



LAW-RELATED EDUCATION

The Newsletter of the ISBA's Standing 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 emphasizing Abraham Lincoln to help teachers enjoy celebrations of the 200th anniversary of his birth. All editions are archived at <http://www.isba.org/Sections/lrenewshome.html>

<p>ILLINOIS STATE BAR ASSOCIATION 2009 HIGH SCHOOL MOCK TRIAL INVITATIONAL – WINNERS ANNOUNCED</p>



To commemorate the 200th anniversary of Abraham Lincoln's birth, the Illinois State Bar Association's Standing Committee on Law-Related Education for the Public crafted a mock trial case that brought to life a Lincoln-era case, and one for which Lincoln himself served as counsel to a man accused of murder. The case was *People v. Armstrong* (1858), also known as the Almanac Trial because Lincoln used a *Farmer's Almanac* to discredit one of the witnesses testifying against his client.

Students from across Illinois gathered in Springfield at the University of Illinois campus to argue both sides of the case with a very specific challenge. They had to prove or disprove Armstrong's guilt without using the *Farmer's Almanac*.

We are pleased to announce the teams that achieved the highest scores after presenting both prosecution and defense, as well as taking the written law exam.

The top eight finalist teams were from the following schools (in alphabetical order):



Chicago Christian, Palos Heights
Glenbard East, Lombard
Highland Park, Highland Park
St. Charles East, St. Charles

Evanston Township, Evanston
Glenbard South, Glen Ellyn
Hinsdale Central, Hinsdale
Timothy Christian, Elmhurst

After a final trial, the winners were announced:

1st Place - Hinsdale Central High School, Hinsdale
**2nd Place Tie – Glenbard East High School, Lombard and
Glenbard South High School, Glen Ellyn**
3rd Place – Chicago Christian High School, Palos Heights

Winner of the **Written Law Exam: Hinsdale Central High School** had the highest team average and they also had a student who achieved a perfect score on the law test: **Biren Bhansali**.

Winners of the Abraham Lincoln Civility and Professionalism Awards, implemented this year in honor of Abraham Lincoln, the lawyer, and to recognize teams who exhibit a high degree of civility and professionalism. (For this award, teams included teachers, lawyer coaches and parents and friends attending the event.)

The following schools received the **Abraham Lincoln Civility and Professionalism Award**:

Carmel Catholic High School, Mundelein
Chatham Glenwood High School, Chatham
DeLaSalle Institute, Chicago
Evanston Township High School, Evanston
Hinsdale Central High School, Hinsdale
Providence St. Mel High School, Chicago

Honorable mention was awarded to **St. Charles East High School**.

The winner of the **Abraham Lincoln Trivia Challenge**, a voluntary activity with questions (some with multiple correct answers) about Mr. Lincoln and his times:

First place with 32 correct responses: **Huntley High School**, Huntley

Second Place with 31 correct responses: **Glenbard East High School**, Lombard, and **Timothy Christian High School**, Elmhurst.

Third place with 30 correct responses: **Chatham Glenwood High School**, Chatham, **Highland Park High School**, Highland Park, and **Hinsdale Central High School**, Hinsdale.



The following students were recognized for excellence in their role as Mock Trial Attorney:

Bryan Mette, Bartlett
Hugo Gonzalez, Bartlett
Ben Logli, Boylan Catholic
Greg O'Hara, Boylan Catholic
Francesca Moree, Carmel Catholic
Jorie Kuda, Chicago Christian
Alexia Watkins, DeLaSalle
Alex Block, Evanston
Annie Guraziu, Glenbard East
Krista Majcen, Glenbard South
Sarah Richmond, Glenbrook South
Kelsey Chetosky, Hinsdale Central
Vinay Nayak, Hinsdale Central
Jessica Reif, Hinsdale South
Michael Collis, Hinsdale South
P.J. Grund, Homewood Flossmoor
Esther Kanaparthi, Law Explorer Post #1
Sam Adkisson, Law Explorer Post #1
Brittany Engelman, Lexington
Amanda Muskat, Libertyville (Awarded in two separate trials)
Elizabeth McGuire, Maine South
Laura Gonzalez, Maine West (Awarded in two separate trials)
Kevin Andres, Mt. Carmel
Tom Vajda, Mt. Carmel
Adam Sawrell, Mundelein
Schannel Shittir, Mundelein
Abbie Haberkorn, Normal Community
Matt Aberle, Prairie Central (Awarded in two separate trials)
Asia Ashley, Providence St. Mel
Mitchell Haas, Roxana
Dustin Cody, Sacred Heart-Griffin
Kathryn Belanger, St. Charles East
Rebecca Norris, St. Charles East
Sami Beckman, St. Charles East
Caroline Hays, Timothy Christian
Tyler Hoogendoorn, Timothy Christian
Ashley Pivaronas, Wheaton Academy
Elizabeth Bucko, Willowbrook
Sharree Walls, Willowbrook
Jissy Cyriac, York
Ryan Knighton, York

The following students were recognized for excellence in their role as Mock Trial Witness:

Bryan Mette, Bartlett
Heide Ratzlaff, Boylan Catholic
Rick Morrison, Boylan Catholic



Tylar Midden, Chatham Glenwood
Erik Otte, Chicago Christian
Hannah Wierenga, Chicago Christian
Stephanie Visser, Chicago Christian
Rebecca Sarkauska, DeLaSalle (Awarded in two separate trials)
Elizabeth Watson, Evanston
Win Lalley, Evanston
Lizette Melo-Benitez, Glenbard East
Lena Brandis, Glenbard East (Awarded in two separate trials)
Tom Kingsley, Glenbard North
Jasmine Prapuolenis, Glenbard South
Nick Yam, Glenbard South
Allison Brown, Glenbrook South
Vinay Nayak, Hinsdale Central
Ian Bonthran, Homewood Flossmoor
Jesse Delgado, Hubbard
Scott Centano, Hubbard
Jessica Dixon, Law Explorer Post #1
Tijo Jose, Maine East
Dan Petrokas, Maine South
Pat Wohl, Maine South
Brian Conley, Maine West
Shrinal Chokshi, Maine West
Catherine Ring, Morgan Park
Serene Jabri, Morgan Park
Jason Sieracki, Mt. Carmel
Katie Bernardi, Mundelein
Kevin Holum, Mundelein
Sarah Block, Normal Community
Drew Angle, Oak Park River Forest
Peter Hanneman, Oak Park River Forest
Chelsey Bell, Prairie Central
Kyle Ripley, Prairie Central
Josh Thoele, Sacred Heart-Griffin
Tony Hatzilabrou, St. Charles East
Christina Elizando, St. Charles North
Nathan Davidson, St. Charles North
Lindsey Waters, Salem
Meagan Diede, South Elgin
Dan Denby, Timothy Christian
Olivia Doig, Timothy Christian
Brandon Butz, Wheaton Academy
Kelli Briggs, Willowbrook
Shawn Caeiro, Willowbrook
Nick Barkas, York
Samantha Davis, Zion-Benton

Participating in the 2009 Illinois State Bar Association High School Mock Trial Invitational were teams from the following schools:



Bartlett High School	Boylan Catholic High School
Carmel Catholic High School	Chatham Glenwood High School
Chicago Christian High School	De La Salle Institute
Evanston Township High School	Glenbard East High School
Glenbard North High School	Glenbard South High School
Glenbrook South High School	Highland Park High School
Hinsdale Central High School	Hinsdale South High School
Homewood Flossmoor High School	Hubbard High School
Huntley High School	Joliet Catholic Academy
Joliet Township High School	Law Explorer Post #1
Lexington High School	Libertyville High School
Maine East High School	Maine South High School
Maine West High School	Meridian High School
Morgan Park Academy	Mt. Carmel High School
Mundelein High School	Normal Community High School
Normal West High School	Oak Park River Forest
Prairie Central High School	Providence Catholic
Providence St. Mel	Roxana High School
Sacred Heart Griffin	St. Charles East
St. Charles North	Salem Community High School
South Elgin High School	Timothy Christian High School
Wheaton Academy	Willowbrook High School
York High School	Zion Benton Township High School

This event would not be possible without the volunteer judges, lawyers, paralegals and other professionals who work so hard throughout the year and during the event to provide this opportunity:

Alison Hayden	Ann Pictor
Art Inman	Bill Brown
Bruce Locher	Chuck Watson
Dale Schempp	Dan O'Brien
David Reid	Deborah Anthony
Dee Runaas	Dennis Kellogg
Elizabeth Eberspacher Nohren	Erica Riplinger
Frank Kopecky	Fred Prillaman
Gail Friedman	Gay Nell German
Gene Friedman	Grady Holley
HON. John Coady	HON. Mark Schuering
HON. Mary McDade	HON. Michael Chmiel
HON. Michael Kiley	HON. Peter Cavanaugh
HON. Thomas Appleton	Jack Kiley
Jackie Clisham	James Engelman
James Murphy	Jay Reece
Jennifer Franklin	Jennifer Walsh
Jessica Baer	Jessica Reese
Kelli Childress Politte	Kenya Jenkins



Kim Anderson
Lisa Tapia
Mary Albert-Fritz
Marylou Kent
Matthew Maddox
Mike Robinson
Pablo Eves
Randy Cox
Sarah Beuning
Shane Aldridge
Stephan Roth
Suzanne Borland
Tom Murray
William Henry

Linda Watson
Marissa Spencer
Mary Petruchius
Matthew Dougherty
Maureen Williams
Nathan Henderson
Patricia Stanis
Rex Brown
Sarah Taylor
Stanley Wasser
Steven Perbix
Thomas Carlisle
Virginia Cooper
Zeophus Williams

And Thanks Also To The ISBA Staff

Melinda J. Bentley
Donna Schechter
Tracy Potter

Bev Oshesky
Paula Magdich

Special thanks also goes to James Caruso, retired teacher who assists with the administration and scoring of the law exam.

...no matter where you're born or how much your parents have; no matter what you look like or what you believe in, you can still rise to become whatever you want; still go on to achieve great things; still pursue the happiness you hope for. Barack Obama, Commencement Speech to students at the University of Massachusetts at Boston, June 2, 2006.

