WHY EVERY LAW MATTERS 2014

PLANNING GUIDE

MAY 1
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One of our most cherished national ideals, expressed eloquently by Abraham Lincoln, is “government of the people, by the people, for the people.” It is a principle enshrined in our nation’s founding documents, from the Declaration of Independence’s assurance that governments derive their powers from the consent of the governed, to the opening three words of the Preamble to the U.S. Constitution, “We the People.”

The right to vote is the very foundation of government by the people. For this reason, striving to establish and protect every citizen’s right to vote has been a central theme of American legal and civic history. Much of the struggle for voting rights began decades ago, but the work is far from complete, and a citizen’s right to cast a ballot remains at risk today.

As we approach the 50th anniversaries of the Civil Rights Act of 1964 and the Voting Rights Act of 1965, the 2014 Law Day theme, American Democracy and the Rule of Law: Why Every Vote Matters, calls on every American to reflect on the importance of a citizen’s right to vote and the challenges we still face in ensuring that all Americans have the opportunity to participate in our democracy.
ABOUT LAW DAY

What is Law Day?

A national day set aside to celebrate the rule of law. Law Day underscores how law and the legal process contribute to the freedoms that all Americans share. Law Day also provides an opportunity to recognize the role of courts in this democracy and the importance of jury service to maintaining the integrity of the courts.

How did Law Day begin?

In 1957, American Bar Association (ABA) President Charles S. Rhyne, a Washington, D.C., attorney, envisioned a special day for celebrating our legal system. In 1958, President Dwight D. Eisenhower established Law Day as a day of national dedication to the principles of government under law. In 1961, Congress, by joint resolution, designated May 1 as the official date for celebrating Law Day.

When is Law Day celebrated?

May 1 is the official date, but many celebrations take place either before or after that date. Some bar associations celebrate Law Week.

How Is Law Day celebrated?

Law Day programs are designed to help people understand how the law keeps us free and how our legal system strives to achieve justice. Thousands of Law Day programs are conducted each year for youth and adults across the country. In addition, every year since 1958 the president of the United States has issued a Law Day proclamation recognizing the importance of this day.

Why is a theme selected?

A theme is chosen to provide an opportunity to spotlight a particular aspect of the rule of law or legal process and how it affects our daily lives. Many of the Law Day programs held around the country are specifically tailored to showcase the theme.

Who conducts Law Day programs?

Law Day programs are conducted by bar groups, courts, schools, youth groups, and community organizations, just to name a few. Anyone or any group that wants to spread the important message of the crucial role of the rule of law and the legal process in protecting freedom has the potential to put on a program.

Are additional Law Day resources available?

Yes. In addition to the information that you find in this guide, lots of helpful resources are available on the Law Day website, www.lawday.org.

Whom Can I Contact With Law Day Questions?

Chandra Fitzpatrick, outreach manager for the ABA Division for Public Education, will be happy to assist you with any additional Law Day questions you may have. Chandra can be reached at (312) 988-5720, chandra.fitzpatrick@americanbar.org.

www.lawday.org
The right to vote is the foundation of our representative democracy. It is the very essence of government by the people. When voters participate in free and fair elections, they reinforce the legitimacy of the rule of law.

The 2014 Law Day theme is: American Democracy and the Rule of Law: Why Every Vote Matters. This theme highlights the importance of voting and of ensuring that our nation’s election laws and practices permit the broadest, least restrictive access to the ballot box. When an eligible voter is deprived of the opportunity to cast a ballot, the harm is not only to that voter, but also to our government, which becomes that much less representative of the people. In a nation governed by democratic principles, every vote is vital.

The need for advocacy and action is well documented. A recent report of the American Bar Association’s Standing Committee on Election Law noted numerous instances of long lines at the polls during the 2012 presidential election, some voters having to wait hours to cast a ballot. Among factors leading to the long wait times included were poor planning, lack of alternative voting options, inadequate supply of voting machines, and technology malfunctions. Other factors included long and extensive ballots, sudden changes to voting laws, and lapses in poll worker training.

The problems experienced in the 2012 election were not an aberration. Over the years, such issues have resulted in excessive burdens on citizens who seek to participate in the nation’s civic life. However, widespread administrative glitches, confusing inconsistencies in voting requirements, and unnecessary barriers to the polls are really unacceptable in a modern, mature democracy like the United States.

This Law Day, May 1, 2014, occurs on the eve of the 50th anniversaries of two landmark pieces of legislation – the Civil Rights Act of 1964 and the Voting Rights Act of 1965. Speaking on the Voting Rights Act, President Lyndon B. Johnson observed, “Every American citizen must have an equal right to vote. There is no reason which can excuse the denial of that right. There is no duty which weighs more heavily on us than the duty we have to ensure that right.”

So as we prepare to mark Law Day 2014, let’s reflect on the challenges we face to ensure that all Americans have an opportunity to participate equally in economic and civic life.

Then let’s turn to the work that must be done to ensure that all Americans can participate in our democracy.

– James R. Silkenat
President, American Bar Association
The 2014 Law Day theme, American Democracy and the Rule of Law: Why Every Vote Matters, provides us with an opportunity to highlight the importance of voting rights and participatory government.

To assist you with implementing this theme in your local community, we present this Law Day Planning Guide, which contains resources, programming ideas, and tips on how to reach different types of audiences. Whether you're developing a Law Day program for schools, adult education classes, bar groups, courts, community groups, or civic organizations, this guide provides you with the materials you need to put on a top-notch Law Day program. Also within these pages are numerous ideas about how to publicize and build participation for Law Day activities.

This guide is step one. Step two takes you to the Law Day website, www.lawday.org, where you will find many more Law Day materials and resources, as well as a calendar that allows you to see how others in your area are marking Law Day and to post your own Law Day activities to increase public awareness. Check the Law Day website frequently, as it will be constantly updated with new resources and information.

Step three is to keep in mind that we offer a wide array of fine Law Day products to help increase the public awareness, engagement and excitement. Products available run the gamut from education materials, such as our Pocket Guide to the United States Constitution and our Law & the Courts informational booklets, to tee-shirts, coffee mugs, pens, pencils, buttons, bags, and other event souvenirs that make great Law Day giveaways and prizes. These products can be viewed and ordered on www.lawday.org, your one-stop-shopping source for Law Day.

Good luck on your 2014 Law Day planning. And let us know if you need any further assistance as you plan, organize, and implement your event. Whether you are holding a single program or have a month of activities planned, the Division for Public Education is eager to help. So let’s get started!

– Pauline Weaver
  National Law Day Chair, American Bar Association
There are no specific voter qualifications contained within the text of the Constitution. The Framers left that topic up to the states. For this reason, the 15th Amendment guaranteeing the right of African American men to vote and the 19th Amendment guaranteeing the right of women to vote are not phrased as grants of the right to vote, but instead as prohibitions on preventing individuals from voting because of their race or sex.

The 15th Amendment, prohibiting the abridgment of the right to vote on the basis of race, was ratified in 1870. Another half century would pass before women were guaranteed the right to vote with the 19th Amendment.

Jim Crow laws, in force in Southern states that made up the former Confederacy from 1876 to 1965, were systematic attempts to deprive African Americans their civil rights, including the right to vote. A
number of racially neutral voting-related laws, such as poll taxes and literacy tests, were used to discriminate. African Americans were disproportionately affected because of the limited educational and economic opportunities afforded to them.

In 1965, President Lyndon B. Johnson signed the Voting Rights Act into law. The landmark legislation tackled discriminatory voting restrictions head-on. Jurisdictions with a history of discrimination were required to get federal preclearance before enacting new voting procedures. Restrictions that had the impact of disenfranchising voters on the basis of race were prohibited.

In June 2013, the U.S. Supreme Court ruled in *Shelby County v. Holder* that the Voting Rights Act’s key provision, which required several states to receive preclearance from the federal government before implementing voting changes, was invalid. The Court reasoned that the formula used to determine which jurisdictions were subject to preclearance because they had a history of discrimination was out of date.

Following the end of Reconstruction, Florida institutes several voting requirements which make African American male voter turnout plummet from 62% to 11% over the next four years. Other states, mostly in the South, follow suit. Some states implement poll taxes, literacy tests, and “grandfather clauses”—i.e., your grandfather must have been eligible to vote for you to — as voting requirements.

Women are granted the national right to vote when the 19th Amendment is ratified by states.

The Indian Citizenship Act declares all Native Americans in the United States citizens and gives them the right to vote.
The Court concluded that Congress would have to update the formula for preclearance to pass constitutional muster.

Chief Justice John G. Roberts Jr., writing for the majority, said: “Our country has changed. While any racial discrimination in voting is too much, Congress must ensure that the legislation it passes to remedy that problem speaks to current conditions.”

Dissenting, Justice Ruth Bader Ginsburg wrote: “The sad irony of today’s decision lies in its utter failure to grasp why the VRA has proven effective. The Court appears to believe that the VRA’s success in eliminating the specific devices extant in 1965 means that preclearance is no longer needed. With that belief, and the argument derived from it, history repeats itself. The same assumption—that the problem could be solved when particular methods of voting discrimination are identified and eliminated—was indulged and proved wrong repeatedly prior to the VRA’s enactment. Unlike prior statutes, which singled out

In *Smith v. Allwright*, the U.S. Supreme Court rules that denying African Americans the right to vote in a Democratic primary in Texas violated the 15th Amendment.

Congress passes the Civil Rights Act of 1964, making it illegal to discriminate on the basis of race, national origin, religion, and gender in voting, public places, the workplace, and schools. Poll taxes are also outlawed with the ratification of the 24th Amendment.

President Lyndon B. Johnson signs the Voting Rights Act, barring direct barriers to political participation by racial and ethnic minorities, including by prohibiting any election practice that denies the right to vote on account of race, and requiring jurisdictions with a history of discrimination in voting to get federal approval of changes in their election laws before they can take effect.
particular tests or devices, the VRA is grounded in Congress’ recognition of the ‘variety and persistence’ measures designed to impair minority voting rights. In truth, the evolution of voting discrimination into more subtle second-generation barriers is powerful evidence that a remedy as effective as preclearance remains vital to protect minority voting rights and prevent backsliding.”

GENERAL VOTING INFO

Have you ever wondered why elections are held on Tuesdays? In 1845, Congress set Tuesday as the day for federal elections to bring some uniformity because of widely inconsistent state practices. Because voters were often traveling over distances to the county seat to cast a ballot, and doing so on horseback or by horse and buggy, many voters had to travel the day before election day to be there for voting. Congress ruled out Monday as a voting day because this would require many voters to travel on Sunday, the Christian Sabbath. By holding elections on Tuesday, farmers could get back home in time for market day, often held on a Wednesday. Although new technologies and industrialization have rendered this reasoning obsolete, elections are still held on Tuesdays as a vestige of the United States’ agrarian roots.

