Dear LRE Teacher,

The American Lawyers Alliance is pleased to send you our elementary teaching unit, Laws, Rights and Responsibilities. This unit encourages student discussion and involvement as they gain an introductory understanding of laws, rights and responsibilities. Students will learn how laws benefit society and that the rights the laws bring are balanced with responsibilities.

The unit, field tested by teachers across the country, supports several of the National Standards and Criteria for Government and Civics for grades three, four and five.

You are encouraged to invite an attorney to visit your class as a part of the unit. Information for the attorney is included in the material. Children have responded with enthusiasm to attorney participation.

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Although this material is designed for 3rd through 5th grades, all or any part can be used for other grades. A video to complement this lesson plan was produced the summer of 2010 and can be viewed from: <http://www.youtube.com/watch?v=cB5t_Mlprc8> or <http://www.facebook.com/AmericanLawyersAuxiliary?sk=wall#!/AmericanLawyersAuxiliary?sk=app_2392950137>. Be sure you click the bottom right square to view in full screen. The video is appropriate for elementary grades through high school. This 12 minute video is ideal to be used for September 17th “Constitution Day”. Feel free to make copies of the “Laws, Rights and Responsibilities” materials for your teachers to use in their class room.

Each year the ALA recognizes outstanding teachers of law-related education with a $1500.00 cash award. Nominations for the teacher of the year may be made by the applicant, school administrators, other teachers, students, lawyers, judges, professional members of the community, or any other interested parties. Awards are made to elementary, middle and high school teachers of law-related education. For more information regarding awards visit the ALA website: <http://apps.americanbar.org/ala/> or call 312-988-6387 and leave a message (someone will return your call).

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The American Lawyers Alliance is a charitable and educational nonprofit organization whose mission is to promote public understanding and appreciation of the law and the American legal system.
Laws, Rights and Responsibilities

Revised
Elementary LRE Teaching Unit  Olive D. Leary

American Lawyers Alliance
Law-Related Education Resource Committee
AMERICAN LAWYERS ALLIANCE

Mission

To foster understanding and respect for the American Legal System

LAW-RELATED EDUCATION RESOURCE COMMITTEE GOAL

To assist in providing an opportunity for elementary students to gain an introductory understanding of Laws, Rights and Responsibilities.
LAWS, RIGHTS AND RESPONSIBILITY

Elementary Teaching Unit

Published as a public service

By

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LAW-RELATED EDUCATION
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Laws, Rights and Responsibilities Teaching Unit

Overview for Elementary Teachers

In designing this teaching unit "Laws, Rights and Responsibilities," the overarching purpose was to assist in preparing students to live in a democracy. To achieve this purpose the focus is on developing an introductory understanding of laws, right and responsibilities since these concepts play an important role in a democratic society. In addition, this unit is an interaction-based plan which involves students in presenting their views and listening to the views of other students. The students are active participants in learning processes which develop skills in problem solving and making reasoned judgments. John W. Gardner's statement, "We think of a mind as a storehouse to be filled when we should be thinking of it as an instrument to use", seems to support the philosophy inherent in the learning processes suggested in this unit.

Since special resources are an integral part of the unit they have been included with the unit in an LRE Packet. This unit has been widely field tested by elementary teachers across the nation who have reacted positively and have reported improved student behavioral patterns after involvement in the study.

Additional strategies of your own are encouraged to further develop the unit's objectives. Also invite the art teacher to give assistance to students with art related to this study and likewise, have the vocal teacher introduce related songs. Art and music bring an aesthetic quality which adds another dimension to this study.
Laws, Rights and Responsibilities

Objective I

Students will be able to define the term law, explain benefits gained from laws and appreciate these benefits in daily life.

Strategy

Post the card with the word law on it. Inform the students they will hear about a student who was asked to name a word he thinks of when seeing the word law. His answer was "Freedom". The teacher questioned how he happened to think of the word freedom. He replied, "When I am waiting to cross the street and the red lights go on, the law makes the drivers stop their cars and I am free to cross the street - isn't that freedom?" Ask the class if they think he made a good choice. (Later in the lesson it will be interesting to note if the students choose freedom to put in their triangle on worksheet No. 1.)