The Reconstruction Amendments: The 13th, 14th, and 15th Amendments

By Jennifer Franklin, LRE Committee

Reconstruction was the period in American history that spanned from 1865 to 1877. During that period, the government wrestled with task of reconstructing the Union after the Civil War. The government had to address how it would deal with the rebellious states, confederate leaders and newly freed slaves. During this time a series of constitutional amendments called the Reconstruction Amendments were passed. These amendments are Thirteenth Amendment, the Fourteenth Amendment, and the Fifteenth Amendment.

The Thirteenth Amendment

Although many people assume that the Emancipation Proclamation freed all slaves in the United States, but it did not. The Proclamation, formally issued by President Lincoln on January 1, 1863, only freed slaves in rebelling states. It did not free slaves in the border state (Delaware, Maryland, Kentucky, and Missouri). The Proclamation also did not free slaves in areas within Confederate territory already under Union control. It was not until the adoption



of the Thirteenth Amendment that slavery was abolished in the United States of America.

The Thirteenth Amendment states:¹

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have power to enforce this article by appropriate legislation.

The Thirteenth Amendment was proposed on January 31, 1865. As with all constitutional amendments, the Amendment had to be ratified by three-fourths of the states in the Union. At the time, there were only thirty-six states. Thus, only twenty-seven states needed to ratify the Amendment in order for it to become constitutional law. The Amendment was adopted on December 6, 1865 when Georgia was the twenty-seventh state to ratify it.² Secretary of State, William H. Seward, declared in a proclamation dated December 18, 1865 that the Amendment had been ratified.³

Although ratification by the remaining nine states had no effect and were largely symbolic, most states ratified the Thirteenth Amendment soon after it was declared constitutional law. However, some states remained defiant and refused to ratify the Amendment. The most notable holdouts are Kentucky, which did not ratify the Thirteenth Amendment until 1976, and Mississippi which did not ratify the Thirteenth Amendment until 1995.⁴

The Thirteenth Amendment completed the work began by President Lincoln's Emancipation Proclamation by once and for all ending slavery in the United States of America.

The Fourteenth Amendment

Although all slaves had been freed, they were still not afforded the basic rights as citizens. This was because the constitution did not classify slaves as citizens. In fact, slaves were only considered three-fifths of a person for census and tax purposes.⁵ The Fourteenth Amendment gave former slaves citizenship. The Fourteenth Amendment upholds that all persons born or naturalized in the United States are citizens of both the United State as well as the state in which

¹ <http://www.gpoaccess.gov/constitution/html/amdt13.html>

² <http://www.usconstitution.net/constamrat.html>

³ <http://www.loc.gov/rp/program/bib/ourdocs/13thamendment.html>

⁴ <http://www.usconstitution.net/constamrat.html#Am13>

⁵ http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=105_cong_documents&docid=f:sd011.105



they live and thus are entitled to due process and equal protection under the law.

The pertinent text of the Fourteenth Amendment, Section 1, states:⁶

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

The Fourteenth Amendment was proposed on June 13, 1866. The ratification process was not without controversy. Both Ohio and New Jersey tried to rescind their ratifications of the Amendment.⁷ Despite the political uproar, in the end the Amendment was ratified on July 8, 1868.⁸

During the Civil Rights Movement, from 1955-1968, the Fourteenth Amendment was critical instrument used to end racial inequality in the United States. Equal protection and due process claims under the Fourteenth Amendment were the basis of most landmark civil rights cases. This Amendment has made the rights of minorities in our country undeniable and has changed our country for the better.

The Fifteenth Amendment

Before the passage of the Fifteenth Amendment only White men had the right to vote. The Fifteenth Amendment gave the right to vote to all men who were citizens of the United States of America.

The Fifteenth Amendment states:⁹

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

⁶ <http://www.gpoaccess.gov/constitution/html/amdt14.html>

⁷ <http://www.usconstitution.net/constamrat.html#Am14>

⁸ <http://www.loc.gov/rr/program/bib/ourdocs/14thamendment.html>

⁹ <http://www.gpoaccess.gov/constitution/html/amdt15.html>



The Fourteenth Amendment was proposed on February 26, 1869. The Amendment was adopted on February 3, 1870 when Iowa was the twenty-eighth state to ratify it.¹⁰

The Reconstruction Amendments gave freedom, equal protection, and the right to vote to millions of former slaves. These rights have laid the foundation for equality and justice for all citizens of our great country.

Tip for Kids: Ask students about “due process” and “equal protection”. What do these terms mean and how do these concepts apply to everyday life?

Note: Due Process – The conduct of legal proceedings according to established rules and principles for the protection and enforcement of private rights, including notice and the right to a fair hearing before a tribunal with the power to decide the case.

Equal Protection – The constitutional guarantee under the 14th Amendment that the government must treat a person or class of persons the same as it treats other persons or classes in like circumstances.

