

Unit 1C

Understanding Citizenship: Government, Law, & the Justice System

UNIT 1A:

Understanding Citizenship: Government, Law, & the Justice System

Suggestions for the Instructor

The activities in this unit provide a fundamental overview of what it means to be a citizen. It outlines the rights guaranteed by the Constitution and delineates what people need to know about their rights and responsibilities if they interact with law enforcement or become involved with the criminal justice system; it discusses the importance of voting and the responsibilities of participating in a democracy.

For additional lesson plans, photos, handouts and activities on the Constitution, the Bill of Rights, rights and responsibilities of a citizen:

<https://www.uscis.gov/citizenship/educators/lesson-plans-and-activities>

For excellent short videos (3-4 minutes) on the three branches of government, how a bill becomes a law, and more:

<https://www.history.com/topics/three-branches-of-government/videos>

Pg. 1C-33 -- Why Understand Government, Law and the Justice System?

Tell students that in this unit, they will be introduced to key aspects of the U.S. government and U.S. Constitutional law, and will learn about their rights and responsibilities related to the criminal justice system. On this handout, have them answer questions about their experience with and interest in these topics, then discuss their thoughts with the class:

1. Do you think it is important for U.S. citizens to understand how their government works? Why or why not?
2. Do you think these subjects are important to you in your personal life? Why or why not?
3. Do you think it is possible for U.S. citizens to have an impact on how their government works or to influence decisions made by those in powerful positions? Why or why not?
4. What questions do you have about U.S. laws?
5. What questions do you have about the criminal justice system in general and as it relates to your own experience?

Pg. 1C-34 - 1C-36 -- Government, Law and the Justice System: What Do You Need to Know?

What do students already know about U.S. government, law and the justice system? In the beginning of this unit, have students complete this assessment to see what information they already possess, then give them the test again at the end of the unit to review what they've learned.

ANSWERS:

1. In what year was the Declaration of Independence adopted? **1776**
2. What did the Declaration of Independence do?
Declared the colonies' independence from Great Britain
3. What are three rights inscribed in the Declaration of Independence?
 - a. **Life**
 - b. **Liberty**
 - c. **The pursuit of happiness**
4. Who was the first President of the United States? **George Washington**
5. What is the supreme law of the land? **The Constitution**
6. What year was the Constitution written? **1787**
7. The idea of self-government is in the first three words of the Constitution. What are these words? **We the People**
8. What is an amendment? **A change or an addition to the Constitution**
9. What do we call the first ten amendments to the Constitution? **The Bill of Rights**
10. What are the rights or freedoms protected by the First Amendment?
 - a. **Freedom of speech**
 - b. **Freedom of religion**
 - c. **Freedom of assembly**
 - d. **Freedom of the press**
 - e. **Freedom to petition the government**
11. Name the three branches of government and tell what each is responsible for.
 - **Executive branch -- President, the Cabinet and staff -- enforces the laws**
 - **Legislative branch --US Congress / Senate & House of Representatives --makes the laws**
 - **Judicial branch -- Supreme Court and lower courts -- interprets the laws**
12. What stops one branch of government from becoming too powerful?
Checks and balances/ separation of powers
13. How many U.S. Senators are there? **100**
14. Who are your state's U.S. Senators now? a. _____ b. _____
15. The House of Representatives has how many voting members? **435**
16. Name your U.S. Representative. _____
17. For how many years do we elect a President? **4**

18. In what month do we vote for President? **November**
19. What is the name of the U.S. President now? _____
20. What is the name of the U.S. Vice President now? _____
21. If the President can no longer serve, who becomes President? **Vice President**
22. Who is the Governor of your state now? _____
23. What is the capital of your state? **Tallahassee, Florida**
24. What are the two major political parties in the United States?
- a. **Republican**
 - b. **Democrat**
25. What is the political party of the President now? _____
26. The Constitution has amendments which relate to the right to vote. Identify four of them and tell what rights they protect.
- **Fifteenth Amendment (1870) --The right to vote "shall not be denied on account of race." Male citizens of any race can vote.**
 - **Nineteenth Amendment (1920) -- The right to vote "shall not be denied account of sex." Women have equal voting rights.**
 - **Twenty-fourth Amendment (1964) --You don't have to pay a poll tax to vote.**
 - **Twenty-sixth Amendment (1971) -- Citizens eighteen (18) and older can vote.**
27. What does a citizen need to do in order to be eligible to vote? **Register to vote**
28. What are at least four ways that Americans can participate in their democracy?
- **Vote**
 - **Join a political party**
 - **Help with a political campaign**
 - **Join a community organization**
 - **Call, email or write Senators and Representatives to express views on an issue**
 - **Publicly support or oppose an issue or policy**
 - **Run for political office**
 - **Write to a newspaper**

Pg. 1C-37 - 1C-40 -- The Declaration of Independence

Vocabulary

Have students work in pairs or small group and use a dictionary to look up the following terms, then fill in the blanks on the chart below.

Word	Part of Speech	Definition	Sentence
declaration	<i>noun</i>		<i>The Declaration of Independence was signed in 1776.</i>
independence			
citizen		<i>a person who owes loyalty to the government and is entitled to protection from it</i>	
self-government			<i>The founders of the new nation fought for independence and self-government.</i>
proclaim	<i>verb</i>		
impose		<i>to force something unwelcome to be accepted or put in place</i>	
adopt			

Timeline of Revolution

Have students read the paragraph on the handout about the events that led up to the American Revolution and the signing of the Declaration of Independence. Then have them work alone or in small groups to complete the timeline based on the information in the paragraph.

