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A FEW NOTES ABOUT VISITING A CLASSROOM[1]

"Do you know where you're going?"

This may sound like a silly question, but many presenters fail to do the necessary preparations before heading back to school. Everyone knows the "Three Rs." **The LIC presenter needs to know the "Five Ws": Who? What? Where? When? and Why?**

Who? Who refers to your ***audience***. Is the class you're visiting in an ***elementary, middle or high school***? Is the school ***public, private or parochial***? ***How many students*** are in the class? Are you presenting before ***more than one class***? Is there anything ***special about the students, teacher or school*** that you should know before making your presentation?

In the best of all possible worlds, you could ***visit the class*** and ***observe the students*** before making your presentation. But, in our world, few judges/lawyers (or educators) have that luxury. It's a great advantage for a presenter to make ***contact with the classroom teacher*** prior to the presentation to have as many of these questions answered as possible. You should try to work in partnership with the classroom teacher before the presentation. But, if your first contact with the classroom teacher is when you enter the room for your presentation, try to ***connect with the teacher*** right away. The teacher is your introduction to the class and, if you have any problems, your safety net in leaving the classroom. Most teachers will turn their classrooms over to you, thinking you want them out of the way so that you can "do your thing." Although you will need to control the classroom, it's always better to have an extra set of hands around to help run things. Ultimately, the responsibility for ***classroom discipline is with the classroom teacher*** and not with you. Most teachers will appreciate your efforts to include them in the program since the students will be theirs when you are long gone. Make sure the teacher knows you want ***a school staffer in the classroom with the students during your presentation***. It's always better to have two hands on deck.

What? What refers to the ***content*** of your law-related education (LRE) presentation. Are you focusing on a ***specific topic, or are you giving a general overview of the law***? If you have been asked to cover a ***specific content area, please feel free to contact Temple-LEAP or any of the other law-related and civic education providers*** listed in this booklet for possible lessons on that topic (see LRE Support Organizations). If you are going to ***develop your own materials, please see the lesson planning suggestions*** provided in this booklet (see Lesson Planning Ideas).

[1] These ideas come from a variety of sources and are meant to help a presenter feel comfortable about heading into a classroom. Please feel free to make these yours as we have made them ours— to paraphrase what T.S. Elliot once said about poets, "A great presenter doesn't imitate ... he or she steals!"

GETTING STARTED: JUDGES & LAWYERS

The following are some useful content and delivery tips to help you get started:

- ***Be prepared*** and ***have a plan*** that covers the time allotted. ***Build into your plan the capacity to deviate*** from it if circumstances, or questions from your audience, dictate that a change is needed.

- Whatever you cover, be prepared for wide-ranging questions from the students in your class. ***Answer the questions as best you can***, but tell the students the truth if you don't know the answer to one of their questions. Young people have well-developed "lying" detectors that you should not try to challenge. Your detector needs to be working as well, since some students will try to draw you into making a judgement about an action of a parent, teacher, school administrator or local law/justice official.

- Always try to ***present both sides of an issue*** and use the old teacher's trick of ***turning the question back on the student*** who asked it.

- ***Be prepared for students to share their personal experiences*** (or their parents' experiences) with the law. Always try to ***respect their points of view*** while encouraging them to expand on that perspective.

- It's important for every presenter to ***stress both rights and responsibilities*** — the students need to understand that part of being a good citizen is realizing and respecting the freedoms and rights of all people.

- Try to ***focus your presentation on the students by actively involving them in the learning***. Remember . . . lecturing is the least effective means of teaching (see the Glasser Chart in the Lesson Planning Ideas section). Think back to times when you were excited about learning and model your lessons on those memories.

- Finally, ***try not to promise the students anything that you will be unable to deliver*** in the future. If you say you will get back to the class with the answer to a question, make sure you do it. If you promise to visit later in the year, make sure that visit takes place. The excitement of a great presentation sometimes tempts a judge/lawyer to promise more than he or she can deliver. Remember . . . whatever the content of your presentation, you also are teaching the students about what types of people lawyers are in our society.

Where? Where refers to ***three sets of directions***. The first two sets of directions you will need are ***directions to the school*** and, ***within the school***, directions to the place where the presentation will take place. Although these first two sets of directions appear obvious, the serious and often overlooked part of knowing where you're going is ***determining what the school's rules are for visitors***. Do you need to report to the main office? Do you need a pass to walk in the building? Even if you have visited the same school for many years, the recent problems with school violence have led many schools to tighten visitor controls.

The third and final set of directions you will need are ***directions for moving both yourself and the students around in the classroom***. When working with students, try not to get yourself locked into one place. Students often expect you to teach from the front of the classroom. Challenge them to pay careful attention to you by moving about the room, perhaps by teaching from the rear of the room. There are many different ways to direct students around the classroom and some of the best ways are detailed in the included lesson plans (see K-12 Classroom Lesson Plans). The easiest and best way to involve students more completely in a lesson is by dividing the large group into smaller groups of between four to six students.

Caution: ***Never have everyone count out loud and then break into groups by number***. Students are too smart for this — they will regroup themselves to be with their friends and you will be unable to keep track of who should be in which group. Instead, have the group split up by lining up in chronological order of birthdays over the course of the year, by shoe size, by the time each person went to bed last night or by the distance each student lives from the school. You also can make groups using the "geography" of the class, having students in each section of the room move their desks together. Ask the teacher if the students are used to grouping during lessons — some classes will have cooperative learning groups already established and you can utilize those groupings for any small group work you wish to do during your presentation.

When? When refers to the ***time of your session*** — both ***beginning and ending times***. Schools run the gamut with regards to scheduling: Some schools have 42-minute periods, while others have 90-minute periods. Please make every effort to ***follow the schedule the school sets up for you***. If you can ***get to your class a few minutes early***, you'll get a chance to observe the students entering the classroom. This will give you some hints about the class and also will create anticipation among the students as they try to figure out everything about you. If you are late, you lose the chance to be mysterious. And more important, you suggest that your time is more valuable than the time of the students in the class. ***End the class on time***, too. No matter how interesting your presentation, when the period is over, end it. The students will need to move on to their next class and you will need to return to the office. A good way to make sure you end on time is to ask someone (a student, the teacher) to give you ***a five-minute warning*** that the class is close to ending.