“What is required of us now is a new era of responsibility -- a recognition, on the part of every American, that we have duties to ourselves, our nation and the world, duties that we do not grudgingly accept but rather seize gladly, firm in the knowledge that there is nothing so satisfying to the spirit, so defining of our character than giving our all to a difficult task. This is the price and the promise of citizenship.” President Barack Obama, Inauguration Speech, January 20, 2009.

NEW CIVICS LESSONS AVAILABLE

Retired U.S. Supreme Court Justice Sandra Day O’Connor, in cooperation with Georgetown University and Arizona State University, has launched a website to support and expand civics education. Visit www.ourcourts.org

The website states, “Civics education is being marginalized in our country, and available curricula are lacking in teacher-friendly solutions to excite and engage students. Only a little more than one-third of Americans can name the three branches of government, and yet civics education continues to be pushed out of the classroom. Where it is taught, it is consistently rated as one of students’ least favorite subjects. The news is not all bad, however. In recent elections, young people have participated in campaigns and at the polls in record numbers. Politicians and entertainers are learning how to excite young people about public affairs by speaking to them in their language and through their media. Our Courts seeks to bring this approach to the educational arena in order to supply the next generation with the tools they will need for informed civic engagement and leadership. Justice O’Connor, in partnership with Georgetown Law and Arizona State University, has recruited experts in education, law, history, and technology to craft a program that teaches usable and engaging civics.” www.ourcourts.org

¹⁰ <http://www.usconstitution.net/constamrat.html#Am15>



The website offers interactive games, lesson plans on state governments, the Supreme Court, checks and balances, the legislative, executive and judicial branches, as well as activities and opportunities for learning.

“Justice O’Connor believes that education—and teachers—are the indispensable cornerstones of a successful democracy. Her vision requires that teachers be the foundation of the Our Courts project design. Teachers and curriculum specialists have guided every aspect of the Our Courts project’s development. They defined learning goals, crafted hypothetical problems to captivate middle school students, ensured alignment to state standards, drafted lesson plans, and vetted game dynamics. Teachers tell us that state standards and pressure to deliver standardized testing results has made it difficult to be innovative. Our civics professionals also note that teachers are swamped with online offers of resources, lesson plans, and other enrichment materials.” www.ourcourts.org

POINTS OF LAW

The Illinois State Bar Association provides public service announcements to radio stations across Illinois. Here are some of the topics that have been broadcast. Many of these can be used as ways to begin classroom conversations and debate.

FROM EQUALITY TO DIVERSITY - The Illinois and United States Constitutions guarantee that all people are to be treated as equals under the law. A wide range of anti-Discrimination laws protect people including specific provisions against discrimination based on race, color, religion, national origin, ancestry, age, sex, marital status, disability, sexual orientation, military service or unfavorable discharge from military service. These laws extend protections to everyone in our increasingly diverse nation.

LICENSES FOR ILLINOIS DRIVERS UNDER 21 – The law in Illinois provides that all driver's licenses, identification cards, and commercial drivers licenses issued after January 1, 2005 reflect a significant change from the older versions. While the information provided remains virtually the same, the cards are now a vertical design, with a blue pattern across much of the front of the card. The cards will also indicated on what date the holder will reach 18 and 21 years of age. This change is meant to make it more difficult to alter an existing under-21 card to make it look like a card issued to a person over 21. The change also makes it easier for those checking identification to determine that the holder is underage. This is a step meant to prevent underage drinking and to reduce license and/or identification fraud.

PET OWNERSHIP RESPONSIBILITIES - If you own a pet, or are thinking about getting one, there are certain duties you owe to your animal. In Illinois, pet owners must provide for each of their animals sufficient quantities of good quality, wholesome food and water; adequate shelter and protection from the weather; veterinary care when needed to prevent suffering; and humane care and treatment. Owners are prohibited by law from beating, cruelly treating,



tormenting, starving or overworking or otherwise abusing their animals. No owner may abandon any animal where it may become a public charge or may suffer injury, hunger or exposure.

DEFAULTING ON CAR PAYMENTS CAN LEAD TO REPOSSESSION - The law controls procedures for auto repossession by a bank or other lending institution. In the majority of cases the law allows a bank to take your car, sell it, and if they don't get enough to cover the indebtedness, require you to pay the balance. The procedures are different, however, if you have paid 60% or more of the total amount owed. In this case, you may surrender the car to the bank and the bank has two choices: keep the car and release you from further financial obligation, or return the car to you and take legal action to recover the balance of what you owe on the car.

IF YOU WITNESS A CRIME - There are some common sense things you, as a responsible citizen, should do if you witness a crime or accident. Call 911 and report what you have seen. Try to observe as much about the situation as you can. Remember people, clothing, car make, model and license plate numbers and other information that may be helpful to the police. If it is safe to remain in the area, do so, and report what you witnessed to the police who respond. Don't place yourself in danger or intervene in what could be a dangerous situation. Doing so could harm you and jeopardize important evidence the police may need.