The 26th Amendment lowers the voting age to 18. The change was largely in response to the Vietnam War and the feeling that if people were old enough to serve in the military, they were old enough to vote.

Following the controversial presidential election of 2000, Congress passes the Help America Vote Act. It mandates modernization of outdated punch card and lever voting systems, establishes the Election Assistance Commission, and sets in place minimum election administration standards.

In Shelby County v. Holder, the U.S. Supreme Court rules that portions of the Voting Rights Act are unconstitutional based on applied outdated formulas for calculations. The Court leaves the door open for Congress to develop updated formulas.

1971

2002

2013

www.lawday.org
In the 2000 presidential election, Al Gore received 50,999,897 popular votes, while George W. Bush received 50,456,002. Bush received 271 electoral votes to Gore’s 266. The result of the election was not final until the U.S. Supreme Court issued its controversial ruling in Bush v. Gore.

In the 2012 presidential election, 57.5% of eligible voters nationwide participated. This was the highest voter turnout in a presidential election since 1968. Only about 50% of eligible voters cast a ballot in the controversial 2000 election. Since that election, voter participation has been on the rise. Even so, more than 4 in 10 eligible voters do not participate in presidential elections, which have the highest turnout rates.

In the 2012 general election, Iowa had the highest voter turnout at 69.9%; Hawaii had the lowest at 44.2%.

By 2015, the Millennial generation will account for one third of the electorate.

Voter ID laws are currently in place in more than 30 states. Due to the 24th Amendment to the United States Constitution, which prohibits poll taxes, states that require Voter ID must provide an ID to voters at no cost.

**QUOTES ABOUT VOTING**

“A share in the sovereignty of the state, which is exercised by the citizens at large, in voting at elections is one of the most important rights of the subject, and in a republic ought to stand foremost in the estimation of the law.”

— Alexander Hamilton
“Impress upon children the truth that the exercise of the elective franchise is a social duty of as solemn a nature as man can be called to perform; that a man may not innocently trifle with his vote; that every elector is a trustee as well for others as himself and that every measure he supports has an important bearing on the interests of others as well as on his own.”

— Daniel Webster

“Suffrage is the pivotal right.”

— Susan B. Anthony

“Democracy cannot succeed unless those who express their choice are prepared to choose wisely. The real safeguard of democracy, therefore, is education.”

— Franklin D. Roosevelt

“It has been said that democracy is the worst form of government except all those other forms that have been tried from time to time.”

— Winston Churchill

“[T]he vote is the most powerful instrument ever devised by man for breaking down injustice and destroying the terrible walls which imprison men because they are different from other men.”

— Lyndon B. Johnson

“Half of the American people never read a newspaper. Half never voted for President. One hopes it is the same half.”

— Gore Vidal
PLANNING YOUR EVENT
DECEMBER 2013

• Have a preliminary dialogue on this year’s theme, American Democracy and the Rule of Law: Why Every Vote Matters, and settle on the audiences you would like to reach (e.g., students, adults, youth groups, community organizations, etc.);
• Consider the programs suggested in this guide and the resources available on www.lawday.org;
• Establish a Law Day Committee and select a chair;
• Identify and contact your community resources, partners, and sponsors.

JANUARY/FEBRUARY 2014

• Customize and finalize Law Day Plan of Action (be sure to consider goals, objectives, activities, schedule, volunteers, and budget) to support Law Day 2014 theme;
• Draft publicity/media campaign;
• Select activities and other materials to be used in classroom/community presentations;
• Order Law Day merchandise by February 28 in order to take advantage of a 10% early bird discount;
• Confirm funding sources to support a Law Day Plan of Action;
• Coordinate volunteers with specific activities within the Plan of Action;
• Finalize logistical arrangements for activities and volunteers;
• Go to www.lawday.org to register your event.
MARCH 2014

- Convene Law Day Planning Group for status reports on Plan of Action;
- Implement publicity/media campaign;
- Order Law Day materials by March 14 to receive a 5% early bird discount;
- Finalize funding sources to support Law Day Plan of Action;
- Finalize volunteers to support individual Law Day activities;
- Arrange for photographer for the various events and activities;
- Design and print all materials needed for Law Day activities;
- Visit www.lawday.org to discover others’ Law Day ideas and to share your own.

EARLY APRIL 2014

- Convene Law Day Planning Group for status reports on Plan of Action;
- Finalize publicity/media arrangements;
- Order Law Day Merchandise by April 18 to guarantee delivery by Law Day;
- Finalize the coordination of volunteers needed for specific programs and activities;
- Distribute materials to the volunteers for advance preparation of the various presentations and other activities;
- Finalize arrangements for photographer;
- Print any last-minute materials;
- Visit www.lawday.org to make any updates to your event listed on the site.

LATE APRIL/MAY 2014

- Convene Law Day Planning Group for final review of all aspects of the Law Day celebration;
- Follow up with media contacts;
- The planning is over. The day is here. Enjoy!
- Don’t forget to collect any feedback forms (or at least let attendees know how they can give you feedback) in order to make next year’s event even better!
POST-LAW DAY CHECKLIST

☑ Convene the Law Day Planning Group to assess all Law Day activities. File information for access in future years;

☑ Perform a final check on the Law Day budget, making sure all expenses are accounted for;

☑ Send thank-you letters to all volunteers, sponsors, media, schools, and other participating organizations;

☑ Assess any feedback received;

☑ Submit entries for the ABA Law Day Awards program – Deadline June 13, 2014;

☑ Submit photos of your events and activities to the ABA Division for Public Education for use in publicizing Law Day.
Having a core volunteer group that is committed to the principles and theme of Law Day, and that works effectively with bar staff, is important for a successful program. We focus on wide outreach – reading a law-related book to elementary school students; conducting dialogues on the law with high school students; sponsoring poster, essay, and photography contests for all grade levels; and providing a legal advice line for adults, among other services.

— Tara Shockley  
Communications Director  
Houston Bar Association

Regular meetings help you stay on task. In the first several months of planning, we had face-to-face meetings. Once we were on track and primarily reporting on progress, we met regularly by conference call and kept the calls brief. Also, identify your audience(s) and the message you want to convey. Then plan for that audience. You may have multiple audiences. Not everything is one size fits all.

— Rita Sheffey  
Atlanta Attorney  
One of the organizers of the 2013 Georgia “Dream Teams” Law Day program
PROGRAMMING IDEAS
Law Day provides an excellent opportunity to engage a variety of audiences from throughout the community in lively, interactive discussions about American Democracy and the Rule of Law: Why Every Vote Matters. Look for opportunities to hold events, invite speakers, form community partnerships, and engage the entire community. The following are some Law Day program and activity ideas for different groups.

FOR THE LEGAL COMMUNITY
Members of the legal community are especially poised to participate in Law Day. Many lawyers and judges are eager to engage with members of the community in order to foster public understanding of the rule of law and the legal system.

The legal community is multifaceted and offers many organizations for partnerships in outreach activities, including:

- Law firms
- Legal aid organizations
- Government officials
- Courts
- Bar associations
- Law schools
- Jails or juvenile detention centers
- Law-focused education programs
- Advocacy organizations
- Professional legal organizations

Many bar associations, law firms, and other legal organizations sponsor or participate in Law Day outreach events, including:

Ask-a-lawyer programs — Allow members of the community to ask questions of legal professionals about the law, legal process, or possible legal issues that they may be encountering. Radio or television call-in shows, as well as public open houses, have been successful for many local communities. Also consider a web-based chat or tweetup to reach your audience. Simply set a time, publicize the event, and provide the service of sharing information.

Court tours — The courts can be a fascinating place for members of the community. Consider holding a court open house, where attendees might tour the courthouse, see a courtroom, and explore. Take an opportunity to connect the space to the legal process, and offer explanations about the rule of law or legal processes to the tours.

Information fairs — Law Day provides an opportunity not only to share information about the Law Day theme, but other important legal literacy essentials, such as how courts work, what courts do, jury service, and locating lawyers. Consider holding an information fair at community outlets such as government offices, community centers, churches, libraries, coffee shops, malls, or grocery stores.

Advocate awards and recognition — Law Day 2014 is an excellent opportunity to hold state or local ceremonies noting the special accomplishments of advocates for civil rights, including voting rights and access to the polls. Lawyers, judges, or other persons whose
contributions may normally go unheralded might be nominated by, or introduced to, the community.

Mock trials — Who doesn’t enjoy a good legal drama? Mock trials can take many forms. They might be organized as public performances for people who want to learn more about the legal system. Legal professionals might also lead mock trials with students or members of the community.

Speakers bureaus — This is a traditional Law Day activity that allows professionals from the legal community to speak to other members of the community in service clubs, religious groups, senior citizen groups, and after school programs. Speaker presentations can take many forms, ranging from public conversations among community members and leaders, a single speaker making a focused presentation, a debate on a particular topic, or a moderated panel discussion.

Fundraisers — Raising money for Legal Aid groups and other nonprofit organizations that help promote access to justice is an excellent and often fun way to celebrate Law Day. From Law Day 5K races to Law Day golf tournaments or silent auctions, charitable events done for the purpose of advancing the cause of justice can be a great way to put the Law Day message into action.

FOR LAW STUDENTS
As law students are learning about the legal ins-and-outs of voting rights, equality, and the Constitution, Law Day programming can help them make connections between these abstract ideals and today’s essential political debates and discussions. Be aware that Law Day falls toward the end of semester, or for some schools, the start of the spring term. Be aware of the academic calendar (which can be found on the law school’s website) when planning your events and attempting to contact students.

It is important when working with law schools to engage a variety of student-led groups and administrative offices. Consider contacting minority law student group chapters, such as the:

- Black Law Students Association
- Asian/Pacific American Law Student Association
- Chinese American Law Students Association
- Disability Law Alliance
- Jewish Law Students Association
- Latino/Latina Law Students Association
- Native American Law Students Association
- Lavender Bar Association

The above list is by no means exhaustive. You may also want to engage the public service student group (usually called Public Interest Law Society). Visiting the “student life” section of the law school’s website should give you a sense of the various student groups and the proper contact information.

Having the support of the law school administration can be vital in ensuring your Law Day event’s success. The administration may be able to help you find space to hold an event, get the word out to the students, or even provide some financial support.
Start by working with the dean’s office to determine the proper policies and procedures within the school, and to learn about those individuals who could provide you valuable insight and support.

