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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.

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

Including law in classroom discussions is easy and need only take a few moments to build a lasting respect for our society's system of government and

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

In visual and performing **art** classes you can talk about the freedom of expression guaranteed by the Constitution and the Bill of Rights. Let students know that there may be constitutional limits on art and help them define those limits. You can also talk about plagiarism and copyright infringements.

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

If you **coach** an athletic team, you can talk about the importance of following rules and the ramifications of drug use and drug testing.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<p>New Lesson Plans Have Been Posted</p>

The ISBA's LRE Committee has been busy. We've posted a few new lesson plans and activities on the Website. One of our favorites is an Abraham Lincoln Coloring Book. Please visit <http://www.isba.org/lre/coloringbook.pdf> to see this new offering from the Illinois State Bar Association. It's free!

The Law Day theme this year is "THE RULE OF LAW: Foundation for Communities of Opportunity and Equity." We have an Activities Guide and a link to the American Bar Association for their Law Day materials. As you make plans for Law Day 2008, remember to visit the ISBA's Law Day Website at <http://www.isba.org/Sections/lawday.html>

Laudable Lawyers

Along with Mr. Lincoln, there have been many **laudable lawyers** in this country, many with connections to Illinois. As a way to inspire interest in law as a career, ask students to research and write a paper or do a report on one of the **laudable lawyers** mentioned on the attached. This is, obviously, only a partial list. The Internet research site used in creating the list of Illinois lawyers: www.wikipedia.com. As an additional activity, ask students to find other **laudable lawyers** from Illinois, using the Internet.

Abraham Lincoln said, "As a peacemaker the lawyer has a superior opportunity of being a good man." Along with Mr. Lincoln, there have been many laudable lawyers in this country, many with connections to Illinois.

Notable Lawyers with Illinois Connections

Of course, there's Abraham Lincoln, but do you know about some of the following?

In 1869, Arabella Mansfield is granted permission to practice law in Iowa, making her the first woman lawyer in the United States. A year later, Ada H. Kepley, of Illinois, graduates from the Union College of Law in Chicago. She is the first woman lawyer to graduate from a law school.

See Ada Kepley at http://en.wikipedia.org/wiki/Ada_Kepley

Read about more people like Ada Kepley, a notable lawyer with an Illinois connection! Remember, this is not a complete listing of lawyers who made a difference in Illinois!

- James Adams (Pioneer attorney)
http://en.wikipedia.org/wiki/James_Adams_%28lawyer%29
- John Peter Altgeld (Illinois Governor/Haymarket Riots)

http://en.wikipedia.org/wiki/John_Peter_Altgeld

- Harry Blackmun (U.S. Supreme Court Justice)
http://en.wikipedia.org/wiki/Harry_Blackmun
 - Myra Bradwell (First Illinois woman lawyer)
http://en.wikipedia.org/wiki/Myra_Bradwell
- or
- http://library.law.columbia.edu/rise_of_women/practice/myra_bradwell.html
- William Jennings Bryan (Attorney in Scopes trial)
http://en.wikipedia.org/wiki/William_Jennings_Bryan
 - Carol Moseley Braun (first, and to date, the only, African American woman elected to the United States Senate)
http://en.wikipedia.org/wiki/Carol_Moseley_Braun
 - Roland Burris (first African American elected to statewide office in Illinois)
http://en.wikipedia.org/wiki/Roland_Burris
 - Hillary Rodham Clinton (First Lady and Presidential candidate in 2008)
http://en.wikipedia.org/wiki/Hillary_Rodham_Clinton
 - Paul Cornell (Founder of Hyde Park, Chicago)
http://en.wikipedia.org/wiki/Paul_Cornell_%28lawyer%29
 - Clarence Darrow (Attorney for Leopold and Loeb)
http://en.wikipedia.org/wiki/Clarence_Darrow
 - David Davis (Friend of A. Lincoln)
http://en.wikipedia.org/wiki/David_Davis_%28Supreme_Court_justice%29
 - Stephen A. Douglas (A. Lincoln debate opponent)
http://en.wikipedia.org/wiki/Stephen_A._Douglas
 - Melville Fuller (U.S. Supreme Court Justice)
http://en.wikipedia.org/wiki/Melville_Fuller
 - Elmer Gertz (Civil Rights Activist)
http://en.wikipedia.org/wiki/Elmer_Gertz
 - William Herndon (A. Lincoln's law partner)
http://en.wikipedia.org/wiki/William_Herndon_%28lawyer%29