CELEBRATING ABRAHAM LINCOLN - February 12, 2009 is the day we will celebrate the 200th anniversary of Abraham Lincoln's birth. Illinois can take special pride that the man who practiced law in this state and governed the country during the Civil War is remembered as someone who made a difference not only in Illinois and the United States. Lincoln is remembered and respected around the world as one of history's most powerful advocates for human rights and the rule of law. Lincoln believed in the rights and responsibilities of citizenship. He firmly believed in the Bill of Rights, which states that all men are created equal, and he worked his entire life to advance the belief that all of the citizens of the United States should be encouraged to fulfill themselves to their greatest potential.

REPRESENTING YOURSELF IN COURT - How do you determine if you need a lawyer? It depends on the issue. If you're facing a situation involving a significant amount of money or your personal rights are in jeopardy, it is wise to seek professional legal advice. Common situations where you need a lawyer include: when you buy or sell real estate, if you are involved in an accident, when financial problems arise, if you want to make a will or plan your estate, or if you are arrested. There are times when you can represent yourself, even if the situation calls for you to go to court. Visit ISBAlawyers.com to find a lawyer to go to.



SHOPLIFTING IS A SERIOUS CRIME - Each year thousands of people yield to the temptation to shoplift and each year thousands of people are arrested for it. By law, it is considered shoplifting when a person takes merchandise without paying for it or when a person alters or switches a price tag on merchandise. Depending on the offender's prior record, a conviction for shoplifting can mean a jail sentence up to five years and a fine of \$10,000. In addition, a merchant can sue the shoplifter to recover the full value of the stolen goods, attorneys' fees, and court costs.

ISBA ON-LINE RESOURCES AVAILABLE

BECOMING A LAWYER - For teachers and/or parents with children who may be thinking about the law as a career, the ISBA Standing Committee on Law-Related Education recently posted a resource guide at

<http://www.isba.org/teachers/lessonplans/becomingalawyer.pdf>

The resource is divided into sections that are appropriate for various grade levels, from grammar school through college.

FROM DIPLOMA TO LICENSE - And for those who are already in law school, we've also posted an updated version of the pamphlet at guides law school graduates through the final stages of becoming a fully licensed lawyer in Illinois.

Visit <http://www.isba.org/teachers/lessonplans/fromdiplomatolicense.pdf>

And to support diversity in the legal profession and everywhere, we have posted TEACHING DIVERSITY WITH FILM at the ISBA's LRE Website,

<http://www.isba.org/teachers/lessonplans/teachingdiversitywithfilm.pdf>

ABRAHAM LINCOLN TRIVIA CHALLENGE

The following questions were posed to the students participating in the 2009 Illinois State Bar Association High School Mock Trial Invitational. We've included the answers for your convenience.

Illinois State Bar Association 2009 High School Mock Trial Trivia Challenge

1. Abraham Lincoln was born in what state? KENTUCKY
2. Does Mr. Lincoln have any direct descendants still living? NO
3. Name any one of Lincoln's three law partners. STUART, LOGAN, HERNDON
4. Lincoln quit the Whig Party and joined which political party? REPUBLICAN



5. Lincoln participated in a series of famous debates with what person? STEPHEN DOUGLAS
6. Before becoming a lawyer, Lincoln held numerous other jobs and positions. Name as many as you can. One point for each correct response. SURVEYOR, SOLDIER, STORE KEEPER, FARMER, RAIL SPLITTER/WOODSMAN, BOATMAN, BLACKSMITH
7. What is the name of the document that Lincoln signed to free the slaves? EMANCIPATION PROCLAMATION
8. “With malice toward none, with charity for all” are words from which of Lincoln’s Inaugural speeches? SECOND INAUGURAL
9. “Fourscore and seven years ago our fathers brought forth on this continent a new nation,” is the first line of what famous speech made by President Lincoln? GETTYSBURG ADDRESS
10. “My friends, no one, not in my situation, can appreciate my feeling of sadness at this parting,” was the first line of remarks made by Lincoln as he left to travel to Washington, D.C. after being elected President. Where were these remarks made? SPRINGFIELD, ILLINOIS
11. Lincoln appears on what U.S. Currency? Name two. PENNY, FIVE DOLLAR BILL
12. Abraham Lincoln is 1 of the 4 presidents depicted on Mt. Rushmore. Name the other three. WASHINGTON, JEFFERSON, T. ROOSEVELT
13. Where is the Lincoln Monument located? WASHINGTON DC
14. Abraham Lincoln was one of the four U.S. Presidents who have been assassinated while serving in office. Name the other three. MCKINLEY, GARFIELD, KENNEDY
15. During the Civil War, Lincoln suspended an important Constitutional Right. What was it? HABEAS CORPUS
16. What Civil War general who served under President Lincoln ran against him in the 1864 election? MCCLELLAND
17. During the war, the King of Siam offered to send what to aid President Lincoln? ELEPHANTS
18. Which state split in two, half going to the confederacy and half with the Union? VIRGINIA SPLIT INTO TWO, BECOMING VIRGINIA AND WEST VIRGINIA
19. After Lincoln’s death, which of his former law partners undertook to write about Lincoln’s life? HERNDON
20. How old was President Lincoln when he died? 56
21. In his annual address to Congress in December of 1862, Lincoln made the following statement: Fellow citizens, we cannot escape...what? HISTORY
22. What famous “toy” bears Lincoln’s name and commemorates his original living quarters? LINCOLN LOGS



