chattel slavery. <http://en.wikipedia.org/wiki/Slave>



After you have a working definition from the students, read them the definition from Wikipedia and see if their definition matches. If not, ask them why their definition is different. Was it a broader or narrower definition? Ask if their definition of slavery and slave was based on what they already know about the Civil War and slavery in the United States.

Ask if the students were aware that the United States isn't the only country that has a history of slavery. Teachers may wish to visit the Wikipedia site for global slavery statistics at http://en.wikipedia.org/wiki/Slavery#Current_situation. This site estimates that there are over 200 million people currently enslaved worldwide.

There are many myths and misconceptions about slavery. Visit Digital History at http://www.digitalhistory.uh.edu/historyonline/slav_fact.cfm for lists. Here are some samples of the myths and facts that are listed at the Digital History website:

- Myth: Slavery in the non-western world was a mild, benign, and non-economic institution.
Fact: Slaves were always subject to torture, sexual exploitation, and arbitrary death.
- Myth: Slavery was an economically backward and inefficient institution.
Fact: Many of the most progressive societies in the world had slaves.
- Myth: Slavery was always based on race.
Fact: Not until the 15th century was slavery associated primarily with people of African descent.
- Myth: Slaves engaged almost exclusively in unskilled brutish field labor.
Fact: Much of the labor performed by slaves required high skill levels and careful, painstaking effort.
Fact: Masters relied on slaves for skilled craftsmanship.

Explain that Abraham Lincoln felt strongly that slavery in the United States should be halted as new territories and states were added to the Union. He thought that stopping expansion was the surest way to stop slavery and could avoid a war between the states.

Ask students to think of ways that Lincoln and the government could have ended slavery, without going to war. Do they think it was possible? Was war inevitable?

Consider the following suggestions. Would they work to end slavery, but keep the Union? Think of at least one pro and one con position for each suggestion. Consider splitting the class in half and make one side represent Southern interests (keeping slavery) and one side represent the Northern interests (abolishing slavery). Suggestions to consider:



- Pass a Constitutional Amendment to allow the national government a greater role in controlling slavery.
- Provide economic support to Southern plantation owners so they are more financially able to free their slaves and pay them wages.
- Let the slave states secede from the United States and form their own country and then place strict economic sanctions on trade to punish those states that left. This may get them to abolish slavery.
- Let the slaves know that they will be considered “free” if they can make it on their own to a free state. They won’t be returned to their “owners.” Federally fund the Underground Railroad.
- The government should buy as many slaves as possible and then set them free, letting them repay their purchase price over the years as they are able. Perhaps the government could accept financial donations from abolitionists willing to help with this project.¹
- Start slow and pass laws that force slave owners to provide health care, education and safe housing, as well as compassionate care to all slaves. Make it illegal to physically abuse a slave. In other words, make it more expensive to keep slaves. That should reduce the numbers and get the slave owners to “hire” people rather than rely on slavery.
- Heavily tax all slave auction sales and profits made from the sale of slaves and use the funds to better the lives of the slaves or establish a fund that would help them buy their freedom.
- Require licenses for any person who wishes to buy or sell slaves. Charge a high fee for the license and make the license holder provide standard levels of care for the slaves being sold. Must provide adequate housing, clothing, food, water and health care while the slaves are in his/her care.
- Enact a law that states that any child born after a certain date will be considered free and be allowed to stay with his or her parents.
- Enact a law that states that all families must be allowed to stay together and not be sold or separated by owners.
- Form a governmental agency overseeing all slave affairs to ensure fair and equitable treatment of all until such time as they can be freed and replaced by paid workers.
- Hold a national convention, with representatives from each state who will be charged with finding a peaceful settlement of the slavery issue

¹ Lincoln actually did propose paying \$400 per slave during the second year of the Civil War as a way to end the dispute and ensure that the slaves would be freed. Letter to Illinois Sen. James A. McDougall dated March 14, 1862. He called this “emancipation with compensation” proposal. Lincoln suggested that each of the states, in return for payment from the Government at the \$400 per slave rate, might set something like a 20-year deadline for abolishing slavery. Letter is in the archives at the University of Rochester, NY.

<http://www.library.rochester.edu/index.cfm?PAGE=379>



within a reasonable amount of time. This national convention will be prohibited from considering dividing the United States.

- Establish a national deadline for ending slavery and let slave owners decide on their own how to comply.