Continue by telling them it is now their turn to name words that tell about the word law. (If responses are slow give a few hints or questions to promote thinking.) Write all the responses on the chalkboard around the word law.

After thoughts are exhausted have the following ready for use: large triangle on chalkboard (same as one on worksheet No.1), pocket folder for each student with his/her name on the front and worksheet No.1 enclosed in folder. Have the folders distributed.

Continue by asking the students to choose one word from all the words around the word law which they think is best to tell about law. After a word is chosen ask if they agree with the word. If reactions are positive place the word in the triangle on the chalkboard and have students record it on worksheet No.1. Follow this procedure until all five words are chosen and recorded on the large triangle and on worksheet No.1. Have all folders collected and placed in safekeeping for the next session.
Objective 2

Students will be able to state in sentences their conception of the word law.

Strategy

Initially, inform the students that today all will work together to write a paragraph that will have in it many ideas which help us better understand the word law. In creating the sentences to use for their paragraph, use some of the words thought of when brainstorming the word law.

Have on the chalkboard the following sentence:
Many ideas are thought of when hearing or seeing the word law.

Ask the students if this sentence might be a good first sentence for the paragraph. Remember we want a good paragraph and each one of us will help to make it. As each sentence is given it will be placed on the chalkboard. It will be examined carefully by the whole class to see if any changes are needed for improving it. Follow this procedure until you have four sentences for the paragraph.

Have the students read the completed paragraph and request reactions to it. Provide each student with worksheet No.2 on which to make a copy of the paragraph.

Finally, pass out folders in which worksheets should be placed. Collect folders for safekeeping.
Objective 3

Students will gain a feeling of being a part of "We the People" and a citizen of the United States.

Strategy

To begin, post the card with the word Constitution on it. Inquire if anyone can pronounce the word. If not, pronounce it and have the students pronounce it in unison. The Constitution is sometimes called "The Law of the Land". What does that tell us about the Constitution? (It contains laws and is for a certain land). What land is that? (United States, our own country).

Ask one of the students to read what it says at the top of the cover ("We the People"). Ask how many are members of this group (If uncertain, ask if they think their teacher is a part of the group. If still uncertain, explain to them that every person born in the United States is a part of "We the People" and a citizen of the United States). Ask again how many are members of "We the People" and to explain why.

Continue by holding up the picture of "We the People" made by the artist. Ask the students what the picture shows (it is made up of different races, boys and girls and people of different ages). Provide students with Worksheet No.4 to make a picture of "We the People" showing what they have learned about this group.

After completing the assignment - sing together the song "This Land is Your Land" to further increase the pride in being a citizen of the United States. Provide a copy of the song for students to include in the booklet which they will put together at the end of the study.
**Objective 4**

Students will recognize the freedom gained through the rights they have enjoyed.

**Strategy**

Conduct a brief exchange of previous learning about the Constitution. Continue by distributing a copy of one phrase to each student cut from a duplicated copy of worksheet No.4.

Ask a student to read the word or phrase given to him/her. Place it on the chalkboard and ask what the phrase names (right). If unknown, ask for a phrase different from the one on the chalkboard. Alert students to be thinking of a name for the phrases. Continue calling for phrases different from those on the chalkboard until all are listed. Again ask for a name for these phrases. If unknown, place the word "rights" above all of them and ask students to read aloud the phrase reading right before each one.

Provide students with a duplicated copy of worksheet No.4 and have them cut the phrases describing rights and paste them in the proper place on worksheet No.1. (Warn them against duplication).

To finalize this lesson, ask the students if they can think of a word which tells what a right gives each one of us (freedom). If not recalled, ask what they have when crossing a street when the walk sign is on and a law says all cars must stop when the red light is on.
Objective 5

Students will be able to explain the relationship of rights to responsibilities.

Strategy

Begin by flashing the First Amendment of the Constitution on the screen or put a copy on the chalkboard. Explain this paragraph was taken from the Constitution, "the highest law of the land". Ask the students if they can find words related to the rights talked about before (religion, speech, press). Briefly review these rights (freedom to worship in a church of choice, freedom to speak our thoughts, freedom to have our thoughts printed). Read to the class the part of the paragraph which states "the right of the people to peacefully assemble and to petition the Government". Explain this means that the people have the right to peacefully meet together to make their thoughts known to the Government. Ask students to describe groups they have seen marching to let their thoughts be known. What word in the paragraph tells how people using this right should behave (peacefully).