You may also want to work with the school’s alumni association in planning and executing your Law Day celebration. Law Day is an ideal time for alums to reconnect with their alma maters and connect with the next generation of professionals.

The following are just a few formats that your Law Day programming for law students can take.

**Public forum** – Host an open discussion on equality within your community. The forums can center on one or two keynote speakers or could be a moderated discussion between community leaders with time for audience questions.

**Career panel** – Invite alumni and lawyers in your community to speak to students about careers in civil rights, immigration, and indigent defense. Introducing law students to the diverse work being done should inspire them and possibly open new career avenues.

**Awards program** – Work with the law student government, alumni association, and/or local bar association to create an awards program to recognize law students or alum who are doing important work ensuring and protecting equality in voting and other civil rights. Awards can be given out during a luncheon or dinner program.

**Book discussions or movie night** – Select a movie or book for discussion within a law school community as a whole. Discussion can take place during a formal meeting or through online chat and message groups. (See Suggested Resources section for suggestions on movies and books to further your Law Day 2014 Discussions).

Law Day falls near the end of the academic year at many colleges and universities, providing an opportunity for students to be engaged throughout the spring semester in planning a program or event that engages the campus community. Colleges and universities have many channels to connect to students interested in this year’s theme, **American Democracy and the Rule of Law: Why Every Vote Matters**.

Possible starting points include:
- Student government office
- College or university library
- Political science department
- Student newspaper, radio or television
- Student political action groups
- Student Affairs or Student Life office
- Campus Compact – State affiliates
- Democracy Commitment or American Democracy Project

This year’s Law Day theme lends itself to many creative opportunities for discussion and civic engagement. Students at community colleges and four-year or research institutions can work with faculty, community groups, and the legal community to develop programs and events that allow diverse audiences to learn about and discuss the meaning of citizenship and voting rights.

**Campus forum** – Law Day is an excellent time to bring together campus groups and organizations, college or university experts, or members of the legal community. Look for opportunities to hold events on campus to encourage lively interactive discussion. Plan engaging programs that allow members of the audience to learn about issues
related to voting, interact with one another, and express their opinions.

**Book or film discussion** – Books and films can provide a common and easy entry into discussions about very provocative issues related to equality and discrimination. For suggested books and films, see the Suggested Resources section.

**Poetry slam** – Poetry can serve as a creative outlet for discussion of complicated issues and engage groups of people who might otherwise avoid certain conversations.

**Film contest** – Encourage students to put their moviemaking skills to work. Students might develop Law Day-related public service announcements that air on the campus television station, or film original documentaries. Consider allowing the campus community to vote on the winners.

**Essay contest** – Develop a provocative question related to voting rights, and allow students to respond. Highlight essays by sharing them on a special website, or print winning essays in a regular alumni publication.

**Campus conference or poster sessions** – Allow students to showcase their research or problem-solving ideas on issues related to voting.

**Art exhibit** – Curate an art or photography exhibit related to the theme of voting. Display the exhibit in a campus museum or other public area and invite the public to view it.

**Theater or other arts programming** – Plays, dramatic readings, dances, flash mobs, or other coordinated programs can highlight issues, or provide a starting point for provocative discussion.

**Sidewalk chalking event (if it’s permitted on campus)** – Perhaps you simply want to spread a message about voting, or the rule of law. Do not overlook the very charming, straightforward, and effective method of sidewalk chalk.

**FOR GRADES K–12**

This year’s Law Day theme can be integrated across the school curriculum and school activities. These suggestions would also be good to use when engaging with youth organizations within our community. The following are just a few ideas for activities for students and other youths.

**Poetry slam or spoken word night** – For ideas, access [http://goo.gl/ekntq](http://goo.gl/ekntq)

**YouTube video contest** – For instructions on how to set up a contest, visit: [http://goo.gl/CNHzL](http://goo.gl/CNHzL)

**Debate or speech competition** – Students vie to create an argument for a given topic pertaining to this year’s Law Day theme, “American Democracy and the Rule of Law: Why Every Vote Matters.”

**Student mock trial** – You can find mock trial scripts at: [http://goo.gl/Ru6Lp](http://goo.gl/Ru6Lp)

**Student journalism contest** – Students submit stories that feature various civil rights topics happening in their communities.

**Compose a global map of voting rights** – Have students compare voting rights in the U.S. to other countries around the globe.

**Gallery walk in the classroom** – Students can explore multiple historical documents, texts, and current news articles that are hung up around the classroom. This is a good way to introduce topics for discussion or writing.
Art contest – To illustrate the Law Day theme, American Democracy and the Rule of Law: Why Every Vote Matters, students can be asked to showcase their talents in one or more of the following creative activities: photography, drawing, painting, printing, silk-screen T-shirts, or collage.

Collecting oral histories – Students conduct interviews with members of the community. Tips for collecting oral histories can be found at: http://www.usm.edu/oral-history

Building a toolbox – Students can create a toolbox for justice, social responsibility, or citizenship to encourage personal connections between these historic ideas and current events. http://www.facing.org/resources/strategies/toolbox-project

While coming up with a topic for an engaging Law Day contest for students may seem daunting for someone who has never done something like that, it’s actually relatively easy. The following are just a few potential prompts to kick start a Law Day contest utilizing the 2014 Law Day theme:

• What does voting equality mean to you?
• What can students do to make a difference in elections?
• I have one voice. I will use it to …
• Throughout its history the United States has expanded voting rights to different groups of people. What value judgments are we making in whom we allow to vote – and whom we don’t?
• What are some of the greatest voting challenges that you think America is facing today?
• Has America lived up to the promise of the Voting Rights Act of 1965, which sought to give every American an equal opportunity to cast a ballot and participate in the political process? What is some of the progress that has been made in advancing the cause of voting rights?
What are some of the challenges that still remain?

Don’t forget to publicly acknowledge the work of the participants in your contest. Display entries in schools, law offices, city hall, public libraries, bookstores, and restaurants. Showcase winning entries on law office and school websites. If working with older students, you may want to create a Facebook page for your Law Day events. Winners can be presented with certificates at a Law Day event. Schools are busy places with tight schedules.

FOR THE GENERAL PUBLIC
Successful Law Day programs expand their audiences by reaching out to all areas of their community. Seek out connections with a variety of groups in the community, including:

- Prominent companies and small businesses
- Chambers of commerce
- Convention and visitors bureaus
- Churches
- Youth groups
- Senior groups
- Fraternal organizations
- Block clubs or homeowner’s associations
- Community-based organizations
- Advocacy or ethnic organizations
- Media outlets
- Libraries
- Museums, zoos, and other cultural organizations

For a community that hopes to plan a Law Day program, the sky is really the limit with programming possibilities. Some successful program ideas include:

Town hall meeting or public debate – Law Day is an opportunity to raise awareness, have conversations, or explore issues related to equality and the law. Look for ways to reach out to a variety of organizations or members of the legal community. Look for opportunities to hold events that encourage lively interactive discussion. Plan engaging programs that allow members of the audience to learn about issues related to voting, interact with one another, and express their opinions.

Community awareness campaign – Consider a Law Day public awareness campaign about voting rights or voter engagement. Utilize traditional media outlets, such as the local news, but also think about billboards, roadside panels, street signs, or community bulletin boards as places to share a message.

One book, one community – Some communities have success with “one book” campaigns, where members of the community are encouraged to read a particular book, and then participate in related discussions. See the book ideas in the Suggested Resources section, and consider a Law Day-related One Book campaign.

Community survey – Develop a survey related to the Law Day theme. Questions about citizenship, voting rights, and the political process might be included. Spotlight survey respondents or results in community media outlets, or use the results to tailor a topic for a community-wide town hall meeting.

Community-wide open house – Most communities have one or more places, buildings, or locations that foster equality. A courthouse, city hall, park, library, museum, community organization, or school might be examples. Does your community have access to a presidential library, historic site, or a historic home related to equality under law? Plan a community open house to allow citizens to explore how their community is working to “make every vote matter.”
SUGGESTED RESOURCES
Incorporating a resource such as a book, movie, or online video can help to stimulate and engage your audience in the 2014 theme, *American Democracy and the Rule of Law: Why Every Vote Matters*. The list of suggested books, films, and other resources in this section is not exhaustive, but a starting point. The key questions in selecting a resource should always be: Is it both theme- and audience-appropriate? Will it engage the audience and promote a civil discussion of the issues involved?

The following are some of the key factors to be considered in planning a successful resource-related Law Day Discussion.

**Site** – College campuses, public libraries, or community centers often have space available for discussion groups. Wherever the site, it should be easy to locate and have ample parking. At the site, the meeting space should be roomy and comfortable. Coffee and light refreshments are always welcome. If you are showing a film, make sure your space has appropriate technology and lighting.

**Audience** – Book or film discussions are typically targeted to a specific age—youths, young adults, adults, and seniors. However, consider an audience of mixed ages. This would allow for intergenerational perspectives. Consider having advance registration but do not be surprised by walk-ins.

**Partners/Sponsors** – Libraries, colleges, schools, local bookstores, community arts organizations, and coffee shops often host book or film discussions. Consider involving community-based organizations, such as the NAACP, Urban League, Legal Aid, League of Women Voters, Chamber of Commerce, and Humanities Council.

**Selecting the work** – Choose a book or film that lends itself to a meaningful discussion related to an aspect of the theme. Before selecting a book or film, review it carefully to ensure it will be informative, engaging, and appropriate for your community’s interests. If you plan to show the film to the group before the discussion, consider its length to be sure that it will fit within a reasonable time frame. Libraries sometimes have “book club in a bag” packages that provide multiple copies of the book. Bookstores may also be willing to offer a price discount for the selected book.

**Roles and responsibilities** – The key person is the discussion leader. Some book clubs will also have someone draw an illustration to be used in the discussion. The critical point is that everyone has a responsibility to participate in the process. However, there are individuals who feel more comfortable in the listening mode. Be sensitive to individual differences.

**Planning the discussion** – Make sure the facilitator has discussion questions prepared in advance. The questions should lead the participants to discuss meaningful themes and ideas. Avoid vague questions and those with yes/no answers. Publishers or film producers may have discussion guides available online to help you.
BOOKS
CHILDREN'S NONFICTION

1. VOTE!
2. The boy made of lightning
3. Ballots for Belva
4. How long must women wait for liberty?
5. Winning: the vote
6. March Book One
7. Letters from Mississippi
8. The fire next time
9. Count them one by one
Vote! by Eileen Christelow, Grades 1–3
This book follows the steps involved in electing a public official, with emphasis placed on the voting process.