Why? Why refers to the ***purpose*** of your presentation. Why you are making your presentation is a matter of personal motivation. You should know that the Pennsylvania Bar Association's "why" answer rests with the PBA's commitment ***to lay a foundation for teaching civics and government in the classroom*** and ***to improve the perception of judges/lawyers in the commonwealth***. The final "why" answer you need to know is from the school. ***Why is this class having you visit***? Knowing that answer will help you to plan your presentation effectively. You may be making a one-time Law Day presentation that is not connected to anything else that occurs at the school. On the other hand, you may be expected to provide the background on a project that the entire school is undertaking. Whatever the reason, ***recognize and respect the opportunity you have to make a difference in that school***.

Thank you for taking up the challenge to make a difference in the lives of Pennsylvania students.

GETTING STARTED: EDUCATORS

Thank you for your interest in Law Day 2000. This lesson plan guide is designed to help you, and judges/lawyers, introduce law-related lessons into the classroom with ease. The lessons are fun, informative and easy-to-use. Appropriate handouts have been included, along with information about the Proposed Academic Standards for Civics and Government each lesson satisfies.

In addition, this lesson plan guide offers you the unique opportunity to invite local judges and lawyers into your classroom to help with teaching the lessons. As you know, students often respond well to outside people who share with them their knowledge and experience in certain subject areas, such as the law. Do not, however, feel restricted only to use these lessons during the Law Day celebration. This guide was created to be a year-long civics and government teaching tool for educators across Pennsylvania. Should you have any questions regarding the lesson plans contained in this guide, please feel free to contact Temple-LEAP (information about this organization can be found in the Introduction to LRE Support Organizations section).

CLASSROOM WARM-UP EXERCISES

These warm-up exercises are designed to help you and your students get to know each other better and get ready to learn about the law.

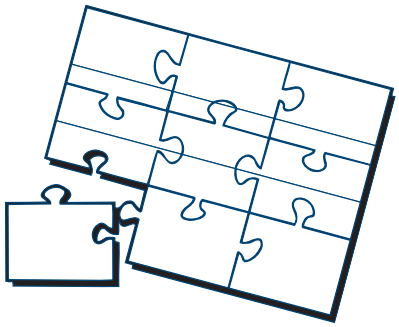
PROMINENT AMERICANS QUIZ

- **Grade Level(s): All Grades**
- **Special Tip: The answers should be written on the board for younger students**

Ask the students to make a list of five prominent Americans. Do not give any further instructions. Ask for volunteers to share with you some of their answers (this way you can avoid putting anyone on the spot). Now ask the students to name five prominent African-Americans without repeating any names from their first list. Continue varying the questions by asking for lists by gender and/or by other race or ethnic groupings. After a period of time, ask the students which lists caused the most difficulty in naming five people. Then discuss what the students think "prominent" and "American" mean.

A variation of this activity can be done using newspapers. Bring in enough newspapers for the class (or for small groups) and have the class go through the newspapers looking for references by gender, race or ethnicity. Compare and contrast the way the newspapers cover each group.

PUZZLES



- **Grade Level(s): All Grades**
- **Special Tip: Pick appropriate puzzles for younger students.**
- **Academic Standards: If the warm-up is used as an introduction to a mock trial cross examination exercise, it supports Proposed Standard 5.2 (Rights and Responsibilities of Citizenship) and 5.3 (How Government Works)**

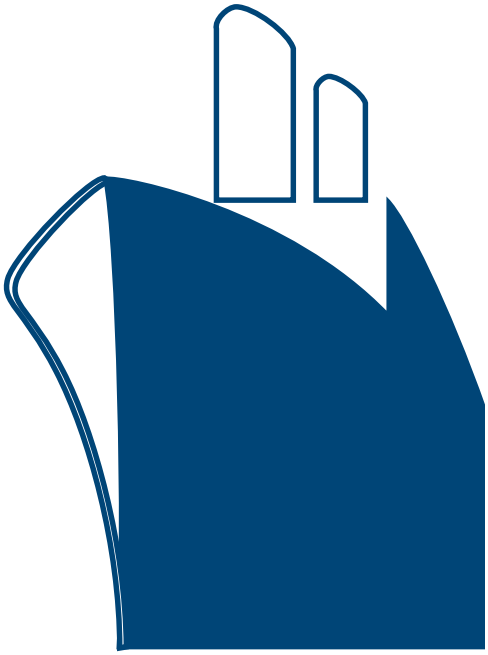
Get students' minds working by using one of the puzzles below. Explain to the students that they will be told what happened in a given situation. The mystery is that they must solve how it happened. Tell them they can ask you any question, as long as it can be answered "yes" or "no." This is a fun exercise that teaches students to think outside the box (something lawyers do everyday). It gives them practice at asking cross-examination type questions that only may be answered "yes" or "no."

- A man is running away from home, a man with a mask is chasing him *(It is a baseball game; the catcher is wearing protective mask)*
- Jack and Jill are found lying dead on the floor with some broken glass and a little bit of water. What happened? *(Jack & Jill are fish -- the fish bowl fell)*
- A woman lives on the 30th floor and takes the elevator down each morning at 8 a.m. She returns at 5 p.m. and, most days, takes the elevator to the 15th floor and then walks up to the 30th. However, on days it rains, she takes the elevator to the 30th floor. *(She is a short person and uses an umbrella on rainy days so she can reach the number 30 with the umbrella)*
- A man is found dead, lying face-down in a field with a ring in his hand. *(He is a parachutist)*
- There is a dirt road without streetlights in Pennsylvania. A woman is driving in a black car without headlights down the road. There is no moon. There is a black dog sleeping in the middle of the road. The woman swerves to avoid hitting the dog. How did the woman know the dog was there? *(It is daytime)*

CLASSROOM WARM-UP EXERCISES

SURVIVORS QUIZ

- **Grade Level(s): 4 & Up**



Ask the students to rank each of the following events according to the number of survivors from each event. The three events are:

1) The Titanic sinking
2) The Battle of Little Big Horn (Custer's Last Stand)
3) The Battle of the Alamo

Students generally think that there were no survivors at the battles of Little Big Horn or the Alamo (although some students who have seen the movies about these events will remember that a few folks survived the Alamo). As such, the Titanic is generally the answer for the event with the most survivors. Yet, if we look at it from a broader perspective, many more Native Americans and Mexicans survived the two battles than passengers survived the sinking of the Titanic. This quick quiz lets students consider that history, as often taught, teaches a narrow perspective.