Ask the students if anyone has had a responsibility since they awakened. If there isn't a response, ask how many walked to school. Wasn't it your responsibility to walk in order to get to school? Give a sentence such as, "It was my responsibility to be at school on time". Ask if they can think of a word to use in place of responsibility (duty). Give the sentence again using duty in the sentence.

Have the students read in unison the following phrases on the chalkboard: to not cause harm, to obey school rules, to not harm others, to follow rules in church, to act orderly. Ask what two names could be given to these phrases (responsibilities, duties). Provide each student with worksheet No.1 and work together matching and discussing these responsibilities with the rights and have students record them in the proper place on worksheet No.1.
Objective 6

Students will be able to give the 'Pledge of Allegiance" with understanding of that which is spoken.

Strategy

As an opening for this assignment, inquire if the students had ever thought how uninteresting it would be if when reading or speaking, the words had no meaning to them.

Have on the chalkboard the following:

I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

Call the students' attention to the sentence, inquiring if they recognize it. Continue by inquiring if they know the meaning of the underlined words. Together today we will decide what they mean. Name the first underlined word and name a word we could put in its place. If none are thought of give a sentence such as - I pledge to be to work on time (promise). Place it beneath the word pledge. Secondly, ask the next underlined word to be pronounced. Ask for the meaning. If there isn't a response, give a sentence such as - I pledge or promise my allegiance to you. The word I'm thinking of is loyalty - place it beneath allegiance. The next word might be difficult, but if you read the sentence carefully you might get it - nation or country. What country does our flag stand for? Continue a similar discussion of all other underlined words until all words are understood.

Have the pledge read using the substituted words and ask if they will feel differently when they say the "Pledge of Allegiance". Pass out Worksheet No.5 to be completed and have it placed in the folder.
Objective 7

Students will be able to explain ideas concerning laws, rights and responsibilities.

Strategy

Inform students they will have an assignment different from any they have had. Therefore, this class period will first be spent on a brief review and the reminder on how to do the assignment. Continue by asking what do rights give us (freedom). Name some rights we have that give us freedom (religions, speech, press, etc.). Secondly, ask students to name a word we can use in place of responsibility (duty). Follow by having students give sentences for duties and responsibilities. (This emphasis is made since they will have a responsibility for the right they have to be a reporter in this assignment.)

Instruct students that each of them will be a reporter. Discuss the work of a reporter and the means used to gather information. Provide them with worksheet No.6 and ask if anyone has seen a questionnaire for gathering information. Discuss how a questionnaire is useful for a reporter. Have entire questionnaire read and discussed in preparation for obtaining information from any adult in the home. Discuss proper approaches to use when requesting information, have students sign their name as reporters and return information the following day to report in class.

Instruct the students that each one is responsible for reporting the information gathered the previous evening. On the chalkboard, place the following chart on which to record information reported by students.

<table>
<thead>
<tr>
<th>Information Gathered From Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rights</td>
</tr>
</tbody>
</table>

Upon completion, examine the responsibilities listed after a particular right to determine whether they are the same or different. Discuss why they might be different. Also look at information to find which right is mentioned most often. Ask why that might happen. (It is an important right.) Since information was gathered from adults, what does this show us about adults? (Adults have rights and also responsibilities.) Make a copy of the information on the chalkboard and duplicate it for student booklets.
Using Attorneys in the Classroom

By Kathy Aldridge, LRE Consultant, State Bar of Texas

A wonderful way to enhance the teaching of the Laws, Rights & Responsibilities unit is to invite an attorney into the elementary classroom. As a culminating activity many classes have put on a mock trial based on a fairy tale, such as State v Golden Locks a/k/a Goldie Locks or State v Jack Poorson a/k/a Jack and the Beanstalk. Such a lesson provides the perfect opportunity for an attorney to lead a discussion focusing on such topics as the rights of the accused, the characters in a courtroom, courtroom procedures, the jury system, and/or making good decisions. (Mock trial scripts are available to be e-mailed to you. E-mail mafarris@farrislawpc.com to request the scripts (you can edit the scripts with your community information.) Videos of the two Mock Trials, produced by the School District of the City of Saginaw, Michigan are on this disk in CD format.)