The boy made of lightning: The First Children’s Book on the Life of Voting Rights Pioneer Willie Velasquez by Barbara Renaud Gonzalez, Grades 3–5
Narrated by U.S. Congressman Joaquin Castro. Willie Velasquez founded the Southwest Voter Registration and Education Project, the nation’s largest nonpartisan voter registration project aimed at the Hispanic community. Available free on iPad.

Ballots for Belva: The True Story of a Woman’s Race for the Presidency by Sudipta Bardhan-Quallen, Grades 3–5
This illustrated biography tells the story of Belva Lockwood, a woman who ran for president in 1884. She had to fight her way into and through law school and was the first woman to argue before the U.S. Supreme Court.

With Courage and Cloth: Winning the Fight for a Woman’s Right to Vote by Ann Bausum, Grade 5 and up
The book starts with basic history on the struggle for women’s rights, other groups’ battles for the vote, and background on the 19th-century women’s suffrage movement before focusing on the ultimately successful 20th-century efforts to enfranchise women.

Winning the Vote by Robert P. J. Cooney Jr., Grade 5 and up
Undertaken in conjunction with the National Women’s History Project, this book is a photographic record of the women’s suffrage movement. It includes photographs of suffragists and their demonstrations along with posters, cartoons, buttons, and banners from the movement.

March: Book One by John Lewis, Grade 5 and up.
March: Book One is a partial autobiography of Congressman John Lewis and part of a graphic novel trilogy. The book provides a first-hand account of John Lewis’s lifelong struggle for civil and human rights.

Letters from Mississippi: Personal reports from civil rights volunteers of the 1964 Freedom Summer by Elizabeth Martinez and Julian Bond, High School
A collection of letters written to family and friends by more than 150 of the volunteers in the 1964 Mississippi Summer Project.

The Fire Next Time by James Baldwin, High School
Consisting of two essays, the first being a letter written to Baldwin’s nephew on the centennial of the Emancipation Proclamation, the book discusses the reality of race in America during the emergence of the civil rights movement.

Count Them One by One: Black Mississippians Fighting for the Right to Vote by Gordon A. Martin, Jr., High School
An account of the groundbreaking 1961 case, United States v. Lynd, in which the Justice Department filed a lawsuit against Mississippi’s Forrest County voting registrar, Theron Lynd. The book is written by one the Justice Department’s trial attorneys for the case who returns to Mississippi to interview still-living witnesses.
Bending Toward Justice: The Voting Rights Act and the Transformation of American Democracy by Gary May
This book recounts the history of the law that enabled African Americans to overcome the obstacles and policies of intimidation that had effectively stripped them of their right to vote in many parts of the South with a focus on the unsung heroes of the civil rights movement.

Freedom Is a Constant Struggle: The Mississippi Civil Rights Movement and Its Legacy by Kenneth T. Andrews
Andrews argues and demonstrates that in Mississippi the civil rights movement followed up on its gains in voting registration by creating new political leaders and influencing the programs of the War on Poverty and educational desegregation. His reinterpretation rests not on protest activity, but on extensive new research regarding the political and policy consequences of the movement.

Freedom Is Not Enough: Black Voters, Black Candidates, and American Presidential Politics by Ronald Walters
From the civil rights era to the 2004 election, Walters discusses the struggles among African-Americans for voting power.

Viva Kennedy: Mexican Americans in Search of Camelot by Ignacio M. Garcia
This book examines the background, development, and evolution of the Viva Kennedy Clubs and their post-election incarnation as the Political Association of Spanish-Speaking Organizations.

Native Vote: American Indians, the Voting Rights Act, and the Right to Vote by Daniel McCool, Susan M. Olson, and Jennifer L. Robinson
This book chronicles the history of Native Americans in their struggle to become franchised with an emphasis on seventy cases based on the Voting Rights Act and/or the Equal Protection Clause.

American Indians and the Fight for Equal Voting Rights by Laughlin McDonald
This book explores the American Indian fight for equal voting rights. It paints a broad picture of Indian political participation by incorporating expert reports, legislative histories, newspaper accounts, government archives, and hundreds of interviews with tribal members.

Locked Out: Felon Disenfranchisement and American Democracy by Jeff Manza and Christopher Uggen
Examines the implications of the disenfranchisement of ex-felons on the American democratic system.
Stealing Democracy: The New Politics of Voter Suppression
by Spencer Overton
Overton uses real-life stories to show how seemingly insignificant factors, such as how many booths are at polling sites and how district boundaries are drawn, channel political power and determine policies.

Voting Technology: The Not-So-Simple Act of Casting a Ballot
Provides a foundation for research on election administration, with an emphasis on voting technology, in the wake of Florida’s 2000 election crisis.

DOCUMENTARIES

Award-winning documentary about murdered civil rights activist Viola Liuzzo and the role she played in the passage of the Voting Rights Act of 1965.

Eyes on the Prize (1987) Selma to Montgomery March segment
Eyes on the Prize is a documentary series about the African American Civil rights movement.

Sisters of Selma: Bearing Witness for Change (2007)
The nuns who visited Selma in 1965 are reunited almost forty years after the Selma to Montgomery march to view themselves and the protests on tape for the first time. The people of Selma, both Catholic and Protestant, offer their views on the nuns’ contributions to history.

This documentary looks at the 1972 presidential campaign of Shirley Chisholm, the first African American woman elected to Congress.

Electoral Dysfunction (2012)
Electoral Dysfunction features political humorist Mo Rocca’s road trip to see how voting works – and doesn’t– in America. It educates viewers about the vital role voting and elections play in our representative democracy through creativity and humor.

Election Day (2007)
Filmmaker Katy Chevigny documents the public’s engagement in the electoral process by presenting eleven interwoven stories of individuals – including factory workers, busy moms, ex-felons, diligent poll watchers and Native American activists – and their experiences from dawn to midnight on Election Day,
November 2, 2004. This is an inspiring film about citizens taking responsibility and exercising their right to vote.

**Stealing America: Vote by Vote (2008) available online screening**
Filmmaker Dorothy Fadiman meticulously documents the systematic “theft” of votes over the past decade by interviewing completely credible eyewitnesses to outright election fraud and unacceptable disruptions in security measures, including incidents in Ohio and Florida, considered presidential election swing states.

**ADDITIONAL RESOURCES**

**Civil Rights in America: Racial Voting Rights**
A National Historic Landmarks Theme Study [http://goo.gl/IeWkuM](http://goo.gl/IeWkuM)

**Latinos at the Ballot Box**
Lesson plans incorporates parts of PBS series Latino Americans. Includes video clips on key moments in Latino voting history within the U.S. [http://goo.gl/pW4KCz](http://goo.gl/pW4KCz)

**Freedom Songs: Selma, Alabama**
This documentary recording chronicles civil rights protesters singing for equality during a march from Selma, Alabama, to the State Capitol in Montgomery. Many of the songs were previously created with lyrics adapted for protests. There are no instruments, just the voices of the demonstrators and their leaders. [http://goo.gl/odWOCT](http://goo.gl/odWOCT)

**Lyndon B. Johnson’s Address to Congress on Signing the Voting Rights Act, 1965**
Transcript of President Johnson’s address before a joint session of Congress, given on March 15 1965, one week after deadly racial violence erupted in Selma, Alabama. In it he uses the phrase “we shall overcome,” borrowed from the civil rights movement. [http://goo.gl/n7EtZS](http://goo.gl/n7EtZS)

**The Brookings Institute Conference Coverage on Shelby County v. Holder**
Reflections on decision and its likely impact and possible responses to the decision. [http://goo.gl/z8IPVz](http://goo.gl/z8IPVz)

**The Voting Rights Act, GRILL (Gender, Race, Identity, and the Law in Our Lives)**
Fall 2013 Lecture Series cosponsored by the Political Science Department [http://goo.gl/XOYAeT](http://goo.gl/XOYAeT)

**45 Years Since Selma**
Even an otherwise flawlessly executed Law Day program is of little value if no one shows up and no one hears about it afterward. Publicizing your Law Day events and activities is a key component of making them successful. The following are a few no-cost strategies to call attention to Law Day programming.

**Send Out Media Releases**

Prepare a written announcement about your Law Day programs and send it out to local media outlets. Keep in mind that many newspapers have community events sections that will list your event for free. (You should also check the newspaper’s website; many will let you directly enter an event through an online form.) Don’t forget that many online-only news services have community calendars as well! Where possible, tailor your releases to the editor of the section where you want the announcement to appear (e.g., “Attention: Community Events Editor”). It is possible that you may be able to get a newspaper or other media outlet to do an actual news story on your event, but you must think of a news hook that makes the event particularly of interest or timely for that media outlet’s audience (e.g., an especially prominent speaker, a special award,
etc.). When you send out your releases to radio and TV stations and newspapers, don’t forget to include new media, such as blogs and online news sites. An increasing number of people are getting their news from these sources.

**Write Letters to the Editor**

A letter to the editor is an excellent way to reach newspaper readers. Keep in mind that, with the high cost of newsprint, most newspapers keep these letters from the public very short. You should use this space to discuss the Law Day theme or the importance of Law Day rather than just to market an event. (The community calendar is a better place to submit the latter.) Don’t just submit your letter to the biggest newspaper in the state. You are much more likely to get your letter published in a small community newspaper than in a major metropolitan newspaper, which can receive hundreds or even thousands of submissions in a given day.

**Submit Articles for Publication**

Many newspapers and community newsletters accept submissions from the public and review them for publication. Before taking the time to write such a piece, check with the specific publications. Many publications that accept submissions post their standards on their websites. When writing such a piece, keep in mind who the audience is and make sure that its written in a way to make the topic interesting to them.

**Address Community Groups**

Find out about upcoming meetings of community groups (e.g., PTA groups, school boards, etc.), contact the organizers, and ask to be allotted time on the agenda to briefly discuss Law Day. If this is not feasible, ask the organizer if he/she would be willing to make an announcement about your event if you provide him/her with the copy.

**Tap Your Contacts**

You should send a calendar of Law Day events to everyone who might help you get the word out – schools, libraries, local law firms, public interest groups, government agencies, law schools, courts, and the like. Word of mouth is an especially important tool in marketing, and the way many top performing professionals achieve their success. Why not put that power to work for your Law Day event?

**Court the Media**

From having journalists on your Law Day Planning Group to inviting them to your event, being friendly to, and, where possible, involving the media during your Law Day planning can result in huge dividends when the time comes to publicize your event. Having at least one local media person involved in your Law Day planning will also be extremely helpful as you strategize about ways to spark media interest.
Make Your Event Newsworthy

It’s not just who you know, but also what you do that determines if you get media coverage. Inviting a prominent speaker or conducting an interesting and innovative Law Day activity are two ways of getting the media interested. If you have a Law Day contest (e.g., an essay competition), prepare a release publicly announcing the winner and ask local media outlets if they would be interested in publishing the top entries.