For a comprehensive list of lesson plans on slavery available on line, visit http://www.slaveryinamerica.org/history/hs_lessonplans.htm

National Geographic has a webpage dedicated to explaining the Underground Railroad, <http://www.nationalgeographic.com/railroad/j1.html>



Whenever I hear anyone arguing for slavery, I feel a strong impulse to see it tried on him personally. A. Lincoln

What Else Did Lincoln Do?

Pretty much everyone knows that Mr. Lincoln was born in a log cabin and was known for his honesty. We know that President Lincoln held the United States together during the Civil War, put an end to slavery through the Emancipation Proclamation, and was assassinated by John Wilkes Booth. Mr. Lincoln's on our one cent piece and our five dollar bill. And we know that he declared Thanksgiving as a national holiday.

What else did Lincoln do during his presidency that we might not know so much about?

One of the things President Lincoln did while in office was sign the Homestead Act in 1862. This legislation granted ownership of 160 acres of land in the West to anyone who settled and farmed the land for five years. This legislation did much to help settle the Midwest and western states.

Also in 1862, President Lincoln signed into law an act establishing the United States Department of Agriculture. Lincoln said, in his first annual message to Congress in 1861: "Agriculture, confessedly the largest interest of the nation, has not a department nor a bureau, but a clerkship only, assigned to it in the Government. While it is fortunate that this great interest is so independent in its nature as to not have demanded and extorted more from the Government, I respectfully ask Congress to consider whether something more can not be given voluntarily with general advantage.... While I make no suggestions as to details, I venture the opinion that an agricultural and statistical bureau might profitably be organized." The resulting act signed by Lincoln was so broadly



written and well conceived that it has remained the basic authority for the Department of Agriculture to the present time.

Legislation granting land in the western portion of the country, and providing for payments for the construction of the Union Pacific-Central Pacific railroad was signed by Lincoln in 1862. This helped to complete a rail connection between the Atlantic and the Pacific and greatly enhanced western settlement.

Lincoln also signed into law the Morrill Land Grant College Act which called for donating public land to the States to be used for colleges of agriculture and the mechanical arts. Signed into law in 1862, every State accepted the terms of the act and established one or more such institutions.

Lincoln also signed the National Banking Act, which established a national currency for the whole country. When Lincoln became President, each state could have its own currency and its own banking system. Lincoln supported uniformity and this Act helped citizens of each state feel more like members of a United States of America.

Lincoln and his cabinet also worked to create the Freedmen's Bureau, which was created as a government social service program to help freed slaves become self-sufficient and self-supporting, leading to full participation as citizens.

Lincoln also established what is now known as the Secret Service. Lincoln first used the private services of the Pinkerton Agency as security.

Lincoln was the first Commander in Chief to commission non-Christian military chaplains. He appointed the first Jewish Chaplain during the Civil War.²

Lincoln also, in 1862 instituted the first income tax in American history. This was later found to be unconstitutional, until the 16th Amendment was ratified.



If we never try, we shall never succeed. A. Lincoln

² Mario Cuomo, "Why Lincoln Matters," 2004



Lincoln Replaced 3 Justices From Majority In *Dred Scott*³

By Stephen Anderson

During his relatively brief, 49-month tenure as U.S. president, Abraham Lincoln had opportunities to appoint a disproportionately large complement of five Supreme Court justices. Among the sitting justices he was destined to replace were three who had voted with the majority 150 years ago in *Dred Scott v. John Sandford* (court records misspelled Sanford). Historians believe the decision contributed significantly to Lincoln's election.

The case involved a Missouri slave who had lived for more than nine years in the free territory of Illinois, then returned to St. Louis and attempted unsuccessfully to obtain his freedom from the widow of his former owner. A St. Louis court ruled in favor of Scott's freedom in 1850, but the members of the former owner's family, Irene Sanford Emerson and John Sanford, appealed. The matter proceeded to federal district court and, ultimately, to the Supreme Court. *Scott v. Sandford* was argued in December 1856, and the 7 to 2 decision was announced March 6, 1857. The court ruled that Dred Scott was a non-citizen, had no legal rights, and remained enslaved.⁴

Harriet Beecher Stowe's novel, "Uncle Tom's Cabin, Or Life Among the Lowly," had been published five years earlier, arousing public sentiment against slavery.