- Julius Hoffman (Chicago 7 trial attorney)
http://en.wikipedia.org/wiki/Julius_Hoffman
- Henry Horner (Governor of Illinois)
http://en.wikipedia.org/wiki/Henry_Horner
- Robert Todd Lincoln (A. Lincoln's Son)
http://en.wikipedia.org/wiki/Robert_Todd_Lincoln
- Owen Lovejoy (Underground Railroad)
http://en.wikipedia.org/wiki/Owen_Lovejoy
- Lisa Madigan (Illinois Attorney General)
http://en.wikipedia.org/wiki/Lisa_Madigan
- Edgar Lee Masters (Attorney and author)
http://en.wikipedia.org/wiki/Edgar_Lee_Masters
- Catherine Waugh McCulloch (pioneer for American women in the legal profession)
http://en.wikipedia.org/wiki/Catherine_Waugh_McCulloch
- Ellen Spencer Mussey (Pioneer in the field of women's rights to legal education) http://en.wikipedia.org/wiki/Ellen_Spencer_Mussey
- Barack Obama (Presidential Candidate and Illinois State Senator)
http://en.wikipedia.org/wiki/Barack_Obama
- Michelle Obama (Wife of Presidential Candidate)
http://en.wikipedia.org/wiki/Michelle_Obama
- Edith S. Sampson (first African American U.S. delegate to the United Nations)
http://en.wikipedia.org/wiki/Edith_S._Sampson
- Adlai E. Stevenson (Vice-President)
http://en.wikipedia.org/wiki/Adlai_E._Stevenson
- John Todd Stuart (encouraged Lincoln to study law and became Lincoln's law partner between 1837 and 1841.)
http://en.wikipedia.org/wiki/John_T._Stuart
- Lyman Trumbull (Senator and Illinois Supreme Court Justice)
http://en.wikipedia.org/wiki/Lyman_Trumbull

- Scott Turow (Author)
http://en.wikipedia.org/wiki/Scott_Turow
- Harold Washington (Former Mayor of Chicago)
http://en.wikipedia.org/wiki/Harold_Washington

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

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

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

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

United States First Ladies

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

United States Supreme Court Justices

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

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

Supreme Court Justices who came from Illinois were:

David Davis – appointed by President Lincoln in 1877
Melvin Weston Fuller – appointed by President Cleveland in 1888
Arthur J. Goldberg – appointed by President Kennedy in 1962
John Paul Stevens – appointed by President Ford in 1975

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

United States Attorney General

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

Illinois Supreme Court Justices

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

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

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

Illinois Attorney General

Lisa Madigan is the first woman Illinois Attorney General.

Roland Burris was the first African-American Illinois Attorney General.

Lincoln's Law Firm Survives

The Springfield law firm of Brown, Hay and Stephens is the firm founded by Robert Todd Stuart in 1828. Lincoln joined with Stuart as partner and credited Stuart with teaching him much about the law and being a lawyer. Stuart is the man who encouraged Lincoln to become a lawyer and lent him books so he could learn.