EACH ONE, TEACH ONE

- **Grade Level(s): 7 & Up**
- **Special Tip: Choose age-appropriate learning nuggets**
- **Academic Standards: Depending on the content of the nugget statements, all of the Proposed Standards may be touched through this exercise**

In "Each One, Teach One," students are handed facts ("nuggets" of knowledge) about a topic and are asked to teach other students about what they learn from their nuggets. While this teaching is taking place, the students also are learning other information from their classmates. This works well for conveying "dry" information in a quick manner.

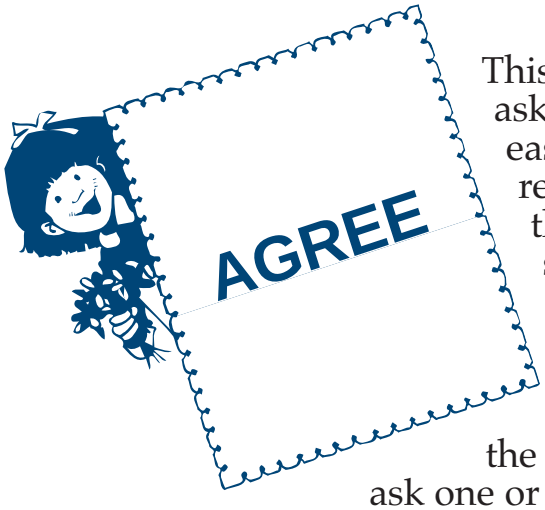
For example, you could share with the students some facts from a news article about recent immigrants to the United States. Using the "Each One, Teach One" strategy you can get all of the facts out to the class without having to go through each fact with the entire class.

To do this you need to write one fact on a strip of paper or card and make up cards for every member of the class. It does not matter that some of the cards are repeated (that will reinforce the learning). Distribute one fact card or strip to each student in the class. Each participant should spend a few minutes reading the information on the card (and be sure to check with the teacher to see if any students have reading difficulties—you can always discreetly read their cards out loud to them so that they can repeat what they heard from you to other students during the exercise).

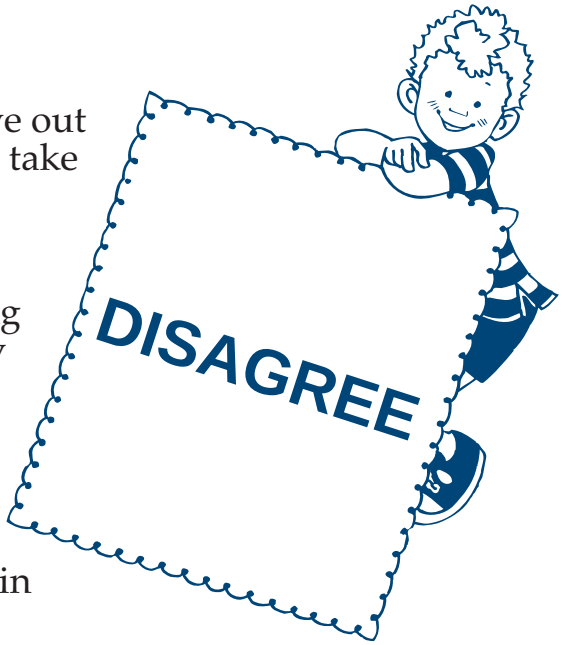
Students should go around the room and teach their fact to others — one student at a time. Then ask students to tell the class something they have learned from someone else. You can add anything that was missed during the exchange as you go over the information the students learned from each other.

WHAT DO YOU THINK: TAKING A STAND

- **Grade Level(s): All Grades**
- **Special Tip: Select an age-appropriate issue**
- **Academic Standards: This activity directly involves Proposed Standard 5.1.J, which focuses on respect for others and individual rights. Proposed Standard 5.1 covers Principles and Documents of Government. Depending on the content of the lesson statements, Proposed Standards 5.2 (Rights and Responsibilities of Citizenship) and 5.3 (How Government Works) also will be touched upon through this exercise.**



This exercise, sometimes called "Voting With Your Feet," asks students to take a stand along a continuum. The easiest way to present this lesson is to make two signs: one reading "agree" and the other reading "disagree." Place the signs on opposite ends of the room. Explain to the students that you will be making a statement about an issue. You then will ask a few students to stand — in the room — where they fit on the continuum, with those strongly agreeing or disagreeing taking positions at each sign and those remaining uncertain standing in the middle. After the students have taken their positions, ask one or two of the students to explain why they chose to stand where they did.



Hint: Try to get a feel for how well the students behave out of their seats before you have large groups of students take stands. It's always better to start out slowly and then involve more students as you go along. Also, try to model the respect for different opinions that is embodied in our representative democracy by selecting those who take isolated stands to speak first. You may pick from any of a thousand topics for "Voting With Your Feet," but one exciting source of topics involves exploring historic and/or current cases before the various courts. You might ask the students to take a stand on religious prayers at graduation and then explain to the class the U.S. Supreme Court's decision in *Lee v. Weisman*.

MINDWALK

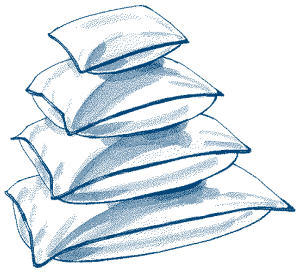
- **Grade Level(s): All Grades**
- **Academic Standards: This activity involves Proposed Standards 5.1.B and 5.3.C, which focus on the importance of and reason for rules and laws. Proposed Standard 5.1 covers Principles and Documents of Government and 5.3 explores How Government Works.**

THE MINDWALK BEGINS BY SAYING TO STUDENTS:

"I'm now going to ask you the hardest question you will ever be asked — What would you rather be doing than listening to me?"

Ask the students to create a list (choose one or two students to write the ideas on the board until you have a list of 10 activities). Now challenge the students with the statement that "everything is connected to the law and that is why studying the law is so important."