The Scott ruling split the Democratic Party into northern and southern factions and made it possible three years later for a Republican, Abraham Lincoln, to defeat three candidates of the splintered opposition.

Lincoln assails slavery - Abraham Lincoln had delivered his first major speech against the Scott decision on June 26, 1857, in the Illinois House of Representatives. He noted a difference in the respective courses of the two political parties. In Lincoln's words, "The Republicans inculcate, with whatever of ability they can, that the negro is a man; that his bondage is cruelly wrong, and that the field of his oppression ought not to be enlarged. "The Democrats deny his manhood; deny, or dwarf to insignificance, the wrong of his bondage; so far as possible, crush all sympathy for him, and cultivate and excite hatred and disgust against him ..."

During the next year, in which Lincoln debated and campaigned against Stephen A. Douglas for election to the U.S. Senate, he gave more than 60 speeches that touched on the divisive issue of slavery.

³ Originally published March 2007 in the *Illinois Bar News*. Reprinted with permission.

⁴ The Dred Scott decision raised serious questions about the Government's ability to limit the expansion of slavery in territories and states.



He was a popular speaker throughout the country in 1859 and 1860, promising to see that the Scott ruling was overturned, and he was elected president on Nov. 6, 1860.

South Carolina seceded from the union on Dec. 20, and the Confederate States of America was formed Feb. 4 – one month before Lincoln was inaugurated on March 4, 1861.

Three seats vacated - The new president was faced immediately with three Supreme Court vacancies. They included that of John McLean, one of two dissenters from the Dred Scott decision, who had died in April 1861. The others were of Peter Vivian Daniel, who died in May 1860, and John Archibald Campbell, who resigned to join the Confederacy. Both had sided with the Scott majority. Lincoln replaced them with Noah Haynes Swayne, Samuel Freeman Miller and David Davis, his former colleague and judge who subsequently was president of the Illinois State Bar Association in 1884.

In 1863, Congress authorized a 10th seat on the Supreme Court, and Lincoln filled it with Stephen Johnson Field.

Then in 1864, Chief Justice Roger Brooke Taney, author of the opinion that was a stepping stone to Lincoln's election, died Oct. 12. Lincoln nominated Salmon Portland Chase, who was confirmed as chief justice on Dec. 6 by a Senate voice vote.

John Catron, another member of the Scott majority, outlived Lincoln by 45 days, dying May 30, 1865. Three others – James Moore Wayne, Samuel Nelson and Robert Cooper Grier – served on the court for a few more years.

Scott freed too late - Born in Virginia about 1799, Dred Scott was the property of Peter Blow, who moved to Missouri in 1830. Financial problems caused Blow to sell Scott to John Emerson, a military surgeon who traveled in Illinois and Wisconsin.

Scott had married Harriet Robinson, also a slave, and they had two daughters, Eliza and Lizzie. Emerson died in 1843, and the Scotts sued his widow, Irene Sanford Emerson, three years later.

Irene Emerson remarried soon after the Supreme Court ruling ended the 11-year legal battle, and returned the Scott family to Taylor Blow, a descendant of the original owner. Blow granted freedom to the Scotts in May 1857.

Dred Scott died in September 1858 of tuberculosis, a free man but still without any legal protection. He was interred in Calvary Cemetery, St. Louis, where visitors often leave Lincoln pennies on his marker. His wife is buried in Greenwood Cemetery.



On Feb. 1, 1865, Illinois became the first state to ratify the 13th Amendment, abolishing slavery. The law had been enacted the previous day by the U.S. House, 119 to 56, and signed by President Lincoln.

Top Ten Courtroom Dramas Announced

Top Ten lists are always popular. We thought you might like to know that the American Film Institute has released its top ten courtroom dramas:

1. To Kill a Mockingbird
2. 12 Angry Men
3. Kramer vs. Kramer
4. The Verdict
5. A Few Good Men
6. Witness for the Prosecution
7. Anatomy of a Murder
8. In Cold Blood
9. Cry in the Dark
10. Judgment at Nuremberg

And, hot on the heels of the American Film Institute's list, the American Bar Association published an article listing "The 25 Greatest Legal Movies: tales of lawyers we've loved and loathed," by Richard Brust, ABA Journal, August 2008. *To Kill a Mockingbird* is first on the ABA's list! To read the article, visit <http://www.abajournal.com/magazine/>

Please note: If you plan on using any of the films mentioned in this newsletter in classrooms, teachers should view the film first to determine if it contains appropriate content for the age group you are teaching.