23. Who assumed the office of President when Lincoln was assassinated? JOHNSON
24. Who was the reigning monarch of England during Lincoln's presidency? QUEEN VICTORIA

True or False

25. Abraham Lincoln was the first president to be photographed at his inauguration. TRUE
26. Abraham Lincoln was the first U.S. president to assert his constitutional rights as commander-in-chief of the U.S. military forces? TRUE
27. Abraham Lincoln was once challenged to a duel. TRUE
28. Even though Lincoln felt there should be "malice toward none," after the Civil War, the U.S. Congress passed laws adding a railroad tariff to items manufactured in the South, to make them more expensive than products made in the north. TRUE
29. As President, Lincoln filled his cabinet with many who disagreed with him, forming a "team of rivals." TRUE
30. Abraham Lincoln has had more books written about him than any other person in United States history. TRUE

CLASSROOM DISCUSSION TOPICS – LINCOLN THEMES

After general discussions about Abraham Lincoln, or after reading books in the 16th President, ask your students the following questions:

- If you could meet Mr. Lincoln, what question would you ask him? Why?
- If you could travel back in time, what advice would you give to Mr. Lincoln? Why?
- If Mr. Lincoln could travel to our time, what is the first thing you would want to show him? Why?
- After Mr. Lincoln's trip forward in time, he has to go back to the 1860's. What item or idea would you suggest he take with him? Why?

Note: When talking about this discussion challenge at dinner with friends, I asked "what's the first thing you would show Abraham Lincoln if you could show him one thing from the world we know in 2009?" Answers included cell phones, tapes of walking on the moon, lunar launches and photos from space, modern medical techniques and medicines, televisions, airplanes, and more. The one answer that everyone agreed would likely impress Lincoln the most was watching the tape of President Barack Obama being sworn in as President of the United States.

Additional research option:



Mr. and Mrs. Lincoln had four sons, only one of whom lived to adulthood. Edward Baker Lincoln, William Wallace Lincoln and Thomas “Tad” Lincoln all died before age 19 of different probable causes.

- Edward – cause of death, consumption
 - Teachers may refer to <http://en.wikipedia.org/wiki/Consumption>
- William – cause of death, typhoid fever
 - Teachers may refer to http://en.wikipedia.org/wiki/Typhoid_fever
- Thomas – cause of death, tuberculosis
 - Teachers may refer to <http://en.wikipedia.org/wiki/Tuberculosis>

Research these causes of death. Would the boys have survived to adulthood if modern medicine had been available? Could their diseases have been prevented? How? What laws, regulations, codes, rules or ordinances could have been put in place in the 1800’s to help prevent these diseases?

...in the face of impossible odds, people who love their country can change it. That's what Abraham Lincoln understood. He had his doubts. He had his defeats. He had his setbacks. But through his will and his words, he moved a nation and helped free a people. It is because of the millions who rallied to his cause that we are no longer divided, North and South, slave and free. It is because men and women of every race, from every walk of life, continued to march for freedom long after Lincoln was laid to rest, that today we have the chance to face the challenges of this millennium together, as one people - as Americans. Senator Barack Obama, announcing his candidacy for President, February 10, 2007.

Find additional Obama speeches at <http://obamaspeeches.com/>

DON'T FORGET ABOUT THE ISBA'S LAWYERS IN CLASSROOMS PROGRAM!

As part of ISBA’s initiative to make a difference in the lives of Illinois students, and to assist in expanding diversity in the legal profession, the Standing Committee on Law-Related Education for the Public has developed the Lawyers in Classrooms Program. This program provides an on-line searchable database for Illinois teachers to search for an ISBA volunteer lawyer willing to speak on specific subjects. The list is available on ISBA’s law-related education website, <http://www.isba.org/lawyersinclassrooms/index.html> , as an on-going resource for teachers.

The following topics are just some that Illinois lawyers have agreed to discuss or present in classrooms.

- Becoming a Lawyer (middle and high school levels)
- Careers in the law (middle and high school level)
- Consumer issues/contracts and responsibility (high school level)



Current events: law-related issues in the news
Drugs, Guns and Safety issues in schools (middle and high school levels)
Employment issues (high school level)
Environmental issues - how to "green" your school
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)
How real are lawyers on TV and film? (high school)
Planning a class courtroom visit - able to assist with plans and attend
So what if I'm arrested? What's the worst that can happen? (middle and high school)
The importance of Rules and Authority (grade school)
The Law School Experience
Traffic Laws and Courts (high school level)
Working your way through college (high school)
Other topics are available! The list is compiled by county, with lawyers listed in alphabetical order. Each lawyer has selected topics of interest to him or her and indicated how far they are willing to travel to meet with classes.

'LINCOLN IS WITH US IN SPIRIT'



"Although he ceased practicing law as a member of the bar of this court nearly 150 years ago, Abraham Lincoln is still with us in spirit," said Chief Justice Thomas R. Fitzgerald of the Illinois Supreme Court. In addition to his spirit, the 16th president's image will be with the court, in perpetuity, in the form of a bronze bust that was presented Jan. 12 by the Illinois State Bar Association.