Go through how the ideas they listed can be connected (sleeping involves the little pillow tags that say "Do Not Remove Under Penalty of Law"; eating costs money, which gets its value by law; winking at someone could be sexual harassment). Ask them to come up with things they think are not connected to the law in any way. Let the group work through the connections.



One presenter who has used this lesson a number of times said he only was stumped once, when a student brought up the notion of pure thought—eventually, the group decided that you had an absolute right in America to think whatever you want, a right that certain nations—the "1984" world comes to mind—do not protect.

MINDWALK (CONT.)

Variations of this exercise are numerous. You may use a newspaper, what a student or teacher did the previous weekend or even what documents can be found in your wallet (driver's license, credit card). For an older audience, you may wish to use the approach described below:

Tell students that you are going to narrate a "story" and that they should stop your narration when they think you have mentioned something that pertains to the law. Begin to narrate your daily activities. For example, "This morning, I awoke at 6:00 a.m. I took a shower, got dressed and ate a breakfast of cereal and coffee. I got in my car and drove to school (or office). I picked up my paycheck" etc.

The students should have stopped you at a number of places to mention points such as the following:

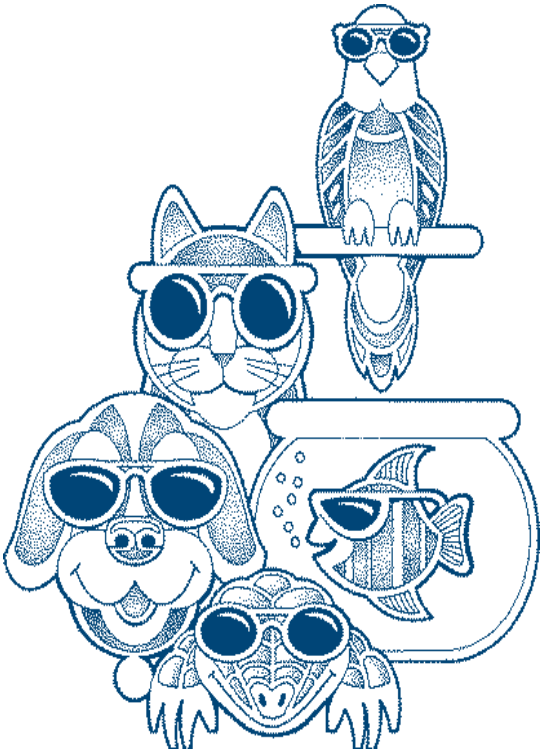
1. Your name is a legal device that cannot be changed without court approval.
2. Time is regulated by law. The official clock in Washington, D.C. is set in accordance with Greenwich Mean Time.
3. Water for bathing is inspected by city officials and must meet health, safety and environmental regulations enforced by local and national governmental agencies.
4. Clothing and furniture must have contents and cleaning instructions listed on a label.
5. Cereal boxes are required by law to list ingredients. Milk must be pasteurized and meet health standards. The price of milk often is regulated, as well.
6. Cars must have safety and pollution control devices that are regulated by law. The car must be licensed and insured.
7. Drivers must be licensed and must obey traffic laws.
8. Streets are built and maintained under standards regulated by law.
9. Income tax and social security taxes are withheld from paychecks by law.

As an extension of the Mindwalk exercise, you might ask the students to generate a list of all the legal documents they will be required to have during their lifetimes. Among them could be included:

- **birth certificate**
- **driver's license**
- **marriage license**
- **draft registration**
- **passport**
- **rental/lease agreement**
- **school registration/ ID card**
- **graduation diploma/transcript**
- **Social Security card**
- **income tax return**
- **work permit**
- **mortgage or other loan papers**

On Writing a Law: No Animals in the Library[1]

- **Grade Level(s): 1 - 3**



Through this exercise, students will begin to understand what a law is and how to write one. You will guide them through a series of questions to help them determine if the law is fair and just. If the students determine that it is not a good law, then ask them to help you rewrite it.

To begin, write on the board: "No animals in the library." Tell the students that this will be a new rule in their school. Ask them what they think about this rule. You will most likely get emotional responses and will need to guide them in their thinking. The following are some questions to help you direct their thinking to the legal process:

- Is the law written in clear language?
- Is the law understandable?
- Does the law contradict any other law in the school?
- Is the law enforceable?
- What penalties would you suggest when this law is broken? Are these penalties reasonable?

Finally, ask them if the library law is a good law. If they answer "no," then help them rewrite it using the board.

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[1] Kimmel, Eric. *I Took My Frog to the Library*. Puffin Books, 1960.

WHAT ARE RULES & LAWS?

- **Grade Level(s): 3 - 6**

Divide students into groups of five. Ask each group to talk about five rules that most often are broken by fellow students during school: in the classroom, in the cafeteria, in the library, in the bathrooms, in the halls and on the playgrounds. The students should write down the broken rules in a column marked "Frequently Broken Rules." The students then should decide on reasonable consequences for breaking the rules or on rewards for following them. The consequences/rewards should be written under a column marked "Consequences/Rewards." Each group should appoint a speaker to share the group's ideas with the class. After the ideas have been presented, you should explain how the exercise reflects the laws by which we live and the means by which they are enforced. You should also talk about the law-making and judicial processes.

Please feel free to use the following page as a hand-out for your students.

WHAT ARE RULES & LAWS?

Work with your group to come up with five rules that are most often broken by students during school: in the classroom, in the cafeteria, in the library, in the bathrooms, in the halls and on the playgrounds. Write down the broken rules in the column marked "Frequently Broken Rules." You then need to decide on reasonable consequences for breaking the rules or rewards for following them. The consequences/rewards should be written under the column marked "Consequences/Rewards." After your list is finished, select a speaker to share your group's ideas with the class.

FREQUENTLY BROKEN RULES

Example: Children should pick up after themselves in the cafeteria.

1. _____

2. _____

3. _____

4. _____

5. _____

CONSEQUENCES / REWARDS

Example: Children who keep a very clean area get a free dessert once every 2 weeks.