There are several resources to help teachers locate an attorney. First, teachers may wish to find out if any of the parents of students in their classroom are in the law profession. Parents are always eager to assist their child's teacher. Teachers may also obtain the names of attorneys in their community that would be willing to speak to students by contacting the president of the local bar association.

When inviting an attorney into the classroom, the teacher should contact the attorney well in advance. Have several presentation dates available, so the attorney can chose the one that best fits his or her schedule. Preceding the attorney's visit to the classroom, the teacher should explain the main concepts presented in the Laws, Rights & Responsibilities unit. (A supplement for attorneys is included with the unit.) It is also recommended that the attorney and the teacher discuss the concepts to be covered during the follow up discussion time.

It is helpful for the attorney to be given a specific time limit, which should be based on the maturity and attention span of the students. In addition, attorneys should be encouraged to involve all of the students in the discussion and be interactive rather than lecturing or giving a prepared speech. The use of role play, simulations, and group activities would also be appropriate.

Preceding the attorney's visit, the teacher should prepare name tags for each student. Students should be reminded to be good listeners, raise their hands before talking or asking questions, and to pay attention. Finally, it is always a good idea to call the attorney the day before the presentation, as a reminder, and to give instructions concerning the location of the classroom on the school campus.

Following the classroom presentation, the teacher may want to ask students to write thank you letters to the attorney and include at least one or two sentences about what they learned during the classroom visit. Letters may be decorated and include artwork, if desired. Binding the letters into a book is a thoughtful way to say, "Thank you," to the attorney.
Supplement: Teacher Suggestion 1 (1992-93)

Background Information

After students learned about the right to petition peacefully in the study of rights and responsibilities in this unit, they were offered the opportunity to submit a written petition to the Tulsa Tribune to devote one publication of its Kids Today page to the Bill of Rights. Since this required letter writing, it provided an opportune time to teach the proper form. Additionally, petitioning in a peaceful manner may have a lasting impression on these students and further develop the objective listed below.

Objective

Students will discover the relationship of rights to responsibilities.

Strategy

1. Explain to students that writing letters is one way to exercise their right to petition peacefully. Discuss the right and responsibility one has when writing a letter to petition a newspaper.

2. Tell the class that they are going to write a letter to their local newspaper about rights and responsibilities. They can (1) choose a local issue relating to rights and responsibilities, (2) ask the newspaper to print information about the Bill of Rights, or (3) share information from their ALA unit. Have students decide what they want to say. Explain that there are five Cs which they must use. Letters must be Clear, Correct, Complete, Courteous, and Concise. Discuss the meaning of these words.

3. Use a language arts book or the world Book Encyclopedia to show the parts of a letter (heading, greeting, date, and body of the letter, complimentary close and signature). Ask students to write a rough draft using the five Cs and applying what they know about the parts of a letter.

4. Break the class into cooperative learning groups of four. Have students read letters to members of their group and help each other with any revisions. Hand the letters to the teacher for reading and suggestions.

5. Write the final draft of the letter. Teacher will mail or deliver the group of letters to the newspaper office and may want to contact a reporter to explain the project. If the letters are published, duplicate them for everyone in school so that the idea of letter writing as a way of exercising citizenship responsibility spreads.

Credit: Some of these ideas were taken from the World Book Encyclopedia. An excellent article in the World Book of letter writing is a good source for the teacher.

Contributed by:
Emily Wood, Third Grade Teacher Tulsa, Oklahoma
Background Information
After parents responded to the questionnaire suggested on worksheet No.3 of this teaching unit, it was evident that a number of rights listed were different. This presented the problem of whether these diverse reactions could be organized in a manageable form. Consequently, students were introduced to one method, that of graphing and using the graph for recording information. This allowed students to organize information so that it can be easily read and explained to others, along with expanding understanding of the objective listed below.