TIMELINE:

- 1763 -- King George issued a Proclamation forbidding colonists' settling lands west of the Appalachian Mountains.**
- 1764 -- The British Parliament passed the Sugar Act.**
- 1765 -- The British Parliament passed the Stamp Act.**
- 1766 -- The British Parliament proclaimed their right to make laws for the American colonists without the colonists' consent.**
- 1770 -- British soldiers killed five colonists in the Boston Massacre.**
- 1773 -- The British Parliament passed the Tea Act.**
- 1774 -- The British closed Boston Harbor.**
- 1775 -- British soldiers fought with the colonists at Lexington and Concord.**

ANSWERS:

1. Name six actions taken by the British government that upset the colonists and led to increased resistance to British rule:

- **King George issued a Proclamation forbidding colonists' settling lands west of the Appalachian Mountains.**
- **The British Parliament passed the Sugar Act.**
- **The British Parliament passed the Stamp Act**
- **The British Parliament proclaimed their right to make laws for the American colonists without the colonists' consent.**
- **British soldiers killed five colonists in the Boston Massacre.**
- **The British Parliament passed the Tea Act.**
- **The British closed Boston Harbor.**

2. In what year was the Declaration of Independence drafted? **1775**

Why was it written?

It was written to declare the colonists' freedom from British rule.

3. What was George Washington's role in the Revolutionary War?

Commander in Chief

4. If King George III had responded to the Olive Branch petition, what might have happened differently?

War might have been avoided.

5. What is the date and location of the signing of the Declaration of Independence?

The Declaration of Independence was signed in Philadelphia, Pennsylvania, on July 4, 1776.

Have students read the Introduction and the Preamble to the Declaration of Independence, then rewrite the Preamble into their own words.

- **We hold these truths to be self-evident**
- **that all men are created equal,**
- **that they are endowed by their Creator with certain unalienable Rights,**
- **that among these are Life, Liberty and the pursuit of Happiness**

Pg. 1C-41 - 1C-45 -- The Making of the Constitution

In this lesson, students are introduced to key terms they'll need to understand in order to understand basic history of the Making of the Constitution.

Constitution	the document outlining the laws of the nation
citizen	a person who owes loyalty to the government and is entitled to protection from it
government	the ruling authority for a community
self-government	government of a country by its own people, especially after they have been a colony of another nation
independence	self-reliance and freedom from outside control

ratification	official approval of the Constitution
delegates	representatives
federal government	a strong national government
minority	a smaller group, usually less than half
majority	a larger group, usually more than half
separation of powers	a principle in which powers and responsibilities are divided among the legislative branch, executive branch, and judicial branch
checks and balances.	a system in which each branch of government (executive, judicial, and legislative) has influence over the other branches and can block the others, keeping each branch from having too much power
Federalists	those who supported the new Constitution; they believed a separation of powers and a system of checks and balances would prevent the central government from being too strong
Antifederalists	those who opposed to the ratification of the new Constitution because they felt that a strong federal government would ignore the rights of the majority, could not adequately manage a large country, and did not include enough protections for the rights of individuals
amendment	a change or addition to the Constitution
Bill of Rights	the first ten amendments to the U.S. Constitution which guarantee individual rights and freedoms

Ask students to study the painting by Junius Brutus Stearns, *Washington at Constitutional Convention of 1787* on the second page of the handout. Ask them to describe what they see in the picture. What is the room like? What do they notice about the appearance, hair, clothing, race, gender, etc. of the people in the painting? Do they recognize any of the people in the picture?

Have students read the brief history of making of the Constitution, then answer the questions that follow.

ANSWERS:

1. What were three key reasons why the Antifederalists opposed the draft Constitution?
 - **They believed that a strong federal government as outlined in the Constitution would benefit a privileged minority, and the rights of the majority of citizens would be ignored.**
 - **They argued that a single federal government could not adequately manage a large country.**
 - **They were worried that the new Constitution did not include enough protections for the rights of individuals. They argued that it did not protect certain basic rights, such as freedom of the religion, freedom of the press, protection against unreasonable searches of people and their property, and the right to a trial by jury.**

2. What did the Federalists believe would keep the federal government from having too much control?
 - **Federalists believed that a separation of powers and a system of checks and balances would prevent a too-strong central government.**
3. Why did the writers of the Constitution agree to add a Bill of Rights?
 - **They knew that many states would not support it without a Bill of Rights.**
 - **The eventually agreed with the Antifederalists that a Bill of Rights was important to protect Americans’ liberties.**

Pg. 1C-46 - 1C-49 -- Three Branches of Government & the Separation of Powers

In this activity, students read about the introduction to the Three Branches of Government & the Separation of Powers, then reflect on the meaning of James Madison’s quote, written in 1787: “The essence of Government is power; and power, lodged as it must in human hands, will ever be liable to abuse.” Have them rewrite the quote in their own words, then tell what they think it means.

Vocabulary - have students work in pairs and use a dictionary to look up the following terms, then write each word in a sentence.

Word	Part of Speech	Definition	Sentence
enforce	verb		
interpret	verb		
legislate			
execute			
judge	verb		

Introduce the charts and readings on the next two pages. Using the information on the handouts, have students answer the following questions:

ANSWERS:

1. In your own words, explain the meaning of the term “system of checks and balances.”

Each branch of government can check, respond to, and change decisions and actions of the other branches,
2. Why did the writers of the Constitution think that it was important that the three branches of government be able to “check” each other’s powers?