1. _____

2. _____

3. _____

4. _____

5. _____

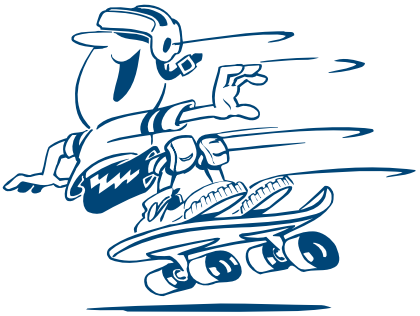
CONFLICT POLL

- **Grade Level(s): 4 - 6**

The conflict poll is a great way to get students talking about how to find positive solutions to conflicts. By working through everyday situations with the students, you will be able to help them begin to think about alternative means to solving disputes.

Distribute the conflict poll to all students in the class. Ask each student to answer the questions by determining the most positive solution to each conflict. When the students have completed the poll, discuss each question by going over all possible solutions and the reasons for choosing or rejecting each one. The poll can be found on the following page.

CONFLICT POLL



Directions: **Choose the most positive solution to each conflict. When completed, the class will discuss all of the solutions and the reasons for choosing or rejecting each one.**

1. You are riding your skateboard and two older kids want to take it from you.

   a. Run from the older kids and let them chase you
   b. Let them have it and quickly report it to an adult
   c. Do everything you can to keep them from taking it
   d. Try to convince them not to take it

2. You and a friend are in a store, and your friend wants you to help steal some candy. Your friend says you had better help because even if you don't, he/she is going to say you helped to steal it if he/she gets caught.

   a. Leave the store immediately, go home and tell your parents
   b. Just be a "lookout" for your friend, but don't take anything
   c. Try to talk your friend out of doing it because it's wrong

3. You and your friend are on your way home. Your friend wants to go play where there is construction happening.

   a. Play there, but stay out of the workers' way
   b. Tell your friend it's dangerous and go home
   c. Just go and explore, but don't stop and play
   d. Ask a construction worker to stop for a moment to talk

4. You wear a new jacket to school and at the end of the day find that it's gone. The next day you see another student wearing it.

   a. Go up to the student and force him/her to give it to you
   b. Wait until the student takes it off and then take it back
   c. Tell your teacher so that he/she can check the jacket for identification
   d. Go up to the student and try to talk it over

5. You are walking home when you see some older kids putting soap on car windshields.

   a. Tell an adult or go home and call the police
   b. It looks like fun so you join them
   c. When they leave, you try to rub it off
   d. Ask them to stop for a moment and talk to them

WHAT DO YOU THINK: WORD ANALYSIS

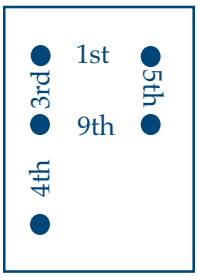
- **Grade Level(s): 7 and Up**

Write the word "Diversity" on the board and ask the students to brainstorm words that come to mind when they hear that word. You can compare their reactions to the reactions that other words such as "race" or "gender" elicit. Let the students do the thinking and then explain to them the importance of diversity in our democracy.

WHAT DO YOU THINK: CONSTITUTION WORD SEARCH

- **Grade Level(s): 7 & Up**
- **Academic Standards: This activity involves Proposed Standard 5.1.E, which focuses on the Constitution and the Bill of Rights as key documents of United States government. Proposed Standard 5.1 covers Principles and Documents of Government.**

For this activity, you will have either to provide the students with pocket Constitutions or copy sections of the Constitution. Begin by telling the students that you have a prize for the class if they can answer a really tough question (make sure you have a prize because, even though they will not find a correct answer, they will still expect a prize). Refer the students to the Bill of Rights and tell them that in the first 10 amendments to the Constitution there is a "Right to Privacy" — they will win the prize if they find it.



While they are searching, make a "connect-the-dots" letter P on the board. After a few minutes have passed, ask the students to tell you what they found. Put their answers on the P by connecting the dots as they point out the amendments containing privacy rights. The students will likely say that privacy rights are found in the 1st Amendment's rights to assembly and religion, the 3rd Amendment's protection against the quartering of troops in peace, the 4th Amendment's search and seizure protections, the 5th Amendment's right against self-incrimination and the 9th Amendment's non-enumerated protections.

However, for all the privacy rights found, not once is the word "privacy" used. Ask the students why? The answer is tricky — privacy, a word of French origin, was not used in English until the mid-19th century, years after the Bill of Rights was created. Now ask the students what the connect-the-dots P you drew refers to in the Constitution. If they say "privacy," tell them they are partly right—the P actually refers to "penumbra," which is the word meaning shadow or aura that the Supreme Court opinion in Griswold v. Connecticut *used to justify the establishment of a privacy right.*

Now ask the students to consider the compromises on slavery that allowed the Constitution to be ratified and that are contained in the original language. Show them the 3rd and 5th amendments' compromises, the Fugitive Slave Act and the future ban on the importation of slavery. Ask them to identify where they first find the term slavery used in the Constitution. (It's not used until the 13th Amendment abolished slavery in 1865.) Ask the students why they think that word — slavery — a word in common usage when the Constitution was written, was not used in the document. There is not a single acceptable answer. Perhaps the founding fathers were concerned about the implications of having the word in the document containing the law of the land; or maybe the word was such a trigger of debate that other words were more acceptable. The answer does not matter, but the discussion should focus on diversity and democracy.

NO VEHICLES IN THE PARK

- **Grade Level(s): 9 & Up**
- **Academic Standards: Variations of this lesson abound, ranging from exercises based on children's literature to asking which animals should be allowed in the library to lessons that explore the Pennsylvania school law that bans weapons on school grounds (Act 26). All of the variations involve Proposed Standard 5.3.H, which explores the relationship between individual and governmental interests. Proposed Standard 5.3 covers How Government Works.**

The "No Vehicles in the Park" lesson involves a mock statute that says, due to problems in the park, there will be no vehicles allowed in the park. Ask the students if they understand the rule—and ask what they think makes up a good rule. They should say things like clarity, enforceability and fairness. Then put the students into groups of five or six and ask them to serve as participants in city council hearing petitions involving disputes over the interpretation of the law. Will they allow exceptions to the law? The classic law-related education version of the exercise is on the next page (please feel free to copy the exercise for your students). Keep in mind — there is no correct answer; the power of the activity is in the discussion explaining each answer.