Objective
Students will discover the relationship of rights to responsibilities.

Strategy
1. Introduce this lesson on graphing by explaining that a graph is a drawing showing how different numerical quantities relate to each other. Discuss what a numerical quantity is. Show and discuss the wide variety of examples of bar, line and picture graphs in students' math and social study books.

2. Count responses on parent questionnaires suggested in this unit. For example, count all freedom of speech responses and put the total number on the chalkboard next to the right freedom of speech. Do the same with all responses-the rights to free exercise of religion, right to have an attorney, etc. Point out to students that these numbers are all numerical quantities. Explain that they have been gathering data and that data is easier to use if comparisons are clear.

3. Discuss different ways of comparing these numbers so that it will be clearer and easier to understand them. Explain that the class is going to make a graph so that it will be very easy to compare parent responses.

4. For making a bar graph, hand out graph paper and have students place a title on top of paper. The title could be something like Number of Parents Choosing Each Right. Decide whether you are going to make a horizontal or vertical graph. For a horizontal graph, write the names of the rights in the left margin of the paper. Then count the number of squares that correspond with the number of parents choosing that right as the most important. Color all the squares needed to represent a particular right. Do this with all of the rights.

Write on each graph, Source: American Lawyers Auxiliary, Teaching Unit, Laws, Rights, and Responsibilities questionnaire. Explain to the students that when making graphs, one must always identify the source.

5. Graphs may be mounted on construction paper for display and included in their booklet on laws, rights and responsibilities.

Contributed by:
Emily Wood, Third Grade Teacher Tulsa, Oklahoma
Supplement: Teacher Suggestion 3 (1992-93)

Background Information

In the 1991-92 academic year, a Jehovah's Witness in my class followed the practices of his church by not participating in student birthday celebrations and not joining in pledging allegiance to the flag. Such practices were difficult for other students to understand, resulting in some ill feelings. Therefore, a decision was made to further develop the right to freedom of religion introduced previously in this unit.

Objective

Students will discover the relationship of rights to responsibilities.

Strategy

Based on the above, the following strategy was used to increase students' understanding of freedom to practice beliefs by considering beliefs in the family. Attention was given to chores based on belief of what is right. Initially, part of the class was asked to "name rules in their families (e.g., bedtimes, allowances, mealtime chores, etc.) and other students were asked to listen for differences in the rules. Differences were suggested and the entire class brainstormed as to reasons for differences and with guidance decided families choose rules they believe are best for them.

Thoughts were directed from beliefs affecting rules in the home to those affecting choices of churches. Initially, the students were asked to name the different churches in and outside of their community. These were listed on the chalkboard and used as a springboard for a discussion along the following lines: what the list shows about families (attend different churches), reason for choices (beliefs of families), what gave the right to attend church of choice (First Amendment), responsibility of church members (follow teachings), responsibility of all other people (respect rights of others if they don't bring harm to anyone). A brief paragraph based on discussion was cooperatively developed by students and placed on the chalkboard. Duplicates were provided for student booklets.

Contributed by:
Elaine C. Gleason, Third Grade Teacher
Penn Yan, New York
Supplement: Teacher Suggestion 4 (1993-94)

Background Information

The class took a special interest in freedom of speech. To address this, we explored the landmark Supreme Court case of Tinker vs. Des Moines Independent Community School District, which was decided in 1969. When determining the constitutionality of a rule forbidding students to wear black armbands in school, Justice Fortas had to balance the students' right to freedom of speech against the school's right to maintain order and discipline. (For further information, see next page.)

Objective

Students will discover the relationship of rights to responsibilities.

Strategy

1. As an introductory activity, students brainstorm ways people can communicate to exercise their freedom of speech, for example, talking, using sign language, newspapers, rap music, and movies. Next, the concept of symbolic speech is introduced to the class. Examples might include waving or burning flags, wearing hats backwards, or wearing buttons or armbands to communicate.

2. Use the explanation, Tinker vs. Des Moines Independent Community School District as a means of showing that symbolic speech in school is protected by the First Amendment of the Constitution as long as it does not result in substantial disruption of the education. A question and comment session should follow. During this session, explain to the students that symbolic speech is a right, which is protected by the First Amendment, and the students had a right to wear armbands in protest of the Vietnam War. However, they also had a responsibility to be sure that their wearing of armbands would not cause any disruption of the education of the students.