Take Photos

Newspapers in particular love getting photographs to use to break up the gray space created by large blocks of text. To keep readers from getting overwhelmed by type, newspapers often insert photos of community events with a caption describing the event’s significance. While this might seem like a small amount of coverage to aim for, readership survey after readership survey has shown that photos and captions are among the most viewed – and most remembered – parts of a newspaper. Having a photograph of your Law Day event substantially increases the likelihood that you will be able to get post-event coverage.

Prepare PSAs

Public service announcements (PSAs) are a media version of pro bono. When publications have extra space – or radio or TV stations have extra airtime – they might agree to run a brief ad for a community group aimed at providing a public service. Print publications often like to receive PSAs in various sizes as they use them to “plug a hole” on a page that might otherwise require a different layout.

Use Social Media

Many people are now getting much of their information via their online social networks. Don’t be shy about using social media to get the word out. Facebook, Twitter, and LinkedIn all provide excellent opportunities to get the word out about an event or activity at no cost. For your Tweets, you may want to consider using the hashtag #LawDay to give you even more visibility among folks looking for Law Day-related communications. Although social media messages are typically very short (no more than 140 characters in the case of Twitter), you can always link to a page on a website with more detailed information about your event. (If your event information is located on a website with a lengthy address that would be difficult to fit, you can use a URL shortener, such as tinyURL or Goo.gl, to make the link a manageable size for social media purposes.)

Don’t forget to post your event or activity on the Law Day website!

www.lawday.org
Before the Event:

- Consider adding a journalist to your Law Day Planning Group;
- Plan an event that is newsworthy to maximize opportunities for media coverage;
- Compile and/or update your list of media contacts;
- Send a press release to your media contacts announcing the event;
- Add event to community calendars in local media;
- Send out an announcement, reminders, and event updates via social media;
- Submit articles and letters to the editor for publication;
- Invite journalists to participate in or at least attend the event;
- Follow up with reporters a week before the event to encourage attendance and pre-event coverage.

The Day of the Event:

- Contact local media one last time to provide a reminder of the day’s event and offer any additional information that may be needed;
- Have a photographer take professional-quality photos of the event;
- Have a greeter welcome representatives of the media who attend your event;
- Introduce your spokesperson to the media representatives for interviews.

After the Event:

- Create a post-event news release with information about the event, including how many people attended, what of interest transpired, and the name of a media contact to discuss the event and/or arrange interviews;
- Send the release, as well as photographs of the event, to everyone on your media contact list;
- Collect clippings from and take note of the coverage your event receives so that you can later document its success for your various constituencies;
- Send a thank-you note to all journalists who attended, whether or not they write a story;
- Keep a file of what strategies worked and what didn’t to refine your media outreach for next year’s Law Day.
We relied on existing relationships and worked to build new ones as well. We notified the media, community organizations, and schools via email. We used the judicial branch’s website extensively as well as social media to publicize events before and after Law Day occurred.

—Melissa Farley
Executive Director
External Affairs for the Connecticut Judicial Branch

Use colorful graphics and pictures to generate interest. Over time, develop solid relationships with local media and let them know about upcoming events like Law Day. Tell them why you think this would be of interest to their readers/listeners. It may not be as obvious to them as to you. It is generally relatively easy to get the word out to members of our bar associations.

—Rita Sheffey
Atlanta Attorney
One of the organizers of the Georgia “Dream Team” 2013 Law Day Program

Law Day Products
are a great way to generate excitement about your event or activity!

Visit www.lawday.org for a complete selection.
LESSON PLANS
Be a Hit in the Classroom!

Going into a classroom seems overwhelming, so where do you begin? - Talk with the teacher before you plan your presentation. Let him or her know what you plan to do and provide background materials. Ask what the class has been studying, and integrate your session with what they have been doing. Clearly establish a date, time, and place for your visit.

Students don’t see what your topic has to do with them - Make connections between your topic and the students.

A sea of blank looks-you’re losing them - Remember not to lecture to students. Use direct language that they can understand. Talk with them not at them.

Now the students are so interested that their ideas are multiplying and the discussion has gone off topic - Be prepared for the unexpected and try to keep the discussion on topic by guiding it back to the lesson.

Several overeager students dominate the conversation - Encourage other students to participate in the discussion.

A student asks a question that you don’t have the answer to - That’s okay! Be honest with the students. Acknowledge that it’s a good question, but that you’re not sure of the answer.

The students are out of control - Leave all discipline to the teacher and look to the teacher for support in this situation.
Purpose: Students will learn about the campaign and election process while listening to *Today on Election Day* by Catherine Stier. Students will participate in a mock election activity.

Objectives:

Students will:

- Restate key ideas on voting and elections in the United States by recalling information from a book.
- Discuss their questions and knowledge on voting and elections through completing a classroom KWL chart.
• Define key election vocabulary: ballot, candidate, campaign, debate, political party, and polling place.
• Recognize ways that citizens can participate in the election process.
• Participate in a mock election.
• Support their opinion/vote by creating a campaign poster.

Grades: 1–3

Duration: 60–minute class period

Materials:
• Today on Election Day by Catherine Stier
• Chart paper and markers or blackboard for writing
• Copies of voting ballots and campaign poster template for students both available at www.lawday.org

Procedure:
1. Introduce students to the book that they will be listening to today.

Questions for students:
• What do you see on the cover?
• Do you recognize any of the words in the picture?
• What do you think we will learn about in this book?
• Why is the girl wearing a sticker that says “Future Voter”?
• Does anyone know how old you have to be to vote in the United States?

2. Use chart paper or the board to create a three–column KWL chart.

• In the first column, ask the students to share what they think they know about voting and elections. If students need help, you might want to ask some follow-up questions.
  • Who do we vote for in the United States?
  • Why is voting important?
  • Where do we go to vote?
• In the second column, ask students to share what questions they have about voting or what they want to know.

• Inform students that they will help fill up the last column with what they learned about voting and elections after they have listened to the story.

3. Begin reading *Today on Election Day.* The first page of the book contains a lot of background information. Ask students several questions after reading this page to check for understanding and record student answers in the Learn column of the KWL chart.

**Questions for students:**

**After page 1:**

• In what month do we elect the President, Vice President, and Congress?

• Who are other leaders that we elect into office?

**After pages 4–5:**

• What are people called that run for office?

• What is a polling place?

**Note to teacher/lawyer in the classroom.** Page 6 states that “Our country is set up as democracy. That’s a system of governing that allows citizens to choose their own leaders.” Depending on the grade level of the students, you might want to rephrase this statement to say that our country is a republic or representative democracy where people vote for leaders to represent their interests.

**After pages 8–9:**

• What are the names of the two main political parties in our country?

**After pages 10–11:**

• Why do candidates have campaigns?

• During campaign time, what might we see on TV and in our communities?

• What do the candidates do when they are campaigning?

**After pages 14–17:**

• Who can vote in the country? How do they qualify to vote?
After pages 18–19:

- Jake watches a debate to learn more about the candidate’s ideas. What are other ways he could learn more about the candidate’s ideas?

- How do voters use the information they get from a campaign?

After pages 20–21:

- What does it mean to have a secret ballot? Do you think this is important? Why? What might happen if our ballot wasn’t secret?

4. After reading the book, return to the KWL chart. Review with students to see if the book answered any of their questions. Ask students to share what they learned and add their responses to the L column.

Participating in a mock election

Explain the following scenario to students.

They will be having a mock or pretend election where each of them will have to cast a vote. They will be voting on the art utensil or art materials that they will be able to use in school for the rest of the year. Students can vote for markers or colored pencils. The art material that gets the most votes will be the only one available for students to use on projects in class and on school assignments.

1. Pass out the ballots to students, available at www.lawday.org

   Have students circle the name of the art utensil they are voting for and then return their ballot to a designated area (this could be a box or bag). Once the votes are counted, announce the winner. Ask if students who didn’t vote for the winning art material would like to share how they feel. If there was going to be another election on the school’s art supplies, what could they do to try and help the art material that they wanted get more votes?

2. Distribute election campaign poster template to students available at www.lawday.org. Have students create campaign posters for the art material that they voted for. Students can include positive words and images that explain why others should vote for it too.

3. Have students share their posters with the class. Has anyone changed their mind about which art material they would vote for?

Extension Activity: Visit the State Bar of Texas’s I was the first. Vote for me! website at http://www.texasbar.com/iwasthefirst/index.html. Students can participate in a simulated voting activity. Students will read about various important historical figures and vote on whom a new school should be named after.
Purpose: Students will learn about the different strategies used in political campaign ads by examining historic presidential election television ads and discussing how the creators of the ads used words, music, and images to convey a specific message to voters. Students will be introduced to the FCC and the Equal Opportunities regulations for broadcast stations and political campaign ads. Students will also learn about the Supreme Court ruling in *Citizens United v. Federal Election Commission* and its impact on the development of super PACs and campaign advertising practices. Students will be asked to take a position on the role of super PACs in political campaigns.

**Lesson Two:**

**The Critical Voter**

Level: Grades 6–8
Objectives:

Students will:

• Learn about the different strategies used in political campaign ads to influence voters.

• Identify and discuss the techniques used in positive and negative political campaign ads.

• Analyze the use of images, sounds, and words in a series of political ads.

• Examine the FCC regulations for political campaigns and consider both the intention and implication of these regulations.

• Be able to define what super PACs are and how they can contribute to political campaigns.

• Argue reasons for and against super PACs.

Grades: 6–8

Duration: 60–90 minute class period

Materials:

• Internet access and projector to show political campaign ads from several websites including [www.livingroomcandidate.org](http://www.livingroomcandidate.org)

• PowerPoint on Analyzing Political Campaign Ads available at [www.lawday.org](http://www.lawday.org)

• Copies of Analyzing Political Campaign Ads: Student Handout available at [www.lawday.org](http://www.lawday.org)

Introduction:

Opening questions for students:

Does anyone remember seeing a political ad on television during the last election?

Is there anything specific you remember about the ad or ads that you saw?

Political campaign ads have been featured on television during presidential elections since 1952. Political ads are intended to create positive or negative feelings about a particular candidate among voters. Campaign ads are created to persuade or cause voters to feel a certain way about a candidate. The purpose of a positive political ad is to create support for the featured candidate by emphasizing the candidate’s good qualities and accomplishments.