<http://www.bhslaw.com/CM/Custom/TOCFirmOverview.asp>

Presidential Lawyers Word Search

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

ABRAHAM LINCOLN
CALVIN COOLIDGE
FRANKLIN D ROOSEVELT
GERALD R FORD
JAMES BUCHANAN
JAMES MADISON
JOHN ADAMS
JOHN TYLER
MILLARD FILLMORE
RUTHERFORD B HAYES
WILLIAM H TAFT
WILLIAM MCKINLEY

BENJAMIN HARRISON
CHESTER A ARTHUR
FRANKLIN PIERCE
GROVER CLEVELAND
JAMES K POLK
JAMES MONROE
JOHN QUINCY ADAMS
MARTIN VAN BUREN
RICHARD M NIXON
THOMAS JEFFERSON
WILLIAM J CLINTON
WOODROW WILSON

Presidential And Other Elections...Who's Really Talking?

As we head toward the presidential elections, encourage your students to listen to some of the speeches given by the candidates. Ask the students to grade the speakers on their ability to communicate their ideas, clarity, etc. using the performance evaluation form below.

Grade the speech on a scale of 1-5:

- 1 – ineffective and boring
- 2 – somewhat interesting but did not communicate ideas well
- 3 – average presentation but not entirely inspirational
- 4 – interesting and pleasant. Held attention.
- 5 – convincing performance. Completely persuasive and gripping.

Base the evaluations on a typical speech and debate evaluation criteria.

- Did the speaker seem prepared?
- Did the content of the speech seem relevant?
- Was the topic or topics stated clearly?
- Did the content of the speech interest the specific audience? Did the speaker seem aware of the audience?
- Was the speaker informative? Do you know more now than you did before?
- Did the speaker move well while communicating? Was there good expression, eye contact, posture? Did he or she seem spontaneous?
- Was the speaker poised and confident, or nervous?
- Did the speaker use appropriate verbal skills? Could you understand? Was the grammar appropriate? Was enunciation clear?
- Was the speaker in control at all times?
- If questions were asked, did the speaker respond on point?

After listening to a few speeches, remind the students that virtually all of the candidates utilize professional speech writers to craft their remarks. Does this affect their feelings for the presentations and content? For the candidates?

Remind the students that in the past, candidates wrote their own speeches. Let them read Lincoln's Gettysburg Address as an example of a speech written by a President. After reading the Address, and discussing the reasons why the speech was given (Civil War, major battles, number of deaths), ask the students if they think Lincoln's remarks were appropriate, meaningful, sincere, clear, etc. Ask if they have any questions about the language used (four score and seven years ago may seem unfamiliar to students).

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.

Edward Everett, a popular speaker from the time who spoke for two hours before Lincoln delivered the remarks above, later wrote to President Lincoln, "I should be glad, if I could flatter myself that I came as near to the central idea of the occasion, in two hours, as you did in two minutes."

For more on the Gettysburg Address, visit
http://en.wikipedia.org/wiki/Gettysburg_Address

ISBA Honors Author Harper Lee

In November of 2007, the Committee on Law-Related Education asked ISBA President Joseph Bisceglia to send a congratulatory letter to Harper Lee, author of *To Kill A Mockingbird*, who had been awarded the Presidential Medal of Freedom.

Why should the Illinois State Bar Association congratulate Harper Lee for her achievement in bringing the lawyer Atticus Finch to life in *To Kill a Mockingbird*?

Here are just some of the words Ms. Lee put into our American dialogue:

...there is one way in this country in which all men are created equal - there is one human institution that makes a pauper the equal of a Rockefeller, the stupid man the equal of an Einstein, and the ignorant man the equal of any college president. That institution, gentlemen, is a court. It can be the Supreme Court of the United States or the humblest J.P. court in the land, or this honorable court which you serve. Our courts have their faults, as does any human institution, but in this country our courts are the great levelers, and in our courts all men are created equal.

(Atticus Finch defending Tom Robinson in Harper Lee's *To Kill A Mockingbird*)

President Bisceglia agreed and the letter below was sent to Ms. Lee.

The 32,000 members of the Illinois State Bar Association extend heartfelt congratulations on your being presented the Presidential Medal of Freedom. This recognition, to one so highly regarded by so many Americans and citizens of the world, is a lasting tribute to you and your book, *To Kill a Mockingbird*.