They wanted to ensure that no one of them has too much power.

Pg. 1C-50 -- Legislative Branch

Have students read the description of the Legislative branch, then answer the questions which follow:

ANSWERS:

1. What are the duties of the legislative branch?
The legislative branch drafts and passes new laws. This branch also confirms or rejects the President's nominations for the Supreme Court, for federal judges, and for heads of federal agencies.
2. How many U.S. Senators are there? 100
3. How many senators does each state have? 2
4. What are the names of the senators from your state? Answers will vary; if students cannot access the internet, you may choose to bring in this information to the class.
5. How long can senators hold office? 6 years
6. Do all states have the same number of representatives in the House of Representatives? no Why? **Each state gets a different number of representatives, depending on their total population.**
7. The House of Representatives has how many voting members? 435
8. What is the name of one representative from your state? **Answers will vary; if students cannot access the internet, you may choose to bring in this information to the class.**
9. How long can representatives hold office? 2 years

Pg. 1C-51 -- Executive Branch

Have students read the description of the Executive branch, then answer the questions which follow:

ANSWERS:

1. What are the duties of the executive branch?
The executive branch carries out and enforces the laws. It includes the president, the vice president, the Cabinet, and many other departments and agencies.
2. What are the main duties of the president? **The President leads the federal government and is the Commander in Chief of the United States Armed Forces.**
3. For how many years do we elect the President? 4
4. In what month do we vote for President? November
5. What is the name of the U.S. President now? **If students do not know the answer and cannot access the internet, you may choose to bring in this information to the class.**

6. What is the name of the U.S. Vice President now? **If students do not know the answer and cannot access the internet, you may choose to bring in this information to the class.**
7. If the President can no longer serve, who becomes President? **The Vice President**
8. How are Cabinet members chosen? **Cabinet members are nominated by the president and must be approved by a simple majority of the Senate.**
9. Name five of the executive departments included in the Cabinet.

Any of the following is correct:

- | | |
|----------------------------------|--|
| Agriculture | Housing & Urban Development |
| Commerce | Defense |
| Education | Energy |
| Health and Human Services | Homeland Security |
| Interior | Labor |
| State | Transportation |
| Treasury | Veterans Affairs |

Pg. 1C-52 -- Judicial Branch

Have students read the description of the Legislative branch, then answer the questions which follow:

ANSWERS:

1. What is the name of the “highest court in the land”? **The Supreme Court**
2. How long can Supreme Court judges hold office? **They serve until their death, retirement, or removal in exceptional circumstances.**
3. How are the Supreme Court’s powers limited? **Its power is limited by the legislative and executive branches.**
4. What do you think is the most important job of the judicial branch? Answers will vary, but may include:
 - **It interprets the laws.**
 - **It applies laws to individual cases.**
 - **It decides if laws violate the Constitution.**
 - **It has the power to check the actions of the President and Congress.**
 - **It can evaluate whether the President’s actions are allowed by the Constitution.**
 - **It can inform Congress if a law that it passed violated the U.S. Constitution.**

Pg. 1C-53 -- Symbolizing the Three Branches of Government

Working in pairs or small groups, complete the chart to describe the three branches of government. Include a picture that visually represents the responsibility of this branch, a description of the tasks and responsibilities of this branch, and the titles of the members who make up this branch of government.

Name of Branch			
Symbol (How can you visually represent the responsibilities of this branch?)			
Responsibilities (What does this branch do?)			
Members (What are the titles of the people who work in this branch?)			

Pg. 1C-54 -- Who Does What? Three Branches of Government Review

Cut out the cards at the bottom of the page. Have students work in pairs or small groups to place the people who work for that branch and the primary responsibility of each branch underneath its title.

Legislative Branch	Executive Branch	Judicial Branch
Congress	President	Supreme Court
Senate	Vice President	Justice
House of Representatives	Cabinet	Interprets Laws
Senator	Enforces Laws	
Makes Laws		

Pg. 1C-55 - 1C-57 -- The Bill of Rights

Vocabulary

Working in pairs or small groups, have students use a dictionary to look up the following terms, then write each word in a sentence.

Word	Part of Speech	Definition	Sentence
amendment	<i>noun</i>		
amend	<i>verb</i>	<i>to make minor changes in a document in order to make it fairer, more accurate, or more up-to-date</i>	
right	<i>noun</i>		
liberty			<i>The Bill of Rights guarantees many liberties of citizens.</i>
petition	<i>noun</i>		
petition	<i>verb</i>		<i>The First Amendment guarantees the right to petition the government,</i>
assemble	<i>verb</i>		
assembly	<i>noun</i>	<i>a group of people gathered together in one place for a common purpose</i>	

Have students read about the Bill of Rights and then answer the questions that follow:

ANSWERS:

1. What did the Federalists assume about individual rights and liberties?
They assumed that everyone knew what individual rights were.
2. What did the Anti-federalists believe?
**They believed that the new Constitution was undemocratic.
They worried that if the rights weren't protected by law, the government might abuse its power.
They worried leaders might behave like monarchs.**
3. What does **reluctant** mean? **hesitant, unwilling**
What does this statement mean, in your own words? *"However, a number of states were **reluctant** to accept the Constitution without a guarantee of these liberties."*
Answers will vary.