NO VEHICLES IN THE PARK

The town of Owlville had a park that was being overrun by vehicles of all types. To make the park a place where residents might find peace and enjoyment, the town leaders enacted a law that read: "No Vehicles in the Park." While the law seems clear, some disputes have risen over the interpretation of the law. Please decide the listed cases keeping in mind both the letter of the law as well as the intent of the law.

A. John lives on one side of town and works on the other side. He will save 10 minutes if he drives through the park.

B. To keep the park clean, there are many trash barrels in which people may deposit all litter. The sanitation department wants to go into the park with trash trucks to collect the trash.

C. Two police officers are chasing a suspected bank robber. If one officer cuts through the park, he or she can get in front of the suspect's car and trap it between the patrol cars.

D. An ambulance has a dying car-accident victim in it and is racing to the hospital. The shortest route is through the park.

E. Some of the children who visit the park want to ride their bikes in the park. What about the skateboarders?

F. Mr. Thomas wants to take his baby to the park in her baby buggy.

G. A monument to the town's citizens who died in the Gulf War is being constructed. A tank, donated by the government, is to be placed beside the monument.

H. Several of the town's citizens have made a living for several years by driving people around scenic spots in the city in an old-fashioned horse and buggy. They want to drive people through the park.

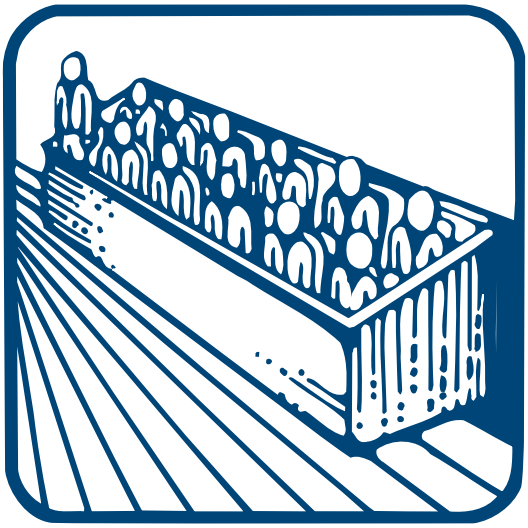
MINI-MOCK TRIALS

- **Grade Level(s): 9 & Up**

You have two possible mock trial lessons to use. One is the East Africa exercise where students have to decide which of three judges' opinions on the case seems the best (there is no correct answer). This is a great lesson that can be extended by having the students create closing arguments for each position (or even a fourth position of their own creation such as the argument that the court has no authority whatsoever to impose its law where its law is backed only by colonial claim). The next lesson is based on the Dudley/Stephens case and raises the issue of whether there is a case for justifiable homicide. In the real case, the sailors were first convicted and then later pardoned (remind the students that, historically, there have been a number of ships that have sunk — so this case actually is not unique).

The cases are outlined on the following two pages. Please feel free to use the pages as hand-outs for your students.

- **Academic Standards:**
  - **Law & Policy in East Africa: A Lesson From Isidore Starr[1] — This activity involves Proposed Standards 5.3, which explores How Government Works and 5.4, which looks at How International Relations Function.**
  - **The Shipwrecked Sailors — This activity involves Proposed Standard 5.3, which explores How Government Works.**



[1]Isidore Starr is considered the "father" of LRE. He is an attorney educator who is renowned for his ability to make the law come alive in ways that challenge students of all ages to examine their world critically. Some scholars have challenged Dr. Starr for creating this lesson, arguing that, taught by an inferior teacher, it might somehow glorify the colonial system. Dr. Starr's response in teaching this lesson, to paraphrase another famous American, has been to note that the response to dangerous ideas is best made by presenting new ideas.

LAW AND POLICY IN EAST AFRICA

A young man in a remote village, uneducated in the western sense, is charged with murdering a relative, an old woman. He admits to killing her, but says he did so in self defense: She was a witch, sworn to kill him by incantation.

The story told by the young man is that one of his children came down with an unknown illness, weakened mysteriously and died. By tribal custom, the old woman, his relative, should have prepared the funeral rights, but she did not do so. When he asked her why, she said she had cast a spell on the child and would kill all his family.

Then another child sickened and died. The man confronted the old woman and demanded she stop. She laughed, looked hard at him and said she would see that he died before sundown that day. He went away, found an ax, crept into the old woman's hut and killed her. Then he turned himself in to the authorities.

The young man was convicted and sentenced to death. The case was appealed and three judges presented opinions.

THE THREE OPINIONS

- The first judge said she would not question the sincerity of the accused: Doubtless he really did believe in witchcraft and thought he would die unless he killed the old woman first. But a belief in imminent physical danger could be accepted as a defense to murder only if it was reasonable. The law of this new African republic was still based on the common law of England, and that meant the test was what a reasonable person on Piccadilly would believe. No reasonable person in England believed in witchcraft. The conviction should be affirmed.

- The second judge said the first judge was practicing neo-colonialism: A new African state could not be bound in its law by what the mythical reasonable person in Piccadilly believed. Clearly this defendant's belief was reasonable in his culture. Conviction should be reversed.

- The third judge said both his judicial colleagues were wrong in their approaches. While English rules should not be rigidly applied, it would be just as bad for the new state to accept primitive beliefs as a standard. The court should take a pragmatic approach and decide the case in the way most helpful to the country. That was to uphold the conviction, but to reduce the sentence to a moderate prison term, thus teaching that belief in witchcraft was not a good defense but allowing time for that principle to become understood.

THE SHIPWRECKED SAILORS

Three sailors on an ocean-going freighter were cast adrift in a life raft after their ship sank during a storm in the Atlantic Ocean. The ship went down so suddenly that there was no time to send out an S.O.S. As far as the three sailors knew, they were the only survivors. In the raft, they had no food or water. They had no fishing gear or other equipment that might have been used to get food from the ocean.

After recovering from the shock of the shipwreck, the three sailors began to discuss their situation. Dudley, the ship's navigator, figured they were at least one-thousand miles from land, and the storm had blown them far from where any ships would normally pass. Stephens, the ship's doctor, indicated that without food they could not live longer than thirty days. The only nourishment they could expect was from rain that might fall from time to time. He noted, however, that if one of the three died before the others, the other two could live a bit longer by eating the body of the third.