The chief justice convened a special session for the presentation, in part "to remind the citizens of Illinois of Lincoln's lasting influence on the cause of justice, and to receive from the lawyers of Illinois a lasting tribute to his service to this court."

ISBA President Jack C. Carey, in his presentation remarks, noted that "Lincoln's reverence for the law characterized his nearly 25 years as a member of the bar" in Illinois. Lincoln, "met the legal needs of his clients without fear or favor," Carey continued. "As an advocate, he sometimes represented clients with whom he strongly disagreed. He sometimes won. He sometimes lost. He sometimes got paid. He sometimes did not.

"But through it all, his reverence for the law was undiminished, and his pride in the profession continues to inspire those who follow after him."

Carey invited the justices and other ISBA officers to join him and sculptor John McClarey "to receive this gift to the people of Illinois from the lawyers of Illinois in lasting tribute to the most revered lawyer in the history of our state and nation."



In previous remarks, President-elect John G. O'Brien talked of ongoing bicentennial activities in honor of what Lincoln did as president and what his death meant to the nation and the world. "But here in Illinois, we remember a different Lincoln: Lincoln, the prairie lawyer," O'Brien said. "Lincoln who traveled the circuit ... Lincoln who appeared before this court on over 300 occasions."

Justice Fitzgerald noted, in closing, that the Supreme Court had convened on May 3, 1865, "on an even more solemn occasion. A portrait of Mr. Lincoln was suspended over the bench, enwreathed in evergreens and emblems of grief." He asked retired Justice Benjamin K. Miller to read portions of the eulogy that had been given that day by John D. Caton, a former chief justice. Caton had spoken of Lincoln's ability to apply "the principles of law to the transactions of men, with great clearness and precision." He said Lincoln's "great reputation for integrity was well deserved. He seemed entirely ignorant of the art of deception. His frankness and candor were two great elements in his character which contributed to his professional success."

Justice Charles E. Freeman followed with a recitation of the 1865 response of Justice Sidney Breese that included these words: "Mr. Lincoln possessed not only great common sense but a generous sympathy in the sorrows, troubles and difficulties that enter into the great battle of life. In this battle, he mingled fearlessly, partaking of its violent struggles, its cruel disappointments, its humbling reverses."

In closing the special session of the court last month, Justice Fitzgerald reminded the packed courtroom that "Mr. Lincoln is our colleague. He established the standards by which we are judged. And when we fall short of those standards, we diminish not only our own reputations but also his memory, because as lawyers and judges we stand in his shadow, even though that shadow stretches far beyond us."

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LINCOLN LINKS - RARE GETTYSBURG ADDRESS MANUSCRIPT ON DISPLAY IN CHICAGO APRIL 1-MAY 3 by K. Stephen Anderson, ISBA Staff



On Wednesday, April 1, a manuscript copy of Abraham Lincoln's "Gettysburg Address" will begin a month-long display at the Chicago History Museum. Only five such manuscripts in the 16th president's handwriting exist. This one will be on loan through May 3 from the Abraham Lincoln Presidential Library and Museum. A viewing and lecture for members only will take place from 6 to 8 p.m. Thursday, April 9.

Lincoln delivered what he called his "little speech" on Nov. 19, 1863, during a dedication ceremony for the cemetery in which victims of the Battle of Gettysburg were interred. He intended it to be somewhat of a benediction. Only 10 sentences long and two-minutes in duration, Lincoln's remarks followed a two-hour oration by Edward Everett. The polite response that followed led the president to consider his words as a "flat-failure." History has proven him wrong.

The battle had started June 25 with raids on Gettysburg by Confederate Generals J E B Stuart and Jubal Early. They were met by Gen. Joseph Hooker's federal Army troops. Two days later, Hooker resigned after one of his orders was countermanded. On June 28, General George Meade was appointed to Hooker's command. He moved the Army of the Potomac into Gettysburg, where it would meet Gen. Robert E. Lee's rebel forces on July 1. Soundly defeated, Lee's troops withdrew to Virginia on July 4 and later became entrenched at Hagerstown, Md., waiting for the swollen Potomac River to recede.

Lincoln was bitterly disappointed, and furious, that Meade had been too cautious to pursue and capture the trapped Lee. He put his thoughts in a letter to the general. "He was within our easy grasp, and to have closed upon him would, in connection with our other late successes, have ended the war. As it is, the war will be prolonged indefinitely." Then Lincoln reconsidered his criticism and decided not to send his letter to Meade. The draft was discovered among papers left by the president after his death.

At Gettysburg, 3,903 of the 75,000-member Confederate army died, 18,735 were wounded, and 5,425 were missing. Of 88,289 Union soldiers, 3,155 died, 14,529 were wounded, and 5,365 were missing. The death toll for both sides was 7,058.

Asking "that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion," Lincoln resolved that the nation "shall have a new birth of freedom."



The Chicago History Museum display of those words is part of its ongoing “Lincoln Treasures” exhibition. For more information, access www.chicagohistory.org.