In contrast, negative ads use alarming statistics, visuals, and sounds to make the candidate’s opponent seem unqualified or unethical. Statistics are often included that may or may not be true and sound bites
or previous voting records may have been taken out of context. Often, little information is given about the featured candidate. The main purpose of a negative ad is to create fear in voters about what could happen if the opponent is elected.

Procedure:

Part 1: Learning about persuasive political ad techniques

Techniques used in Political Television Ads

<table>
<thead>
<tr>
<th>Generalities</th>
<th>This technique always shows the subject of the message in a positive light, but provides little or no information. Generalities use simple words and clever slogans that appeal to peoples’ emotions. These general statements are easy to remember but do not offer hard facts about the candidate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fear</td>
<td>Fear is a persuasive technique often used in advertising. These types of ads draw on voters’ fears by telling them that the future of the country’s safety, prosperity, or economy will be doomed unless they vote for the featured candidate.</td>
</tr>
<tr>
<td>Slogan</td>
<td>Many political candidates establish a memorable phrase that is used throughout their political campaign, or a in a series of political ads. Viewers remember the slogan and associate its message with the candidate. Some past presidential campaign slogans: A time for greatness 1960; Yes, We Can; For People, for a Change; In Your Heart, You Know He’s Right</td>
</tr>
<tr>
<td>Emotional Appeal</td>
<td>An emotional appeal is another persuasive technique used in advertising. This technique is intended to make viewers feel certain emotions, such as happiness, nostalgia, or excitement. If viewers feel good about the ad, they may transfer that feeling to the candidate.</td>
</tr>
</tbody>
</table>

Video Production Techniques

<table>
<thead>
<tr>
<th>Music</th>
<th>Music can be used to create a mood. The mood might be celebratory, patriotic, dark, or angry, depending on the message that the candidate wants to create.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sound Effects</td>
<td>Sound effects are also used to create a mood and emphasize certain points within an ad. For example, sound effects, such as a loud &quot;boom&quot; or a repeated pounding, might be featured in a negative ad to help create a threatening mood.</td>
</tr>
</tbody>
</table>
• Go through the Analyzing Political Ads PowerPoint with students to review the various techniques used in political ads, available at: at www.lawday.org.

Part 2: analyzing political ads

• Distribute copies of the Analyzing Political Campaign Ads: Student Handout. Have students use the chart to organize their thoughts on the persuasive and video production techniques used in the first four ads.

• Show students the following political campaign ads featured below. You may want to play each video more than once. You may also want to play the videos first without sound to see if students’ impressions change once they hear the sound also with the images. Note for teacher/lawyer in the classroom. You may choose to show more current campaign videos which are available in chronological order by year at www.livingroomcandidate.org.

Questions for students after they view each video. Note to lawyer/teacher in the classroom. Depending on the responses from students, you may not need to ask all of these questions after each video. Choose the ones that seem most appropriate to the class discussion.

1. What is your first impression of the ad? What images did you see?

2. What feeling(s) do you get from these images? Why?

3. Can you tell which political candidate this ad is for? Can you tell from the ad who the candidate’s opponent is? Can you tell who paid for the ad?

4. Is this a positive or negative ad? How can you tell?

5. Can you tell which election year this political ad was made in? What issues were going on in the country during that time? Does the ad mention any of these issues?

6. What key words are used in the ad? Why do you think these words were used?

7. What theme or message is trying to be conveyed in the ad?

8. What is the tone of the ad? (Is it hopeful, energetic, angry?) What about the ad gives you that impression?

9. Are production techniques used with music or sound effects to help convey the message?

10. What persuasive techniques are used in this ad? (fear, slogan, emotional appeal, and/or generalities)

11. What impression does the ad give you about the candidate?
Campaign Videos

- Kennedy vs. Nixon, 1960

- Nixon vs. Humphrey vs. Wallace, 1968

- Reagan vs. Mondale, 1984

Concluding question:

After viewing these videos, did you find the negative or positive ads to be more persuasive? Why?

Part 3: Comparing two ads

Inform students that in they will be viewing two final ads from candidates running against each other in an election.

- Clinton vs. Bush, 1992
  - Bush attack ad “Federal Taxes” (Bush, 1992)

Questions for students:

After showing “Federal Taxes” (Bush, 1992)

- What type of ad was this? (negative)
- What types of persuasive techniques were used?
- What types of people were featured in the ad? Why do you think these people were chosen to put in the ad?
• Did you notice anything new in this ad that wasn’t in the some of the others you have seen today? (information hotline number at the end)

• What impact does this have on the message of the ad?

• Does the ad seem more believable to you because of the information hotline?

• After showing “Scary” (Clinton, 1992)

• What are your reactions to this ad?

• How was it different from some of the ads you have seen today? (It was a direct reaction to the opponent’s negative ad.)

• How do you feel about the first ad now that you have viewed this one?

• Note to teacher/lawyer in the classroom. You may have to show both videos again.

• There were quotes used in both ads. Which ad was more persuasive in its use of quotes? Why?

• In these ads, two different candidates were stating persuasive information about the other. What if the information in the ads was false? Are there laws to protect citizens from false advertising?

Part 4: Looking at the law

Note to teacher/lawyer in the classroom. The second half of the Analyzing Political Ads PowerPoint includes slides on the FCC and its rules for broadcast stations and political campaigns.

The Constitution guarantees freedom of the press, but the government does regulate certain aspects of the media industry.

The Federal Communications Commission (FCC) licenses the broadcast industry and regulates both content (especially obscenity, indecency, and profanity) and industry competition. Television and radio broadcast media are subject to the most government regulation.

The FCC has a role of ensuring that television and radio broadcast stations act in accordance with the following regulations in regard to political candidates and political campaigns.

Note to lawyer/teacher in the classroom. The full text of the FCC statutes and rules on candidate appearances and advertising can be found at http://transition.fcc.gov/mb/policy/political/candrule.htm.

Overview of the FCC regulations for broadcasters regarding political campaigns

Equal Opportunities states if a broadcast station provides one legally qualified candidate with air time (including paid advertising air time) then they must provide equal broadcast time to all legally qualified
candidates. If a station gives free airtime to one candidate, it has to offer an equal amount of free air time to all candidates. The station shall have no power of censorship* over the material broadcast by any such candidate.

*No power of censorship only applies to ads produced in coordination with a candidate and not those produced by other religious organizations or labor unions.

**With the exception of:**

1. regularly scheduled newscasts,
2. news interviews shows,
3. documentaries (if the appearance of the candidate is incidental to the presentation of the subject or subjects covered by the news documentary),
4. on-the-spot news events (including, but not limited to, political conventions and activities incidental thereto) shall not be deemed to be use of broadcasting station.

Why do you think the FCC regulates how broadcast stations are allowed to provide opportunities for candidates to have air-time?

What part of the Equal Opportunities rule would be important for citizens to be aware of as they watch political ads?

**Note to lawyer/teacher in classroom.** If students need more help, refer back to the last few questions asked about the Bush and Clinton attack ads.

- What if the information in the ads was false? Are there laws to protect citizens from false advertising?

- What does “the station shall have no power of censorship” mean? Are stations responsible for checking if the information presented in ads is true? This should start a discussion on the no censorship rule for broadcast stations on ads that have been created by a candidate’s campaign.

What about political campaign ads?

- Stations are required to offer all legally qualified candidates the opportunity to buy ad time at the same rates.

- Candidates must have a sponsorship identification statement that tells viewers who has paid for or sponsored the ad.

The Bipartisan Campaign Reform Act of 2002 requires that:

- Candidates must verbally state that he/she approves the ad.
Questions for students:

Is there a possibility that one candidate might have more ad time than others? Why?

Do you think this is fair?

All of the ads you have seen today were created by the candidate’s official campaign committee.

In the 2010 landmark case, Citizens United v. Federal Election Commission, the Supreme Court ruled to allow corporations and unions to use their general treasuries to pay for political advertisements that clearly call for the election or defeat of a candidate.

As a result, the 2012 presidential election was the first time in over 60 years that outside groups, super Political Action Committees, were allowed to raise and spend their own unlimited funds to advocate for the election or defeat of a candidate. Super PACs are allowed to raise unlimited sums of money from corporations, unions, associations, and individuals, and then spend unlimited sums to directly advocate for or against political candidates. They are not allowed to contribute to the candidate directly or coordinate with a candidate’s campaign.

Question for students:

What impact do you think the Citizens United v. Federal Election Commission ruling and the creation of super PACs had on the 2012 presidential campaign?


Questions for students after watching the video:

Why was the 2012 presidential election campaign different from presidential campaigns in the past?

Where do super PACs get their money?

Why would a corporation or union want to fund a super PAC? (If students need help, you might ask, for example, why might an environmental group want to contribute to a super PAC to support a particular candidate? What would their ad focus on?)

Show students the 2012 presidential primary ad from the super PAC Red, White, and Blue fund. Available at: http://www.youtube.com/watch?v=wQD-CjT0dZk&feature=player_embedded

Questions for students:

Who was responsible for the content of this ad?
What candidate is the Red, White, and Blue fund supporting in the ad?

Do we know what individuals, unions, or organizations are members of the Red, White, and Blue fund?

Does this matter?

What are some of the advantages of allowing super PACs to raise and spend funds to create their own campaign ads?

What are some of the disadvantages of allowing super PACs to raise and spend funds to create their own campaign ads?

Show students a list of super PAC spending leading up to the 2012 election.

Note to lawyer/teacher in the classroom. If you click on the names of the super PACs you will be shown detailed information about the super PAC and, in some cases, including ad videos. http://elections.nytimes.com/2012/campaign-finance/independent-expenditures/ totals

Part 5. Take a stand

Based on the information that students have learned today, they will be participating in an activity that will ask them to choose a position on an issue and share their position with the group.

Use a wall of the classroom as an imaginary line with one end representing no and the opposite end representing yes. After hearing the following question, students will physically place themselves somewhere along that wall or imaginary line based on how they feel about the issue.

Question: Should super PACs be allowed to raise funds to create political advertisements to endorse or attack candidates during political campaigns?

After students have chosen their spot against the wall ask them to briefly state their position and decide if they are in the right place based on the positions of those around them. They may need to physically switch spots to accurately represent the spectrum of positions. Students may move to another spot along the line at any time during the discussion.

Additional resources:
- If there is time, introduce students to www.FactCheck.org. FactCheck.org is a nonpartisan group, meaning that they do not choose sides between any political party or candidate. Their mission is to educate voters and reduces the levels of misunderstanding in U.S. politics by monitoring the accuracy of what is said by politicians in TV ads, debates, speeches, interviews, and news releases.