On the twenty-fifth day, the third sailor, Brooks, who by this time was extremely weak, suggested that they all draw lots and the loser be killed and eaten by the other two. Both Dudley and Stephens agreed. The next day lots were drawn and Brooks drew the short lot, thereby losing. At this point, Brooks objected and refused to consent to being killed. However, Dudley and Stephens decided that Brooks would die soon anyway, so they killed and ate Brooks.

Five days later, Dudley and Stephens were rescued by a passing ship and brought to port. They explained to the authorities what had happened to Brooks. After recovering from their ordeal, Dudley and Stephens were placed on trial for murder based on a law which read: "Any person who deliberately takes the life of another is guilty of murder." Are Dudley and Stephens guilty of murder?

CLASSROOM WRAP-UP EXERCISES

WRAP-UP LESSONS

- **Grade Level(s): All Grades**
- **Special Tips: You can do this exercise orally with younger students**

EXAMPLE #1

Reflection on the Lesson

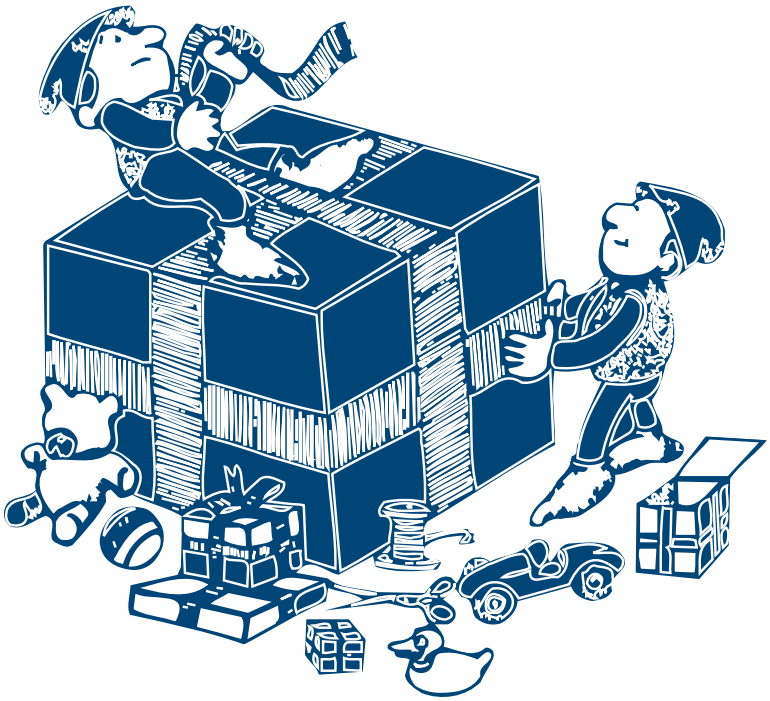
Ask the students to list on index cards up to three things they have learned from the class that they will want to share with their family members later. The students should be encouraged to take their cards home to share.

Ask the students to list up to three questions they have as a result of the presentation. If you have the students write the questions on separate index cards, you can take their questions with you and follow-up in writing to the class.

EXAMPLE #2

Think Back!

Ask the students to think back to the start of the lesson when you first began the class. Ask them what they thought the class would be about — "What did you think I would talk about today?"; "Were you surprised?"; "Did you enjoy the class?"; "What did you learn?" Ask the students to write out their answers.



LESSON PLANNING IDEAS

There is probably a law-related education (LRE) lesson for any topic on which you might like to present. You always can contact one of the LRE support organizations listed in this booklet (see Introduction to LRE Support Organizations). Nonetheless, many judges/lawyers enjoy creating their own unique lessons for their presentations.

This material will give you an overview of everything you will need to know if you decide to create an original lesson for your effort. Please feel free to use any or all of the materials contained in this section. All the PBA asks in return is that you consider sharing your lesson ideas with future presenters by sending them to Temple-LEAP (information about this organization can be found in the Introduction to LRE Support Organizations section).

GLASSER'S PERCENTAGES OF WHAT STUDENTS LEARN[1]

Students Remember:

- **10% of what they read**
- **20% of what they hear**
- **30% of what they see**
- **50% of what they see and hear**
- **70% of what they discuss with others**
- **80% of what they experience personally (that involve feelings)**
- **95% of what they teach someone else**

As such, don't give out a lot of handouts and then lecture. Whenever possible, try to involve the students in interactive learning activities. Conducting a mock trial with the students will teach them much more about how courts operate than a lecture on the structure of the courts. Role-playing a police stop is a far better way to teach about police powers than reading the opinion in *Terry v. Ohio*. Two-mini mock trial lesson models are highlighted in the lesson plans contained in this booklet (see K-12 Classroom Lessons).

[1] For more information, see William Glasser's *Control Therapy In the Classroom*, Harper & Row: NY, 1986; *Reality Therapy: A New Approach to Psychiatry*, Harper & Row, NY, 1965.

LESSON PLANNING IDEAS

WHAT ARE THE STEPS OF A GOOD LRE LESSON?

1. Start with a warm-up—something to get the students ready for your presentation. Some examples are provided in the lesson materials. Try to make the warm-up connected to the main thrust of your lesson.

2. Ask the students a question that makes them think. The simplest one is: "What do you think of . . . ?"

3. Have at least one activity other than you talking (see the next page for examples). Since we know that this generation was raised on MTV with its fast-paced action, you might want to use a number of activities a few times during the class (start by asking a question, move on to a role-play or simulation, have the students brainstorm some ideas, ask them to visualize a scene, read a passage from a case and close with a survey you provide).

4. End with a wrap-up, something that brings closure to the presentation. You might simply ask them to reflect on the class. If the teacher thinks a homework assignment is a good idea, give the students an assignment such as this; "Here's the address of your Senator—write the Senator and explain how you feel about this matter."

5. Since Pennsylvania is in the midst of considering the Proposed Academic Standards for Civics and Government, and since the PBA Board of Governors has unanimously endorsed those standards, wherever possible, please refer to the standards in your lesson. The proposed academic standards cover four main areas: Principles and Documents of Government, Rights and Responsibilities of Citizenship, How Government Works and International Studies. Copies of the proposed standards are available on the Pennsylvania Department of Education Web site [www.state.pa.us] and hard copies may be obtained through Temple-LEAP.