Restoration and preservation of the former Springfield law offices of Abraham Lincoln is the goal of the campaign, “A Greenback for a Great Cause,” being conducted by the Old State Capitol Foundation (OSCF). Supported by the Illinois State Bar Association as part of its participation in the Lincoln Bicentennial, the campaign seeks contributions from lawyers and law firms. The OSCF hopes to accurately restore and interpret the 1840s federal court complex in Springfield, including the Lincoln-Herndon law offices, and focus new attention on their historical significance. Contributions to the endowment fund may be mailed to Old State Capitol Foundation, Greenback for a Great Cause, P.O. Box 502, Springfield, IL 62705-0502. For more information, or to schedule a brief presentation on the project, <mailto:info@oldstatecapitol.org>.

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Lincoln Remembered

At the proceedings upon the death of Abraham Lincoln before the Supreme Court of Illinois, April term, 1865, Ottawa, Illinois, former Illinois Chief Justice J.D. Caton, presented resolutions of the bar.

...For nearly thirty years was Lincoln a member of this bar. But few of us are left who preceded him. From a very early period he assumed a high position in his profession. Without the advantage of that mental culture which is afforded by a classical education, he learned the law as a science. Nature endowed him with a philosophical mind, and he learned and appreciated the elementary principles of the law, and the reasons why they had become established as such. He remembered well what he read, because he fully comprehended it. He understood the relations of things, and hence his deductions were rarely wrong from any given state of facts. So he applied the principles of the law to the transactions of men, with great clearness and precision. He was a close reasoner. He reasoned by analogy, and usually enforced his views by apt illustrations. His mode of speaking was generally of a plain and unimpassioned character, and yet he was the author of some of the most beautiful and eloquent passages in our language, which if collected together would form a valuable contribution to American literature. Those who supposed Mr. Lincoln was destitute of imagination or fancy know but little of his mental endowments. In truth, his mind overflowed with pleasing imagery.



His great reputation for integrity was well deserved. The most punctilious honor ever marked his professional and private life. He seemed entirely ignorant of the art of deception or of dissimulation. His frankness and candor were two great elements in his character which contributed to his professional success. If he discovered a weak point in his cause he frankly admitted it, and thereby prepared the mind to accept the more readily his mode of avoiding it.

I venture the assertion, that no one ever accused him of taking an underhanded or unfair advantage in the whole course of his professional career. He was equally potent before the jury as with the court.

His personal characteristics were of the most pleasing kind. His heart was full of benevolence, and he was ever prone to put the most favorable construction upon the frailties of his fellow men. His hand was open to relieve the unfortunate, and his efforts were at the service of those in distress. By his genial nature he enlivened every circle of which he was a member, where he was ever welcome. Who of this bar does not remember him as of yesterday, when he was among us relieving the hard labors of the profession by his enlivening presence? He will ever be remembered as one of our brightest ornaments, whose practice reflected honor upon the profession. If these elements of character inspired love for him as a professional brother, how much must they have endeared him to his domestic circle - around his own fireside? ...

Mr. Justice Sidney Breese, on behalf of the court:

...In responding to the resolutions just presented by the late distinguished Chief Justice of this court, I am instructed to say they meet our most cordial concurrence. They will be entered on the records of the court, there to remain as a tribute, slight it may be, yet sincere, in honor and to the memory of one who not only adorned this bar, but rose from it, without any intermediate step, directly to the highest office in the gift of a great and free people.

...He was, besides, an honest lawyer, practicing none of the chicanery of the profession to which he was devoted, nor any of those mean and little and shuffling and dishonorable arts all do not avoid; nor did he seek an advantage over his adversary to which he was not fairly entitled, by the merits of his cause, and by the force of his arguments. With an exterior by no means polished, with nothing in the outward man to captivate, there was that within him, glowing in his mind, which enabled him to impress by the force of his logic, his own clear perceptions upon the minds of those he sought to influence. He was therefore, a successful lawyer, but bore with humility the distinction he had won.



For my single self, I have, for a quarter of a century, regarded Mr. Lincoln as the fairest lawyer I ever knew, and of a professional bearing so high-toned and honorable, as justly, and without derogating from the claims of others, entitling him to be presented to the profession as a model well worthy of the closest imitation.

Certainly Lincoln's colleagues had the measure of both the lawyer and the man, as these paraphrased quotes from various sources attest:

...his mind overflowed with pleasing imagery...his great reputation for integrity was well deserved...entirely ignorant of the art of deception or of dissimulation...his hand was open to relieve the unfortunate...practice reflected honor upon the profession... honest lawyer, practicing none of the chicanery of the profession...the fairest lawyer I ever knew...

Reprinted with permission, Illinois Bar Journal, September 2008,. Article by ISBA President Jack C. Carey

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The Illinois State Bar Association's Law-Related Education Newsletter is provided free of charge on a quarterly basis during the school year. We are dedicated to promoting law-related education resources and discussion topics appropriate for use in classroom or community settings. If you do NOT wish to receive this complimentary newsletter, please reply and indicate in the message line that you wish to be removed from our mailing list.

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