4. What is a **monarch**? **king, ruler**
 Why did many states worry that the leaders might behave like **monarchs**?
They were afraid if they had too much power they might behave like the King of England whose rule they had fought to free themselves from.
5. What does it mean to **amend** the Constitution? **change, modify, adapt**
 What is an amendment? **an alteration, a change, an adaptation, an addition, an improvement**
6. What five rights does the First Amendment protect?
 - **Freedom of speech**
 - **Freedom of the press**
 - **Freedom of religion**
 - **Freedom of assembly**
 - **Freedom to petition the government**

Which groups of individuals are not mentioned in the Constitution or the Bill of Rights?
Enslaved Africans, Native Americans, freed blacks, women

What have been the consequences of not listing these groups in the Bill of Rights?
The rights of these groups have not been protected by the Constitution.

Pg. 1C-58 - 1C-63 -- The First Amendment in Daily Life

Tell students that the First Amendment has been described as the most important part of the Bill of Rights because it protects five of our most basic liberties. The First Amendment guarantees freedom of religion, freedom of speech, freedom of the press, freedom to assemble (gather together in groups,) and freedom to petition the government to express opinions and protest actions people disagree with.

Ask them to describe the five freedoms protected by the first amendment in their own words.

On the handouts that follow, students read about each of the five freedoms described in the first amendment. Then, for each of the five freedoms, they are asked to relate it to their own lives, illustrate it visually, and express why this freedom is important.

- Can you think of an example of freedom of religion in your life or in the news?
- Draw a picture or a cartoon which illustrates freedom of assembly.
- Why do you think this freedom is important?

Pg. 1C-64 – 1C-69 -- Freedom of Speech: Expressing Your Views

Distribute the Opinion Column from the Tallahassee Democrat, *Reducing Crime is a Bipartisan Issue*, by Pamela Cothran Marsh. In the article, the author expresses her views about important issues related to criminal justice and reentry from incarceration. Ask students to read the column and answer the questions that follow, then reflect on what opinions they have that they would like to share with the public. Encourage them to prepare to draft a letter to send to the newspaper to express their views and exercise their first amendment right to freedom of speech.

ANSWERS:

1. How much money is spent annually on housing people in prison in the United States?

Approximately \$80 billion is spent annually on housing prisoners in corrections facilities across the country.

2. How many people are serving time in prison in the U.S. at any one time?

Approximately 2.3 million people serving jail/prison terms in the U.S.

3. Rewrite this sentence from paragraph four in your own words:

*"It is possible to **curtail** incarceration costs and lower the crime rate at the same time."*

Do you agree with this statement? Why or why not? Use evidence from the article or your own experience to support your answer. **Answers will vary.**

4. What does the author mean by the phrase "revolving door" in paragraph four?

Leaving and then returning; she is referring to people going back to prison after release.

5. How many people are released from prison every year? **650,000**

According to the article, how many people will be arrested again in three years?

Do the math: $650,000 \times \frac{2}{3} = 433,000$

6. Rewrite this sentence from paragraph five in your own words. Use the dictionary to find synonyms for the words in bold if necessary.

*"We have to reduce **recidivism** to reduce crime and the **exorbitant** costs of mass incarceration."* **Answers will vary.**

7. What does the author say people are given when they are released from prison?

\$50, a change of clothes and a bus ticket

8. What does the author say are two programs in Leon County that can help people with their needs after they are released from prison? Describe some of the services each of these programs offers.

- **The Kearney Center provides ex-offenders a stable start by offering a safe place to sleep, guidance and support, along with opportunities to obtain more permanent housing. It partners with nonprofits, faith-based and other groups to help ex-offenders acquire skills, find jobs, and overcome roadblocks.**

- The “Ready4Work” program assists ex-offenders in transitioning into the community and workforce. It improves public safety, strengthens, saves and sustains families, significantly reduces the recidivism rate, provides hope and direction to ex-offenders, and reduces local, state, and federal incarceration budgets, thereby saving millions of tax dollars.

9. What do you think Marsh means when she makes this statement in paragraph nine?
“It seems highly unlikely that people aspire to become repeat offenders. Rather, people want to thrive in communities where they find connections, understanding, and a helping hand.”

She means it’s not probable that people want to continue to commit crimes and that they want to succeed in communities where they feel connected, understood and supported.

Do you agree or disagree? Why or why not?

Answers will vary.

10. How long is a **Your Turn** column, like this one, allowed to be? **500 words**
 What is the maximum number of words allowed in a letter to the editor? **200 words**
 What do you have to include along with your essay if you submit a Your Turn column?

Your address for verification purposes only, a photo and 1-2 line bio of yourself

Write a Letter-to-the-Editor

Encourage students to use the model letter writing format to write a letter-to-the editor of the local newspaper to tell the community how they feel about issues that are important to them. Encourage them to support their opinion with evidence and personal anecdotes.

If they do not have access to the internet, bring in the contact information for the local newspaper. Check their policy on how long the letter needs to be and what contact information they need to provide. Have them write their letter by hand, then type it and edit it for correct spelling and language mechanics. If possible, have them send their letters by mail or email, and check to see if it gets published.

Pg. 1C-70 – 1C-73 -- Freedom to Petition the Government: Tell Your Representatives What You Think

On this handout, students are encouraged to use the power of their voices to tell their elected representatives how they feel about issues that are important to them. Use the model letter format on the handout to draft their letters. Encourage them to support their opinions with evidence and personal anecdotes.