- Have students research, compare, and debate on political campaign laws in other countries. France, for example, has much stricter election laws for candidates than the United States. You can find a good comparative article from Time Magazine at http://world.time.com/2012/04/20/frances-stringent-election-laws-lessons-for-the-americas-free-for-all-campaigns/print/

- Students can look up their local affiliate stations and see how much advertisers have spent on political campaign ads during the 2012 presidential or congressional elections. What companies or organizations are influencing the reach of a candidate through advertising dollars? https://stations.fcc.gov/find-station/
Purpose: Students will participate in completing a copy of a 1964 voter registration form as a starting point for discussion on barriers to voting and the Voting Rights Act of 1965. Students will learn about their state’s current voter ID laws and develop arguments for and against the laws. Students will then review a scenario for a state’s new voter ID laws to critically discuss the implications of such a law.
Objectives:

Students will:

• Examine a copy of a 1964 voting registration form.
• Discuss the validity of the 1964 form as a measure for determining voter eligibility.
• Investigate their own state’s current voter ID laws.
• Discuss the reasons for and against voter ID laws.
• Read a scenario on a state’s new voter ID laws and discuss its implications.

Grades: Middle School to High School

Duration: 60-minute class period

Materials:

• Copies of Voter Registration form available at www.lawday.org
• Project text of Voting Rights Act of 1965 excerpts available at www.lawday.org
• Access to Internet to examine students’ current state voter ID requirements at http://www.ncsl.org/research/elections-and-campaigns/voter-id.aspx#State_Req
• Copy of new voting ID law scenario available at www.lawday.org

Activity: PART 1. Historical Barriers to Voting

Have students pair up. One student will be administering the voter registration form, which is to be completed orally by the other student, who will be acting as a potential voter registrant. Give students around three minutes to role play and then look through the remainder of the document as a group.

After several minutes, ask students to react to the activity.

How did they feel giving and taking the registration interview? Were there any questions that they found confusing or surprising?

Inform students that this was an actual voter registration form used by a state to determine voting eligibility in 1964 and 1965. In some states the voter registration system was changed four times within a
single year and there could be as many as 100 versions in existence at the same time, making it an impossible test to study for.

Questions for students:

• What would a prospective registrant need to know in order to complete the voter registration process?

• Do you think this process is fair or an effective way to register voters?

• What elements of the form do you think are questionable information to request? Were there questions on the form that surprised you?

• Should a form like this determine whether or not a person is eligible to vote?

• What documents should determine voter eligibility?

• How do such restrictions impact American democracy?

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**An Act to enforce the Fifteenth Amendment to the Constitution of the United States, and for other purposes.**

**SEC. 2.** No voting qualification or prerequisite to voting, or standard, practice, or procedure shall be imposed or applied by any State or political subdivision to deny or abridge the right of any citizen of the United States to vote on account of race or color.

**SEC. 4.** (a) To assure that the right of citizens of the United States to vote is not denied or abridged on account of race or color, no citizen shall be denied the right to vote in any Federal, State, or local election because of his failure to comply with any test or device in any State ...

**SEC. 4.** (c) The phrase “test or device” shall mean any requirement that a person as a prerequisite for voting or registration for voting (1) demonstrate the ability to read, write, understand, or interpret any matter; (2) demonstrate any educational achievement or his knowledge of any particular subject, (3) possess good moral character, or (4) prove his qualifications by the voucher of registered voters or members of any other class.
Show student excerpts from the Voting Rights Act of 1965 and discuss the highlighted sections:

Questions for students:

• Would the test you just took be allowed under this act?

• What questions on the form you just completed would have to be changed or deleted?

• How does the act protect voter rights?

Historical Significance of the Voting Rights Act of 1965

The Fifteenth Amendment guaranteed African American men the right to vote in 1870 stating, “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.” However, half a century later, registration forms and literacy tests such as this one were created to prevent groups of people, specifically African Americans from voting. Supporters and creators of such policies defended these actions by citing that Article 1, Section 2, of the Constitution gave the States power to determine qualifications for voting. These kinds of voter prerequisites became unconstitutional under the Voting Rights Act of 1965 and were considered barriers used to prevent eligible people from voting.

PART 2. Voter ID Laws

Question for students:

• Are there barriers to voting today?

• What are some of the barriers that exist today?

Introduce students to topic of voter ID laws. Have students brainstorm reasons or arguments for supporting these laws and reasons for not supporting them.

Voter ID Laws

Since 2001, a new wave of voter ID bills have been proposed in 46 states. These proposed bills would require in most cases official photo identification such as a driver’s license or state ID before casting their vote in elections.
Group Activity

Have students look at the voter ID laws in their state and review the forms of identification accepted at the polls. Easy to read chart is available at:  http://www.ncsl.org/research/elections-and-campaigns/voter-id.aspx#State_Reqs

Questions for students:

• Should we have to show ID to vote? Why or why not?

• What are voter ID laws trying to prevent?

• When would it be appropriate to show identification to vote?

• Are specific groups of people more affected by these laws than others?

• How might these laws test the limits of the Voting Rights Act?

Have students consider the following scenario based on a state’s new voter ID law.
Note for lawyer in the classroom. You may want to project this scenario in the classroom or make copies available for students to read.

Questions for students:

How does this law impact students?

Why would a state pass a law to allow for students to use in-state drivers’ licenses as a voter ID but not out-of-state licenses?

What are the benefits of having high school students register to vote if there is additional paperwork required when they are 18?

What will be the impact of this new law on students attending universities in this state?

Why would some people like or support this law?

Why would some people dislike this law?

Why would some people have no opinion about the law?

What could students, employees, and community members in this state do to support the engagement of younger people in the voting process?

How would this law discourage young people from participating in the voting process?

How would it encourage young people from participating in the voting process?

College campuses are filled with students who have come from many regions across the country and many of them are voting for the first time. Some states have created new voter ID laws that do not include student IDs as an acceptable form of identification. Out-of-state drivers licenses are also unacceptable forms of voter identification. In-state drivers’ licenses are accepted.

Students can obtain a free state-issued ID from the Department of Motor Vehicle’s after showing four other forms of identification. One of those IDs must be a student’s original Social Security card or a tax form with your name and Social Security number. Other forms of identification can include an original birth certificate, not a copy, a marriage license, a divorce paper, tax records, and work receipts.

In addition, the state also eliminated preregistration for high school 16- and 17-year-olds, reasoning that it created additional work to recertify these students as voters when they turn 18. The state also eliminated day-of-voting registration.
QUESTIONNAIRE

1. State your name, the date and place of your birth, and your present address:

2. Are you single or married? 
   (a) If married, give name, resident and place of birth of your husband or wife, as the case may be:

3. Give the names of the places, respectively, where you have lived during the last five years; and the name or names by which you have been known during the last five years:

4. If you are self-employed, state the nature of your business:

A. If you have been employed by another during the last five years, state the nature of your employment and the name or names of such employer or employers and his or their addresses:

5. If you claim that you are a bona fide resident of the State of Alabama, give the date on which you claim to have become such bona fide resident:
   (a) When did you become a bona fide resident of _____ County:
   (b) When did you become a bona fide resident of _____ Ward or Precinct:

6. If you intend to change your place of residence prior to the next general election, state the facts:

7. Have you previously applied for and been denied registration as a voter? 
   (a) If so, give the facts:

8. Has your name been previously stricken from the list of persons registered?

9. Are you now or have you ever been a dope addict or a habitual drunkard? 
   (A) If you are or have been a dope addict or habitual drunkard, explain as fully as you can:

10. Have you ever been legally declared insane? 
   (a) If so, give details:

11. Give a brief statement of the extent of your education and business experience:

12. Have you ever been charged with or convicted of a felony or crime or offense involving moral turpitude? 
   (a) If so, give the facts:

13. Have you ever served in the Armed Forces of the United States Government? 
   (a) If so, state when and for approximately how long:
14. Have you ever been expelled or dishonorable discharged from any school or college or from any branch of the Armed Forces of the United States, or of any other country? If so, state facts:

15. Will you support and defend the Constitution of the United States and the Constitution of the State of Alabama?

16. Are you now or have you ever been affiliated with any group or organization which advocates the overthrow of the United States Government or the government of any State of the United States by unlawful means? (a) If so, state the facts:

17. Will you bear arms for your country when called upon it to do so? If the answer is no, give reasons:

18. Do you believe in free elections and rule by the majority?

19. Will you give aid and comfort to the enemies of the United States Government or the Government of the State of Alabama?

20. Name some of the duties and obligations of citizenship:

(A) Do you regard those duties and obligations as having priority over the duties and obligations you owe to any other secular organization when they are in conflict?

21. Give the names and post office addresses of two persons who have present knowledge of your bona fide residence at the place as stated by you:

Part 3 (5)

(The following questions shall be answered by the applicant without assistance.)

1. What is the chief executive of the state called? Governor

2. Are post offices operated by the state or federal government? Federal Government

3. What is the name of the president of the United States? Lyndon B. Johnson

4. To what national lawmakers does each state send senators and representatives? Congress

Instructions “A”

The applicant will complete the remainder of this questionnaire before a Board member and at his instructions. The Board member shall have the applicant read any one or more of the following
excerpts from the U.S. Constitution using a duplicate form of this Insert Part III. The Board member shall keep in his possession the application with its inserted Part III and shall mark thereon the words missed in reading by the applicant.

EXCERPTS FROM THE CONSTITUTION

1. “The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause supported by oath or affirmation, and particularly describing the place to be searched, and the person or things to be seized."

2. “Representatives shall be apportioned among the several states according to their respective numbers, counting the whole number of persons in each state, excluding Indians not taxed.”

3. “Treason against the United States, shall consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort.”

4. “The senators and representatives before mentioned, and the members of the several legislatures, and all executive and judicial officers, both of the United States and of the several states, shall be bound by oath or affirmation, to support this constitution.”

INSTRUCTIONS “B”

The Board member shall then have the applicant write several words, or more if necessary to make a judicial determination of his ability to write. The writing shall be placed below so that it becomes a part of the application. If the writing is illegible, the Board member shall write in parentheses beneath the writing the words the applicant was asked to write.

HAVE APPLICANT WRITE HERE, DICTATING WORDS FROM THE CONSTITUTION

Signature of Applicant _________________________________

Lesson Four: Voter Suppression

Level: High School

Purpose: Many states have recently passed or revised their voting laws. These laws have been met with support by those that feel they prevent voter fraud. Others view these laws as new forms of voter suppression. This lesson asks students to analyze a political cartoon that highlights the topic of voter suppression and voter fraud, consider multiple perspectives, and form their own opinion on the issue.