We dare not disregard the lessons of experience. A. Lincoln

Lincoln Freedmen Memorial

Among the hundreds of statues and portraits of Abraham Lincoln stands a statue commissioned by emancipated African Americans as a memorial to President Lincoln, recognizing him as the person who signed the Emancipation Proclamation, thus ending slavery in this country. The statue, sculpted by Thomas Ball, was dedicated in 1876 in Washington, D.C. Frederick Douglass offered the dedication speech. The statue is meant to be a depiction of a former slave named Archer Alexander, who was the last slave captured in Missouri under the fugitive slave law. Those who commissioned the statue wanted a



work that would show a slave breaking his own chains, one who worked hard to achieve his own freedom, as Alexander was.

View the statue here:

http://www.learner.org/channel/workshops/primarysources/emancipation/docs/lfmemorial_1.html

Frederick Douglass didn't like the statue and felt that it had failed to depict what the emancipated African Americans who funded the work had wanted. He felt it was a statue that honored Lincoln, and was very slanted toward the white side of the story, rather than recognizing the efforts of the slaves to take control of their own destinies by becoming fugitives and risking their lives.

Ask the students to view the statue and discuss how the statue makes them feel.



I am a firm believer in the people. If given the truth, they can be depended upon to meet any national crisis. The great point is to bring them the real facts.

A. Lincoln

Field Trips to See Lincoln Collections! *By LRE Committee member Yvonne O'Connor.*

What better way to celebrate this 200th Birthday "Year of Lincoln" than to get out and view some of the wonderful collections in our own state? Below are some of the major collections around the state along with a description of what the collection entails and contact information for each.

Chicagoland Area: The University of Chicago maintains the William E. Barton Collection of Lincolniana in the Special Collections department of the Joseph Regenstein Library at its campus in Hyde Park. William Barton was a Reverend who spent a great deal of time lecturing and writing about Abraham Lincoln. After his death in 1930, the University acquired his vast collection, including manuscripts, letters, autographed speeches and other materials, in 1932. The book portion of the collection has been added-to and expanded over the years and the collection now has its own room in the Department. For further information on this collection, please contact:

Special Collections Research Center
University of Chicago Library
1100 E. 57th Street



Chicago, Illinois 60637
SpecialCollections@lib.uchicago.edu

Central Illinois: Bradley University, in Peoria, IL also has a collection of about 2,500 items related to Abraham Lincoln. This includes letters he wrote as well as a journal he kept while running for Senate in 1855. The Cullom-Davis Library also houses a large number of books and pamphlets from Martin Houser, known as a leading authority on Lincoln. Houser collected duplicates (in the same edition) of every book Lincoln was known to have read! For more information call 309-677-2850.

Illinois State University, in Normal, IL houses the Harold K. Sage Lincoln Collection. Mr. Sage donated this collection to the University in 1979 as a “working Lincoln library” consisting of over 2,600 books and pamphlets. Sage was inspired to create a collection of his own after visiting Bloomington-Normal’s library housing the Isaac N. Phillips Lincoln collection in 1919. The collection is expanded regularly to keep it “current” as directed by Mr. Sage. For information on viewing this collection, contact the Milner Library at Illinois State University at 309-438-4351.

The largest display and collection of all things Lincoln would have to be at the Presidential Library and Museum in Springfield. Here, visitors can take advantage of rotating exhibits, a location in the heart of our capital, where Lincoln practiced and lived and a live presentation/show. Student admission is \$7, but group rates are available. Visit PresidentLincoln.org to get more information and to plan your visit!

The University of Illinois (Urbana-Champaign) also has a collection of print and manuscript materials related to Abraham Lincoln. The collection was recently moved to allow the entire scope of over 25,000 volumes, 2,000 cubic feet of manuscripts and other materials to be in the same location. For information, E-mail: IHLC@library.uiuc.edu.

Hours: Mon.-Fri., noon - 5pm
Telephone: (217) 333-1777
Mailing Address: 422 Library 1408 West Gregory Drive, Urbana, IL 61801

The Museum of Funeral Customs in Springfield, IL has an exhibit and information on the embalming process used on President Lincoln to allow the President to lie in State in several cities as the funeral train traveled to Washington. Because of the way in which he died, special efforts were needed to preserve the body and allow his face to be visible to the public. Records indicate that over 1 million people stood along the railroad tracks to view the train. The Museum also has a mock-up of the President’s tomb, with the famous inscription, “Now he belongs to the ages”.