Tell students to ask their representatives to write back to them to tell them where they stand on the issues.

If students do not have access to the internet, research the mailing address, email address, and phone number of their elected representatives and have them record the information on the handout. Have them write their letters by hand using the model, then type it and edit for correct spelling and language mechanics. If possible, have them send their letters by mail or email.

Pg. 1C-74 - 1C-76 -- The Bill of Rights in Daily Life

In this handout, students are introduced to the first ten amendments to the Constitution, the Bill of Rights, in straightforward, modern language. Read it over and discuss the meaning of the amendments with the class. Refer to this list when reading the scenarios on the next page.

In pairs or small groups, have them read the scenarios and identify the Amendment in the Bill of Rights that relates to the issue involved, then write the Amendment using Roman numerals.

ANSWERS:

	Scenario	Amendment
1	<i>Leonard was arrested for a drug related crime and has been incarcerated for six months in the county jail. He has not yet seen an attorney, and he has not yet had a date set for a trial.</i>	VI
2	Jack and Marcy want to get married, but they are only 17 and there is a law in their state saying that they need to be 18 before they can get married.	X
3	<i>Mr. Jay was arrested and imprisoned but was never told by the arresting officer what he was being charged for.</i>	VI
4	A small town was founded by people following a new religion. They elected a mayor who made it a law that anyone else moving to the town must practice the new religion. When a Jewish family and a Christian family moved to town and did not attend the local services, they were arrested by the local police.	I
5	<i>Joseph was a student at Madison High School. There have been a lot of problems at the school, including students being punished excessively, low quality food in the cafeteria, and poor instruction. Joseph showed his teacher a letter he wrote to the local newspaper about the problems at the school. The principal of the high school called the editor of the newspaper to ask them not to publish the article, but the editors insisted they had a right to.</i>	I

6	The Freer family has decided not to send their child to a public school. They send their child to a private school run by the Muslim mosque in their town.	I
7	<i>A group of white supremacists applied for a permit from the local government to hold a rally downtown. They held signs and marched and yelled racist remarks. Police surrounded the protesters to make sure that no one was hurt, then reminded them that their permit was only valid till 5 pm. The group left the scene without violence.</i>	I
8	Jeffers was arrested for robbing a truck of \$700 worth of computer equipment. When he went to trial, he was found guilty because a video surveillance camera caught him in the act. The judge was related to the owner of the trucking company, so he sentenced Jeffers with two years of solitary confinement for the robbery.	IIX
9	<i>J. is a recent immigrant to the United States. When he was driving around his new city, he saw a Buddhist temple, a Jewish synagogue, people handing out flyers opposing religion, and a Baha'i temple. He was surprised to see so many religions represented because he came from a country that had a state religion. When he went home, he said to his sister, "I thought the U.S. was a Christian country!"</i>	I
10	On March, 2019, Marcy was arrested for trespassing on private property. She appeared before the judge two weeks later to set her trial date. The judge told her that she should not expect her trial to take place until 2021 because there was such a backlog.	VI
11	<i>George had a gun locked away in one of his cabinets. When his neighbor came by and saw it, he asked him why he had a gun in the house. He answered, "I want to protect my family in case there is a break in. And I have a right to own a gun. I have a permit."</i>	II
12	Arthur was stopped by a police officer when he was walking home from work. The officer wanted to search his backpack because the convenience store on the corner had just been robbed. Arthur asked the officer, "Do you have a warrant?" The officer said no. Arthur told the officer that he did not have permission to search his backpack.	IV
13	<i>The state of Florida developed a set of rules and laws related to education because in the Constitution, there are no specific rules that must be followed regarding education.</i>	X
14	In the aftermath of a terrible hurricane, people were caught looting stores downtown. The mayor imposed a curfew, mandating residents to stay inside after 8 p.m. Lulu is against the curfew because it affects people who need to go to work after	I

	dark. Lulu collected signatures on a petition opposing the curfew to present to the mayor's office.	
15	<i>Lorena asked to speak to a lawyer before she answered the police officer's questions. He demanded she answer him, but she kept repeating, "I need to speak to a lawyer."</i>	VI

Pg. 1C-77 - 1C-83 -- FDR's Economic Bill of Rights Speech

On this handout, students learn about the State of the Union Address President Franklin D. Roosevelt delivered on January 11, 1944, in which he proposed a "Second Bill of Rights." The speech outlined what he felt was needed to provide greater economic security to the American people, who had just lived through a terrible Depression.

Have them read the excerpt of the speech that deals with the proposed Economic Bill of Rights. Ask students as they read to think about which of the economic rights he outlined have been enacted and which have not. In what ways are these "rights" relevant today? How would you revise his proposal to make it apply to the economic challenges of today? Then have them answer the questions that follow.

ANSWERS:

1. What were two important differences between the first Bill of Rights and the Second Bill of Rights?
 - **The first Bill of Rights are laws, but the Second Bill of Rights is just a proposal.**
 - **The first Bill of Rights is a set of laws protecting political and individual freedoms, but Roosevelt's Second Bill of Rights was an economic program.**
2. What are some examples of countries which were influenced by Roosevelt's Second Bill of Rights?
 - **Iraq and South Africa guarantee a right to education, health care, social security, and housing.**
 - **Norway mandates that everyone be able to earn a living from work.**
 - **Russia, Peru, Egypt, Portugal, Brazil, and Poland recognize *some* of the rights outlined in the Second Bill of Rights.**
3. In Roosevelt's Economic Bill of Rights speech, he stated, "We cannot be content, no matter how high that general standard of living may be, if some fraction of our people – whether it be one-third or one-fifth or one-tenth – is ill-fed, ill-clothed, ill-housed, and insecure." In your own words, what do you think he meant by this? Do you agree or disagree with this statement? Why or why not?