A handout-ready version of the cartoon is available below as well as an online version in the PowerPoint presentation that accompanies this lesson at www.lawday.org
Objectives:

Students will:

• Analyze the use of images and words within a political cartoon to determine the intended message for the audience.


• Consider the cartoonist’s intentions for including historical references within cartoon.

• Examine the inferences made by the cartoonist on new voting laws and their relationship to voter fraud.

Grades: High School

Duration: 60–minute class period

Materials:

Computer and projector to display Analyzing Political Cartoon PowerPoint at www.lawday.org

Procedure:

Project or distribute copies of the cartoon to students. Ask students to describe what they see in the cartoon. Note to teacher/lawyer in the classroom: Depending on the students’ background, an explanation that this is a political cartoon, which is meant to convey an idea rather than provide humor or amusement, might be appropriate.

After students have had a few minutes to describe the literal images that they see, move on to the following questions.
Ask students:

What is the first thing that grabs your attention when you look at this cartoon? Why?

Where does it take place? What is the significance of this setting?

What was the March on Washington?

Describe what you see in the political cartoon.

Once students have had an opportunity to share their thoughts on the March on Washington, share the following background information with them (included in PowerPoint at www.lawday.org).

**Historical Background on the March on Washington for Jobs and Freedom**

On August 28, 1963, more than 200,000 people came to Washington, D.C., from across the country to highlight the civil rights struggles of African Americans and to call for a passage of the Civil Rights Act in Congress. The march culminated on the steps of the Lincoln Memorial with Martin Luther King Jr. delivering his now famous “I Have a Dream” speech as he looked out at the crowds surrounding the Lincoln Memorial reflecting pool.

What are the objects that the reflecting pool is filled with? What are they supposed to represent?

What do the objects in the reflecting pool represent?

If you were to change the labels on the obstacles to reflect the voting laws in 1963, what would you include? **Note to lawyer/teacher in the classroom.** If students need additional information share the PowerPoint slide on voting rights in 1963.

How has voting changed for people in our country since 1963?

Why do you think the March on Washington was a focal point for this cartoon?

What point do you think the cartoonist is trying to make?

Can you write a caption for the cartoon that you think best expresses its message?
WOMAN SUFFRAGE HEADQUARTERS.
MEN OF OHIO!
GIVE THE WOMEN A SQUARE DEAL
Vote For Amendment No. 23 On September 3-1912.

COME IN AND LEARN
WHY WOMEN
OUGHT to Vote.
Three Programs Receive Top Honors for 2013

The theme of Law Day 2013 was Realizing the Dream: Equality for All, highlighting the important role of equality in ensuring a free and just society. Many excellent programs incorporating the 2013 theme were held throughout the country, and a record number of award nominations were received. After a thorough review of the nominations and supporting materials, the Law Day Awards Committee selected the following organizations for top honors in the 2013 Law Day Activity Awards.

Houston Bar Association

Through its extensive Law Day programming, the Houston Bar Association (HBA) reached more than 53,000 people. A number of inaugural events were introduced this year including Special Needs Day, where 45 special needs students from six middle and high schools participated in a reenactment of the landmark case of Brown v. Board of Education of Topeka. These students were taught the importance of the ruling and equality under law, and also created posters to commemorate their experience. The HBA also created Law Day education packets for every Harris County district and county court for distribution to court personnel. These packets not only provided facts about Law Day, but offered the staff resources for assisting litigants.

In addition to the new initiatives, the Houston Bar Association conducted its established Law Day programs, including LegalLine, where attorneys answered inquiries from 263 callers; Dialogues of Freedom discussions (with this year focusing on human trafficking); poster, photography and essay contests; as well as Law Day readings in which nearly 8,500 students from more than 100 elementary schools participated. http://www.hba.org

A poster contest was one of many Law Day activities in Houston.
Law Day 2013 “Dream Team” (12 partner organizations in Georgia)

In Georgia, 12 influential organizations collaborated as a “Dream Team” to enable widespread Law Day participation. Youth Talk, in partnership with Atlanta Public Schools, was a peer-lead discussion hosted by the 2013 Dream Team members that focused on getting the next generation involved in civil and human rights issues. More than 100 high school students participated on-site in Atlanta and more than 30 additional students engaged in the conversation via video from Tifton, Georgia, a town nearly 200 miles away. In an effort to reach adults within the community, the Dream Team hosted a public conversation on issues of equality among civil and human rights leaders from older and younger generations. Topics ranged from immigration and human trafficking to basic human rights.

The Dream Team consisted of the Atlanta Bar Association, Atlanta Public Schools, the Chief Justice’s Commission on Professionalism, the Gate City Bar Association, the Georgia Asian Pacific American Bar Association, the Georgia Association for Women Lawyers, the Georgia Association of Black Women Attorneys, the Georgia Hispanic Bar Association, the National Center for Civil & Human Rights, the South Asian Bar Association of Georgia, the State Bar of Georgia, and the Stonewall Bar Association. https://m360.atlantabar.org/event

Connecticut Judicial Branch

Connecticut courts honor Muslim Coalition of Connecticut for their diversity efforts.

To continue the long-standing partnership with local bar associations, the Connecticut Judicial Branch joined bar members in classroom activities. Thirty Superior Court judges addressed more than 1,600 students from 28 high schools about the importance of the rule of law and how that affects their freedom, equality, and everyday life. In addition, 20 elementary school students from around the state were engaged in publicly delivering dramatic readings of important documents in United States history at the Connecticut Appellate Court. The documents included excerpts from Dr. Martin Luther King Jr.’s “I Have a Dream” speech, the Declaration of Independence, the Emancipation Proclamation, and the 14th and 19th Amendments of the United States Constitution. In keeping with the Law Day theme on equality for all, the Muslim Coalition of Connecticut was recognized by the Court for efforts in promoting diversity, dispelling stereotypes, and educating the public about Islam and the Muslim faith. Students from Connecticut’s Muslim-based schools participated in the ceremony for the Coalition. http://jud.ct.gov/LawDay/Archive/lawday13.htm
Special Recognition for Eight Other 2013 Finalists

A lot of thought, creativity, and hard work went into planning and implementing the many Law Day activities, and the Law Day Awards Committee's task in designating the top honors was not easy. The Committee would like to make special mention of the following organizations, which were also finalists in the 2013 Law Day Activities Awards Competition.

- SeaTac Municipal Court
- Globe University, Moorhead, Minnesota campus
- Baton Rouge Bar Foundation
- U.S. Army Office of the Staff Judge Advocates General (Wiesbaden, Germany)
- Nevada Supreme Court
- Office of the Courts, Puerto Rico
- District of Columbia Courts
- Office of the Staff Judge Advocate, Fort Hood

Servicemen from the U.S. Army JAG office (Wiesbaden, Germany) field calls during their “Ask an Attorney” radio segment.
Purpose of the Competition

Promote public understanding of law and integrate the 2014 theme “American Democracy and the Rule of Law: Why Every Vote Matters” into innovative activities that serve the community.

Who Can Enter

Any individual or group who implements a Law Day 2014 program is eligible to enter.

How to Enter

You can enter via mail or email. Just download the entry form at www.lawday.org and click on Awards.

If you email your entry, simply download the form from the website, fill it out and attach the completed form to your email along with your activity narrative (summary of your program) and electronic copies of your supporting materials that detail your activities. Please keep the supporting materials to a maximum of 15 pages. You may also include work products (programs, flyers, proclamations, releases, etc.) and photographs that help illustrate your program’s effectiveness. Send this email to us at publiceducation@americanbar.org.

You may mail your submission instead. Be sure to send six (6) copies of your entire entry (including activity narrative, supporting materials, work products, and photographs).

Your entry (via email or mail) should consist of:

• Completed Entry Form
• Activity Narrative (not to exceed 750 words)
• Supporting Materials (not to exceed 15 pages)
• Newspaper articles about your activity
• Letters of support and thanks, etc.
• Work Products
• Video of your activity
• Event program and/or event flyer
• Proclamation
• Press Releases

• Activity Photographs (electronic photos of your activity are encouraged)

Please note that entries will not be returned.

Submissions are judged on the following criteria:

• How well the activity expands public awareness of the rule of law.
• How well it highlights the 2013 Law Day theme Realizing the Dream: Equality for All.
• How well it engages the target audience(s).
• Whether the activity forged partnerships with community groups, schools, and the legal community.
• Quality and innovation of the program.
• If there is an impact extended beyond Law Day.

Prizes

If you win, you will receive an inscribed plaque presented at the ABA Midyear Meeting in February 2015. You will also receive a gift certificate toward Law Day merchandise and be prominently featured in next year’s Planning Guide and on the Law Day website.

Deadline

Entries must be emailed or postmarked by June 20, 2014, to be considered. Email entries to publiceducation@americanbar.org or mail six (6) copies of your entire entry to:

Law Day Awards
Attn: Chandra Fitzpatrick
ABA Division for Public Education
321 N. Clark Street, Mail Stop 20.2
Chicago, IL 60654-7598

For information, call 312.988.5720.

www.lawday.org
One stop shopping for all your Law Day needs!

Law Day.org has a wide variety of resources, activities and products for you to:

- **Explore the Law Day theme** – Read and watch background materials to help inform your understanding of this year’s theme, *American Democracy and the Rule of Law: Why Every Vote Matters*. The site includes videos, articles, talking points, and reports.

- **Stay informed on Law Day happenings** – Get updates about Law Day activities by registering at [www.lawday.org](http://www.lawday.org) for email alerts. You can also join the conversation, ask questions, and share ideas on the on Twitter using the hashtag #LawDay.

- **Reach out to your community** – Our collection of sample press releases, public service announcements, proclamations, Twitter messages, op-eds, and letters to the editor give you a starting point to create and publicize your Law Day event.

- **Download graphics** – Use our print-quality Law Day graphics to customize your Law Day materials.

- **Purchase gifts, award ribbons and certificates, and other products** – Visit [www.lawday.org](http://www.lawday.org) to order products featuring the Law Day logo. The ABA offers both generic Law Day and theme-driven merchandise. The products, including giveaways, awards, and certificates, can help make your Law Day event truly memorable.

- **View prior awards and recognitions** – Be inspired by previous Law Day events that have won Outstanding Law Day Activity Awards. (See [www.lawday.org](http://www.lawday.org) for instructions for nominating your program for the 2014 Outstanding Law Day Activity Awards.)

- **Learn about the history of Law Day** – Read previous planning guides and research our archive of Law Day themes and presidential proclamations from Dwight D. Eisenhower to Barack Obama.

- **Report on your Law Day activities** – Share your Law Day successes with others and publicize what made Law Day special in your community.