WHAT ARE THE ESSENTIAL ELEMENTS OF A GOOD LRE LESSON?

The lesson should:

- develop substantive knowledge about a legal/constitutional concept that is of interest to young people;
- present a balanced view of the topic as well as the legal system;
- develop a wide range of cognitive and affective behaviors, as well as critical thinking skills;
- stress interactive learning processes such as small-group activities;
- provide a debriefing procedure that leads participants to evaluate their own learning; and
- relate to students' daily lives and be appropriate to the students' age and level of understanding.

ACTIVITIES THAT HELP STUDENTS ATTACH MEANINGS TO LEARNING EXPERIENCES[2]

- **Writing Logs/Diaries**
  Students document reactions to events and interpret what has happened.

- **Naming Themes**
  Students think of the personal lesson that was learned and try to derive an abstract meaning from the experience. The question, "What does it remind you of?" encourages students to find themes.

- **Imagining**
  Students imagine "What if?", or they create alternative outcomes to surmise about alternatives.

- **Evaluate**
  Students rate or rank an experience in relationship to other similar experiences they may have had.

- **Role-Playing**
  Students express their understanding of problems by acting out their interpretations of the elements of the experience (mini-mock trials are great for presentations).

- **Drawing**
  Students identify major themes or issues and draw pictures identifying the meaning derived from the experience.

- **Comparing**
  Students relate reading or taking a field trip to another similar experience. This helps them identify features they consider relevant.

- **Concept Mapping**
  Students visualize and draw the relationships among concepts with a series of links or chains.

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[2] James Roth, "Enhancing Understanding Through Debriefing," *Educational Leadership*, October, 1987, pp. 24-27.

LRE SUPPORT ORGANIZATIONS

INTRODUCTION TO LRE SUPPORT ORGANIZATIONS

Law-related education support organizations are great resources for schools and judges/lawyers interested in introducing civics and government into the classroom. Please feel free to contact any of the organizations listed below.

Temple-LEAP
1719 North Broad Street
Philadelphia, PA 19122
phone (215) 204-1887
fax (215) 204-5455
e-mail: dtrevask@thunder.ocis.temple.edu

The Law, Education and Participation Project of the James E. Beasley School of Law of Temple University (Temple-LEAP) promotes law-related and civic education LRE. LRE is a unique blend of substance and strategy: Students learn about the law, the justice system and their rights and responsibilities through positive interaction with law and justice professionals and educators who promote critical thinking and cooperative learning. Temple-LEAP provides curriculum and lesson materials for classrooms across the commonwealth and is a great resource for presentations.

Temple-LEAP has developed these innovative educational programs aimed at empowering young people through the study of law for the past 25 years. Starting in Philadelphia in 1974 and branching out to reach all corners of Pennsylvania in 1985, Temple-LEAP conducts LRE trainings for educators and law and justice professionals and produces general and Pennsylvania-specific curricula related to civics and government.

Although Temple-LEAP is the Pennsylvania center for LRE, there are a number of national organizations that support LRE. The National Constitution Center (NCC), The Center for Civic Education (CCE), Constitutional Rights Foundation (CRF), Street Law, Inc. (Street Law) and the American Bar Association's Public Education Division (ABA) are national projects that provide curriculum and lesson materials for LRE programs; much of their materials can be easily adapted for presentations.

National Constitution Center
The Bourse, Suite 560
111 South Independence Mall East
Philadelphia, PA 19106
phone (215) 923-0004
fax (215) 923-1749
www.constitutioncenter.org

NCC was established by Congress to increase awareness and understanding of the U.S. Constitution, its history and its relevance to our daily lives so that all students, young and old, can better understand and exercise their rights and responsibilities. Serving as the home of the Warren E. Burger Repository of LRE lessons created originally under the auspices of the Center for Research and Development in Law-Related Education (CRADLE), the NCC Web site contains a teacher resource area with lesson plans and curriculum ideas for the classroom. The CRADLE model of teacher-developed lessons is on the NCC Web site and provides an outstanding source of presentation materials.

LRE SUPPORT ORGANIZATIONS

Center for Civic Education
5146 Douglas Fir Road
Calabasas, CA 91302
phone (800) 350-4223
fax (818) 591-9330
www.civiced.org

CCE develops conceptual LRE programs centered around four concepts: justice, authority, responsibility and privacy. These concepts are fundamental to understanding the principles of law and the Constitution. The curriculum and training materials are provided for grades K-12 and are designed to develop better understanding of our constitutional democracy. CCE's *We the People* curriculum on the Constitution and the Bill of Rights is used across the nation in every congressional district.

Constitutional Rights Foundation
601 South Kingsley Drive
Los Angeles, CA 90005
phone (213) 487-5590 (ext. 127)
fax (213) 386-0459
www.crf-usa.org
or
Constitutional Rights Foundation Chicago
407 South Dearborn, Suite 1700
Chicago, IL 60605
phone (312) 663-9057
fax (312) 663-9057
www.crfc.org

CRF focuses on the connection among individuals, the law and the political system. Through participation in interactive role-plays, simulations and cooperative small groups, the Constitution is taught as living law that is applicable to students today. CRF materials emphasize the development of reasoning skills, especially as applied to evaluating the causes of, and potential solutions to, the problems facing the United States.

Street Law, Inc.
918 16th Street, NW
Suite 602
Washington, D.C. 20006
phone (202) 293-0088
fax (202) 293-0089
www.streetlaw.org

Street Law develops LRE materials that give students an understanding of practical law. Its approach to law-related education is to provide practical information and problem-solving opportunities that help students develop the knowledge and skills necessary for survival in our law-saturated society. In this way, Street Law hopes to promote in students a willingness and capability to participate effectively in the legal and political systems. Its flagship publication is called *Street Law* and is the largest selling secondary-level law curriculum.

American Bar Association
Public Education Division
541 North Fairbanks Court, 15th Floor
Chicago, IL 60611
phone (312) 988-6386
fax (312) 988-6281
www.abanet.org

The ABA, through its Public Education Division, maintains a repository of LRE materials and produces various publications that inform both lawyers and non-lawyers about the law. The ABA is a great resource for detailed materials.