Few living lawyers have done more for the image of the legal profession and law as a career than the fictional Atticus Finch, your lawyer hero. Atticus Finch serves as a beacon for lawyers who strive to achieve the same level of calm dignity that lawyer Finch exhibits throughout your novel, in his role as lawyer, parent, friend and neighbor and has served as encouragement to children and young adults who have gone on to careers in the law.

The legal profession owes you a debt of gratitude for your timeless depiction of Atticus Finch as an intelligent, sympathetic, patient, understanding and approachable lawyer who exemplifies everything the Rules of Professional Conduct demand in a lawyer.

We extend our appreciation and gratitude for the creation of Atticus Finch in your Pulitzer Prize winning novel, *To Kill a Mockingbird*, and congratulate you again on being presented the Presidential Medal of Freedom.

As President of the Illinois State Bar Association, it is with great pleasure that I confer upon you Honorary Lay Membership Status in the Illinois State Bar Association.

Thank you.

2008 High School Mock Trial Additional Activities - Discussion topics for the Classroom

The Illinois State Bar Association's Committee on Law-Related Education works hard each year to produce an original case scenario for the trial event, but one

that can also be used in the classroom. This year's case is about bullying. To read a full-text version of the case, please visit <http://www.isba.org/Sections/mocktrialpeoplevdixon.pdf>

Ask the students to read the witness statements for the mock trial case, *People v. Dixon*. This can be done in class or as homework.

Ask students how they would have handled the situation if they were Criss Lyman.

Would they have told someone at the school?

Would they have retaliated?

Would they have asked for help?

Ask students if they feel the scenario is one that could be handled by peer mediation. Discuss ways that Criss and Kim Dixon could find a common ground and could reach a possible agreement regarding the behavior.

If you were Criss Lyman, how would you feel?

- Angry?
- Afraid?
- Hurt?
- Confused?
- Ready to retaliate against Kim Dixon for bullying?

If you were Kim Dixon, how would you feel?

- Angry?
- Afraid?
- Hurt?
- Confused?
- Ready to retaliate against Criss Lyman for accusations of bullying?

To continue the discussion, ask students if they feel completely safe and comfortable at school. Be prepared to discuss reasons that they may not feel safe in an open and sympathetic manner. You may wish to open a discussion by talking about the threat of terrorism, war, disease, violence, as well as bullying. If you feel you aren't equipped to lead this discussion, feel free to invite an outside resource person to the school to help you. ***This might be a good time to have your mock trial lawyer coach or another local lawyer come to the classroom to help with the discussions.***

Ask students if there are things they can do, that are within their power, to make them feel safer at school. Based on the premise that it is better to be proactive rather than reactive, what could be done in schools to develop a culture that creates and supports an atmosphere of respect, understanding, compassion, acceptance and diversity? Offer suggestions and discuss fully

- Peer mediation training

- Diversity programs/training
- Using films to raise awareness and open discussion about bullying (My Bodyguard, etc.)
- Teacher awareness/intervention training
 - Do students feel they can approach teachers? If not, is there anyone in the school they would feel comfortable approaching?
- Hall monitors, parking lot monitors, etc.
 - Would having adults present be better than having student monitors?
- A comprehensive buddy system for at risk students or those who feel a need
- Cameras in hallways and restrooms
- Severe punishments for infractions
 - What kind of punishments might be appropriate? Detention? Expulsion? Charge a fee for infractions? Sensitivity training for those who bully?
- Learn to see things from someone else's perspective

Ask students to list reasons why someone may be considered different? Could these differences be the cause of bullying? Why?

- Age
- Gender
- Race
- Height
- Weight
- Religious differences
- Sexual orientation
- Dress, hair styles, etc.
- Intelligence
- Status, rich or poor
- Disability or physical abilities
- Personality traits
- Cultural differences
- Dietary preferences/vegetarians/vegans/allergies
- New to school or neighborhood

As an additional challenge to the students, ask them to create an anti-bullying advertising poster appropriate for posting throughout the school.