3. Students write stories telling what they learned from the Tinker case. They share their stories with the class by reading them aloud.

4. Give students their choice of drawing paper or poster board. Students work in small groups to draw or sketch scenes from the Tinker case.

5. Students participate in a play that is divided into three acts. In the first act, the children are at school wearing black armbands and the principal comes in to suspend them after they refuse to remove the armbands. In act two, the parents and students discuss the students' rights and the principal discusses the students' responsibilities. The parents and students decide to let the courts rule on the issues. In act three, Justice Fortas weighs and balances the rights and responsibilities of the parties and makes a decision based on the unique facts and issues in the case.

Contributed by:
Paula N. Steinmetz, Noah Webster School Hartford, Connecticut
Tinker vs. Des Moines Independent Community School District

Introduction:

This was a very famous case that went all the way to the Supreme Court of the United States. Justice Fortas, in 1969, decided that symbolic speech in school is protected by the First Amendment as long as it does not result in a substantial disruption of the educational process.

Facts:

In December, 1965, some parents and students had a meeting at Christopher Eckhardt's house in Des Moines, Iowa. Everyone decided that they would show their objection to the Vietnam War by wearing black armbands. At that time John Tinker was a high school student; Mary Beth, his sister, was in junior high school, and Christopher Eckhardt was in high school.

The principals of the schools found out about the plan to wear black armbands. They made a new rule that any student who wore an armband to school would be asked to remove it and, if they refused to do so, they would be suspended from school.

John, Mary Beth, and Christopher all wore black armbands to school. When they refused to take them off, they were suspended. They went to court because they felt they shouldn't have been suspended from school for exercising their constitutional right to freedom of speech.

Issues:

Justice Fortas had to consider the following issues:

1. Whether the lower court was correct to rule that the principals had a right to suspend the students because the principals were afraid that students wearing armbands would cause a disturbance and other students would not be able to learn.

2. Whether the principals' fear of a disturbance was enough to limit the students' constitutional right to freedom of speech (in this case, symbolic speech) which is guaranteed by the First Amendment.

Decision:

Justice Fortas said that students and teachers do not shed their constitutional rights to freedom of speech or expression at the schoolhouse gate. He also said that the principals had the right to control the conduct of the students and make sure that the learning of students was not interrupted by any disturbances.

However, he thought that, in this instance, there was no disruption and that the principals only were concerned that there "might" be a disturbance. In order for the principals to prevent the students from exercising their freedom of speech, the principals would have to prove that wearing armbands would "materially and substantially interfere with the requirements of appropriate discipline in the operation of the school" Justice Fortas concluded that the facts did not show that there was a "substantial disruption or material interference with school activities." Therefore, the students should not have been suspended from school.
American Lawyers Auxiliary

and

Law-Related Education Resource Committee

Gratefully Acknowledge

the

Numerous Individuals and Institutions

for their

Support

of the

Elementary

Law-Related Education Project

An Introductory Understanding of Laws, Rights and Responsibilities
Constitution
Law
Laws give us right and with each right we have a responsibility.
We the People...
Student
Worksheet No. 1

LAWS

RIGHTS   RESPONSIBILITIES
Student
Worksheet No. 3

We the People...
<table>
<thead>
<tr>
<th>to speak</th>
<th>to go to school</th>
<th>to be protected</th>
</tr>
</thead>
<tbody>
<tr>
<td>to march for change</td>
<td>to choose my church</td>
<td>to speak</td>
</tr>
<tr>
<td>to go to school</td>
<td>to be protected</td>
<td>to march for change</td>
</tr>
<tr>
<td>to choose my church</td>
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</tr>
<tr>
<td>to march for change</td>
<td>to choose my church</td>
<td>to speak</td>
</tr>
</tbody>
</table>
Pledge of Allegiance

I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.
QUESTIONNAIRE

Our class is studying about laws, rights and responsibilities. We wish to have you help us. Will you please fill out the following:

Name: __________________________________________________________

Relationship to student reporter: ________________________________

A right given to you by the United States Constitution:_________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Importance of right to you: _______________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Your responsibility when using this right: ___________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Student Reporter:__________________________________________
Supplement: To be given to an attorney

Law-Related Education at the Elementary Level

Olive D. Leary

This article attempts to illustrate how an introductory understanding of laws, rights and responsibilities by students can be enhanced by contributions of lawyers. For example, when a former president of the State Bar of Wisconsin was requested to assist with developing part of a lesson from the teaching unit "Laws, Rights and Responsibilities" he amplified the scope of "We the People" for students through use of a most effective means. Expansion of such contribution may occur through lawyers' interest in pro bono activities. This incident, plus enthusiastic teacher reports of assistance from lawyers in further attainment of objectives in the teaching unit, justifies some explanation of the strategies in the unit to attain the objectives and possible supplementation by lawyers.

For example, in the first strategy of the teaching unit, students are involved in brainstorming the word "law". Initially, a card with the word "law" on it is attached to the chalkboard. Then the students are asked to give the first word thought of when hearing or seeing the word "law". (In early field testing, one of the responses received from a student was "freedom". This unexpected answer was questioned. The student explained, "When cars come to the stop sign the law makes the drivers stop the cars, and I am free to cross the street. Isn't this freedom?") As responses are given, all are recorded on the chalkboard around the word "law". After students have exhausted their thoughts, they are asked under teacher guidance, to choose five words from those around the word "law" which would best describe it. Those chosen are listed on the chalkboard.

On the worksheet provided (illustrated at left) students are directed to list the five words chosen to describe law on the triangle beneath the word "laws". The other two sections will be completed after the students have been involved in different strategies designed for gaining understanding of rights and responsibilities. According to teachers' comments, this worksheet has been very useful. Students seem to exhibit pride in describing the meaningful whole they had a part in developing from all the data discussed. In addition, the arrangement in the triangle helped them more clearly perceive the connection of the three concepts.
For lawyers interested in pro bono work in connection with the teaching unit, it may be helpful to know why the strategies are structured as they are. The philosophy inherent in all the strategies suggested in the teaching unit is expressed very succinctly and meaningfully in an ancient Chinese proverb:

Tell me,
I forget.
Show me,
I remember,
Involve me,
I understand.

In the next described strategy, involvement takes the form of student use of a questionnaire designed to obtain adult views of rights and responsibilities. Preparation for using the questionnaire includes a discussion of its purpose, being prepared to answer questions from the adult interviewed and any questions the student may have. Upon completion, the students are informed they have the right to use the form, and, therefore, they must sign their name on the lines identifying the reporter. In addition, they must return the completed form the following morning and be ready to report the information obtained. One teacher reported that she had never had such a high return rate on homework. When tabulating the information, the recess bell rang but the students unanimously asked to miss recess so as to complete the task. She also mentioned student excitement as to which right received the most votes and which responsibilities the adults had listed. This involvement reinforces the idea that each right has concomitant responsibilities.

As this is being written, there are reports of the State Bar of Wisconsin's interest in the development of skills at the law school level. It is equally important that skills be developed at the elementary level. No doubt you have noticed skill development has been incorporated in all strategies discussed and development should be continued at higher and higher levels of the education continuum. We are not certain what tools will be needed in the 21st Century, but since thinking has been important in previous centuries, it seems quite certain it will remain so. Opportunities for skill development in the teaching unit's strategies include interacting, analyzing, making choices, problem solving, etc., in content related to laws, rights and responsibilities.

In conclusion, the teaching unit "Laws, Rights and Responsibilities" and all needed resources have been made available to teachers by the Law Related Education Resource Committee of the American Lawyers Auxiliary. This unit has served as an impetus for teaching and learning throughout the United States. It is hoped that lawyers interested in pro bono activities will join in furthering the goal of this committee to assist in providing students an opportunity to gain an introductory understanding of laws, rights and responsibilities. It is worth remembering Marcus Aurelius' comment, "You ought to serve your city and do what is right, not because it is proper to do so, but it is through giving of yourself in service to others that you will discover and experience joy".
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