- He meant that as long as some people are poor and insecure, the rest of the nation should not be satisfied.
 - Answers about whether students agree or disagree will vary.
4. Which rights did Roosevelt say have been protected in the U.S. from the beginning?
From the beginning, political rights, rights to life and liberty, have been protected, such as the right of free speech, free press, free worship, trial by jury, freedom from unreasonable searches and seizures.
5. What does Roosevelt mean by the following statement? Paraphrase his remarks, then discuss whether you agree or disagree.
*“As our nation has grown in size and stature, however – as our industrial economy expanded – these political rights proved **inadequate** to assure us equality in the pursuit of happiness.”*
- He meant that as the nation grew and the industrial economy increased, the political rights guaranteed by the Constitution have not been enough to protect equality.
 - Answers about whether students agree or disagree will vary.
6. Read the following statement from Roosevelt’s speech: "Necessitous men are not free men. People who are hungry and out of a job are the stuff of which dictatorships are made." What do you think the word “necessitous” means? What does this statement mean? Do you agree or disagree?
- Necessitous means having needs (such as the need for food and work.)
 - The statement means that people whose needs are not met are more likely to fall victim to authoritarian governments.
 - Answers about whether students agree or disagree will vary.
7. Evidence-based writing -- Do you think the Second Bill of Rights, even though it was never adopted into law, has had an influence on economic policies in the U.S.? Provide specific evidence from the reading and your own knowledge to support your answer.
Answers will vary, but specific evidence from the reading should be included to support the response. Additional examples might include programs like publically subsidized housing available based on income, food stamps, etc.

Pg. 1C-84 -- Another Second Bill of Rights

After studying the first ten Amendments to the Constitution and President Roosevelt’s proposal for an Economic Bill of Rights, ask students to outline which additional protections they would like see passed into law. Ask: Which additional rights would you add to the Constitution to insure that all people get the things they need to lead a happy, safe life, and contribute to their communities? Encourage them to think about the needs and rights people might have at different ages, in various environments, and under different circumstances.

Pg. 1C-85 -- The Universal Declaration of Human Rights

Have students read a brief history of the Universal Declaration of Human Rights, passed by the United Nations General Assembly on December 10, 1948, then answer the questions that follow.

ANSWERS:

1. In what ways do you think the rights included in the Universal Declaration of Human Rights might be similar to Franklin D. Roosevelt’s “Second Bill of Rights”?

Answers will vary.

They protect economic freedoms

They protect jobs

2. Why do you think it was important to have representatives from all over the world involved in drafting the Declaration of Human Rights?

- **To make sure various cultures are included**
- **To make sure everyone’s rights are protected**
- **To get a variety of opinions**
- **To make sure the US or other countries don’t make all the decisions for others**

3. Who represented to United States in the United Nations and what did she contribute?

Lady Eleanor Roosevelt represented the United States, and under her leadership the U.S. was one of the first countries to endorse the ideals outlined in the Declaration.

Pg. 1C-86 – 1C-88 -- Comparing Rights

Ask students: How does the U.N. Universal Declaration of Human Rights compare to the U.S. Constitution’s Bill of Rights and President Franklin Roosevelt’s Second Bill of Rights? As they read through the rights listed in the U.N. Declaration, identify the item of the other documents that correspond.

Pg. 1C-89 – 1C-90 -- The Statue of Liberty: A Symbol of Freedom

Have students read the handout about the Statue of Liberty then answer the multiple choice questions that follow.

ANSWERS:

1. The Statue of Liberty was built in

d) Not stated

2. The Statue of Liberty, from base to crown, is about as high as a _____ story building:

c) 20

3. Both the Statue of Liberty and Ellis Island are located in
b) Upper New York Bay
4. If visitors are allowed to climb to the crown of the Statue of Liberty for eight hours a day, approximately how many people are admitted each hour? **30**
5. The line “The wretched refuse of your teeming shore” refers to
b) People leaving poverty in other countries and trying to enter the United States
6. Why might the poet have used the phrase “tempest-tossed” to describe the homeless immigrants coming to Ellis Island?
d) All of the above.
7. Why do you think the Statue of Liberty might still be seen as an important symbol today, more than 130 years after it was built?
Answers will vary.

**Pg. 1C-91 - 1C-99 -- Understanding Your Rights and Responsibilities
 When Communicating with Law Enforcement**

Distribute the handout, adapted from *The LAW and YOU, "Guidelines for Interacting with Law Enforcement Officials*, produced in partnership by: NAACP (National Association for the Advancement of Colored People) and NOBLE (National Organization of Black Law Enforcement Executives) and Allstate Insurance Company,
http://www.sun.edu/Campus_Police/docs/lawyou.pdf

Read the handout as a group. As you read, have students answer the questions related to each section. Discuss the issues the handout raises, both to help students understand the legal rights they are entitled to and to discuss how to best handle encounters with police so the situation doesn't escalate.