TEACHING WITH FILMS - (9th through 12th grades and adults)

Movies that contain legal themes or issues can be used as a means to stimulate classroom discussion. In your preliminary discussions, teachers and lawyers may choose to use a law-related film, such as those listed below. Students would

be shown the film during a class session and then the lawyer or judge would be invited to attend the class to discuss legal topics ranging from determining ones guilt or innocence to the moral outrages of racial segregation, corruption and the Nazi laws.

Suggested films might include:

A Civil Action (1999)	A Few Good Men (1992)
A Man for All Seasons (1966)	Absence of Malice (1981)
Adams Rib (1949)	Amistad (1997)
Anatomy of a Murder (1959)	And Justice For All (1979)
Billy Budd (1962)	Birdman of Alcatraz (1962)
Breaker Morant (1980)	Catch Me if You Can (2003)
Class Action (1991)	Cool Hand Luke (1967)
Dead Man Walking (1995)	Erin Brockovich (2000)
Gideon's Trumpet (1980)	Gosford Park (2001)
Holes (2003)	I Am Sam (2001)
In the Name of the Father (1994)	Inherit the Wind (1960)
Judgment at Nuremberg (1966)	Knock on Any Door (1949)
Kramer v. Kramer (1979)	Legal Eagles (1996)
Liar, Liar (1997)	Lord of the Flies (1990)
Losing Isaiah (1995)	Midnight in the Garden of Good & Evil (1997)
Miracle on 34th Street (1947) (1994)	Mr. Deeds Goes to Town (1936)
Mrs. Doubtfire (1993)	Murder in the First (1995)
My Cousin Vinny (1992)	Nuts (1987)
O Brother, Where Art Thou? (2000)	Paris Trout (1991)
Paths of Glory (1957)	Philadelphia (1994)
Presumed Innocent (1990)	Reversal of Fortune (1990)
Robin Hood: Prince of Thieves (1991)	Rules of Engagement (2000)
Schindler's List (1993)	Snow Falling on Cedars (2000)
Sommersby (1993)	Suspect (1987)
The Accused (1988)	The Caine Mutiny (1954)
The Castle (1999)	The Client (1994)
The Crucible (1996)	The Devil and Daniel Webster (1941)
The Devil's Advocate (1997)	The Firm (1993)
The Fugitive (1993)	The Incident (1989)
The Insider (1999)	The Life of Emile Zola (1937)
The Onion Field (1979)	The Ox-bow Incident (1943)
The Paradine Case (1947)	The Pelican Brief (1993)
The Rainmaker (1997)	The Shawshank Redemption (1994)
The Star Chamber (1983)	The Sweet Hereafter (1997)
The Thin Blue Line (1988)	The Verdict (1982)
The Winslow Boy (1999) (1948)	The Wrong Man (1956)
Time to Kill (1996)	To Kill a Mockingbird (1962)
Twelve Angry Men (1957)	Wag the Dog (1998)
Whose Life is it Anyway? (1981)	Witness for the Prosecution (1957)
Young Mr. Lincoln (1939)	

A number of these films are available on videotape and could quite easily be used to stimulate discussion of a wide variety of issues in the classroom.

It is recommended that teachers and the lawyer, judge or other legal professional review the film fully to prepare for classroom discussions. Some of the movies listed may obtain materials suitable for older students.

A. Lincoln, Attorney at Law - DVD Available
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A DVD that discusses Lincoln as a lawyer has been distributed to schools and public libraries across Illinois through a cooperative effort of the Illinois State Bar Association, the Illinois Judges Association, and the Illinois State Library.

The DVDs were provided free of charge and we have some left. Please e-mail Donna Schechter if you would like a free copy (available while supplies last).

The DVD is a wonderful way to discuss Lincoln's role as an Illinois lawyer. You might want to show the DVD and invite a local lawyer to your classroom to watch it with the class and discuss the differences there are between how Lincoln became a lawyer and practiced law, and how one becomes a lawyer and practices law today.

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