Lincoln, IL boasts one of the “top ten Lincoln-related sites in Illinois” according to “Illinois-NOW!” travel magazine. The Lincoln College Museum received this accolade in 2004 as the museum at the only college named after Abraham Lincoln, housing a collection that began in 1940 with the private holdings of Judge Lawrence Stringer. The college was founded in 1865 and the museum was built according to the instructions of Judge Stringer in his will. Admission to the museum is free and the website (www.lincolncollege.edu/museum) contains a virtual tour of the museum. The museum encourages classroom visits and will coordinate personalized tours including presentations. For more information, call 217-735-5050.

Elsewhere: The Lincoln Studies Center at Knox College in Galesburg, IL is “dedicated to the study of the life and work of Abraham Lincoln”. The Center puts on a variety of exhibits and programming to reach this goal and its co-director, Douglas L. Wilson, won the 2006 Lincoln Award for his own book on Lincoln entitled, “Lincoln’s Sword: The Presidency and the Power of Words”. For more information on programming at the Center, contact lincolnstudies@knox.edu or call 309-341-7020.

Charleston, IL is famous for being the site of one of the Lincoln-Douglas debates. To commemorate this historical event, the town erected a museum which also showcases a life-size statue of each of the men. The museum is open 9:00-4:00 everyday. The town will also host a 150th celebration of the event over the September 20-21st weekend with many events and tours planned. For more information on any of Charleston’s offerings, call 217-348-0430.

The Evans Public Library, in Vandalia, IL is home to a collection of historical books and items relating to Lincoln. Vandalia is the oldest state capital (1836-1839) where Lincoln served in the legislature. It was during this time that Lincoln began practicing law. The historical statehouse, built in 1836 can also be toured either independently or with a guide to explain the numerous exhibits there. Over 30,000 visitors a year come to the old capitol building, which charges no admission fee. For more information on the capitol, call 618-283-1161. For information on the Library, call 618-283-2824.

As the year of celebration and remembrance continues, there are bound to be more and more exhibits and events. A good source for checking into upcoming options for trips can be found at the Lincoln online site of: <http://showcase.netins.net/web/creative/lincoln.html> . This site lists local and national events.

Harry Potter Books teach about law, diversity and ethics



Ok, it's not all about Mr. Lincoln. You can use another popular character to teach about important issues like diversity, bullying, human rights, citizenship, ethics, law and more. Visit <http://www.test-e.co.uk/citizenship/harrypotter/home.htm> for a range of activities, discussion topics and resources developed in the United Kingdom but useful in U.S. Classrooms as well.

School-Related Legislation Enacted

Here are just two that have recently been signed by the Governor:

Public Act 95-737 amends the School Code to exempt a sixth grader from being forced to get another health examination if the child was examined within one year before entering the fifth grade for the 2007-08 school year. Effective July 16, 2008.

Public Act 95-756 creates an additional safety precaution for school bus drivers at railroad crossings. Drivers will be required to open the service door and the driver's window in addition to other safety precautions already required. Effective January 1, 2009

ABA Announces Law Day 2009 Theme

A Legacy of Liberty - Celebrating Lincoln's Bicentennial

2009 marks the bicentennial of the birth of Abraham Lincoln, regarded by many as our nation's greatest and most eloquent president. Lincoln, who devoted much of his adult life to the practice of law, was the quintessential American lawyer-president. His background in the law informed both his actions and his oratory.

For Law Day 2009, the ABA along with the Illinois State Bar Association, encourages efforts nationwide to commemorate Lincoln by exploring this rich and resonant theme – *A Legacy of Liberty*.

Visit www.lawday.org to download the 2009 brochure, and visit often over the next few months for updates and additional resources to assist you in your Law Day 2009 planning.



ABA launches Election Information Website

The American Bar Association is making an effort to make sure information is available on voting rights and responsibilities in all 50 states prior to the November elections. Visit www.abavoteinfo.org

There are free lesson plans for teachers posted, by age group, as well as information by state. There's even a link to register to vote.

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We encourage you to forward this publication to others who would be interested.

This and other editions of the ISBA's LRE Newsletter are available on-line at

<http://www.isba.org/Sections/lrenewshome.html>





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