If you are stopped by police:

ANSWERS:

1. What are police officers trained to do above all else?
Police are trained to place a great deal of emphasis on their safety and survival.
2. What should be your number one priority if stopped by law enforcement?
Your priority should be to alleviate or minimize the potential charges and/or use of excessive force against you.
3. How should you act in order to minimize charges and excessive force?
With maturity and respect
4. Have any of these situations ever happened to you? How did you handle it? What, if anything, could you have done differently?
Answers will vary. Encourage students to talk about their previous experiences in order to better understand what happened, how they or the officer behaved, what they or the officer could have done differently.

If you are stopped on the street...

ANSWERS:

1. What are your Fifth Amendment rights?
You are not required to give testimony against yourself.
2. What should you do if an officer acts inappropriately or abuses his or her authority?
Report the misconduct to a superior officer at a later time.
3. When is a police officer legally allowed to do a “pat-down search”?
If an officer has a “reasonable suspicion” that you may be carrying a weapon or illegal substance, they are legally allowed to do a “pat-down” search.
4. What should you do if you are searched to protect yourself and avoid making the situation worse?
Do not resist the search. Obey all requests made of you unless the request poses a risk to your personal safety or well-being.
5. Have any of these situations ever happened to you? How did you handle it? What, if anything, could you have done differently?
Answers will vary. Encourage students to talk about their previous experiences in order to better understand what happened, how they or the officer behaved, what they or the officer could have done differently.

If you are stopped in your car...

ANSWERS:

1. What should you do if you are stopped in your car?
 - **Slow down; pull over safely when you can.**
 - **If the police vehicle is unmarked and you cannot identify the driver as a uniformed police officer, drive below the speed limit to a well-lit, populated spot and then pull over.**
 - **Stay in the driver’s seat with both hands in sight on the steering wheel. Do not exit your car unless asked to do so.**
 - **Turn on your interior light if stopped at night. ▀**
 - **Comply with the officer’s request to see your driver’s license and/or registration. If they are in the glove box or under the seat, state that and then retrieve them slowly. ▀**
2. What should you do if an officer asks to search your car?
 - **If the officer has “probable cause,” your car can be searched without a court-issued warrant.**
 - **If you are the driver and/or owner of the car and do not want your vehicle searched, clearly inform the officer of your non-consent in a polite manner.**
3. Why is it important to sign a ticket even if you do not think you were guilty?

- Refusal to sign a ticket could result in your being arrested and facing additional charges.
 - Signing a ticket is not an admission of guilt – only an acknowledgment of receiving the ticket.
4. What might happen to you if you are stopped for drunk driving?
You might be asked to submit to breath, blood or performance tests.
5. Have any of these situations ever happened to you? How did you handle it? What, if anything, could you have done differently?
Answers will vary. Encourage students to talk about their previous experiences in order to better understand what happened, how they or the officer behaved, what they or the officer could have done differently.

If law enforcement comes to your door...

ANSWERS:

1. What are the conditions that have to be present in order for an officer to enter your house?
- **Officers should have a badge and/or identification card**
 - **They should have a warrant, be actively investigating a crime, or be in “hot pursuit” of an individual suspected of committing a crime and running into your house.**
2. What type of warrant allows an officer to look through items in your house? What needs to be on this warrant?
- **A search warrant allows officers to the house.**
 - **They can only search the places in which the items listed on the warrant can be hidden.**
3. If the officer does not have a warrant or is not in “hot pursuit,” what are your rights?
If the officers do not have a warrant or are not in hot pursuit, you can deny entry.
4. Have any of these situations ever happened to you? How did you handle it? What, if anything, could you have done differently?
Answers will vary. Encourage students to talk about their previous experiences in order to better understand what happened, how they or the officer behaved, what they or the officer could have done differently.

If you are arrested...

ANSWERS:

1. What should a person do as soon as possible after they are arrested?
Call a lawyer as soon as possible.
2. What should a person do to avoid making incriminating statements?
Under no circumstances should you make incriminating statements which might be used against you at a later time. Don't answer questions until you have a lawyer present.
3. Why is it advisable to have the number of a lawyer or the Public Defender's office with you at all times?
You should have the number of a lawyer or the Public Defender's office with you at all times so you can talk to an attorney as soon as possible.
4. Have any of these situations ever happened to you? How did you handle it? What, if anything, could you have done differently?
Answers will vary. Encourage students to talk about their previous experiences in order to better understand what happened, how they or the officer behaved, what they or the officer could have done differently.

If you experience officer misconduct

ANSWERS:

1. What is the definition of "law enforcement misconduct"? Give examples.
Law enforcement misconduct is "improper and/or illegal action(s) and/or conduct by an officer." Some of the more frequent types of misconduct are:
 - **Physical Abuse – slaps, kicks, punches, choke-holds, beatings, flashlight and night stick blows, tight handcuffs, unnecessary use of firearms**
 - **Verbal Abuse – name calling, use of racial slurs.**
2. What are some examples of things people who are stopped by police – if they are innocent or otherwise – should do to protect themselves from possible police misconduct and avoid making the situation worse?
 - **Do not provoke the officers while having a discussion about law enforcement matters.**
 - **Do not show off for family or friends.**
 - **Comply first and then seek an explanation from the officer or his/her supervisor later.**
 - **Do not resist arrest for any reason.**
 - **Control your emotions.**
 - **Do not make threatening motions or statements to the officers.**
 - **Never attempt to interfere with the arrest of others who may be with**

3. Outline specifically what a person should do if he is the victim of police misconduct.
 - **Always note the name of the officers with whom you come in contact.**
 - **Report cases of officer misconduct immediately following your release from police custody.**
 - **Record, document and describe any case of officer misconduct in a typewritten statement. Have your summary of the incident notarized within 72 hours of its occurrence.**
4. Have any of these situations ever happened to you? How did you handle it? What, if anything, could you have done differently?

Answers will vary. Encourage students to talk about their previous experiences in order to better understand what happened, how they or the officer behaved, what they or the officer could have done differently.

Pg. 1C-100 – 1C-108 -- Understanding the Criminal Justice Process and Your Legal Rights and Responsibilities

It is important for all of us to understand how the criminal justice system works so that we can protect ourselves and our rights if arrested, convicted, or incarcerated. It is also essential that we each understand our responsibilities in the process so that we can make informed decisions and not mistakenly do something that lands us in further trouble.

Review the vocabulary with the students, then read the handout and discuss it as you go. At various points, as indicated in the handout by the words, "Write About It," have students stop and reflect on the questions raised by the reading. Encourage them to read their writing aloud.

- *Vocabulary*
- *Arrest*
- *Probable cause*
- *Use of Force*
- *Rights After an Arrest*
- *Booking*
- *Right to Counsel*

WRITE ABOUT IT: Why is it important that people suspected of a crime know that they have the right to an attorney? What is your experience, or the experience of people you know, with legal counsel?

- *Miranda Rights*
- *Complaint*

WRITE ABOUT IT: Do you think most people know their Sixth Amendment rights?

- *First Appearance*
- *Bail*
WRITE ABOUT IT: What is your experience, or the experience of people you know, with bail and bonds?
- *Arraignment*
- *Grand Jury Indictment*
- *Criminal Plea*
- *Plea Bargain*
- *Trial*
WRITE ABOUT IT: What is your experience, or the experience of people you know, with plea bargaining and the jury trial system?
- *Verdict*
WRITE ABOUT IT: Why is it important to know your rights related to the criminal justice system?
- *Appeal*
WRITE ABOUT IT:
 1. What is your experience, or the experience of people you know, with the criminal justice system?
 2. What have you learned about the law, about the court system, about the government, and about yourself, as a result of these experiences?
 3. What questions do you have?
 4. What else would you like to learn?

Pg. 1C-109 – 1C-113 -- Chronology of US Voting Rights

Vocabulary

Have students work in pairs or small groups to define the following terms, then discuss their definitions with the class.

Word	Part of Speech	Definition	Sentence
chronology	noun		<i>The Chronology of Voting Rights illustrates how much has changed over time.</i>
disenfranchised	adjective		
ensure	verb		
denied	verb		
Reconstruction	noun		
suffrage	noun		
prohibit	verb		
enact	verb		
restore	verb		

Have students study the timeline in order to understand how laws and policies about the right to vote have changed over time. As they read, ask them to think about these questions: Who had the right to vote when the Constitution was written? Who was excluded? When were new laws about voting enacted and why? Does any of the information in the chronology surprise you?

Pg. 1C-114 – 1C-116 -- Chronology of US Voting Rights Card Game

After students have studied the Chronology of US Voting Rights, have them play the “Chronology of US Voting Rights Card Game” following the instructions below:

1. *Players sit in groups of three. Place the Chronology of US Voting Rights cards face down in a pile. Player Number One draws a card and reads it out loud and then places it face up in the middle of the table. All of the other cards in the pile will be built around this card to create a timeline of US voting rights.*
2. *Player Number Two picks a card from the stack and reads aloud the EVENT described on the card, but NOT THE DATE.*
3. *Player Number Three decides if the event that was read occurred BEFORE or AFTER the card that is in the timeline. If the player guesses correctly, the reader puts the card in the proper order in the timeline. If the player guesses incorrectly, the reader tells the group it is incorrect and puts it at the bottom of the pile.*
4. *Player Number Three then picks a card from the stack and reads aloud the EVENT described on the card, but NOT THE DATE. Player Number One decides if the event that was read occurred BEFORE or AFTER the cards in the timeline. The game continues in this way until the timeline is complete.*
5. *Two teams sitting at the same table can compete to see which team can complete the timeline first.*

Pg. 1C-117 – 1C-119 -- 'I'm a part of society': Florida ex-felons register to vote after regaining rights

Have students read the article, 'I'm a part of society': Florida ex-felons register to vote after regaining rights,' by Nada Hassanein, from the Tallahassee Democrat, Jan. 8, 2019.

Discuss the impact the right to vote will have on people with felonies formerly excluded from the democratic process. Have students answer the questions after reading the article.

ANSWERS:

1. What rights does Amendment 4 grant? Be specific.

Amendment 4 restores the right to vote to people with felonies who have served their terms, including probation or parole, and are not convicted of homicide or felony sex offenses.

2. Describe Delmus Calloway’s experience on January 8, 2019, and why it was important to him. Give specific information about his background and how it contributed to his experience.

- **Calloway registered to vote for the first time since 2000**
- **He posed for a photo with a poll worker.**
- **He shook hands with the outreach specialist for the Supervisor of Elections office and the outreach manager at the Supervisor of Elections office.**
- **Calloway served six years in state prison on drug possession charges. He’s been out since 2007.**
- **He is now director of Public Works for the city of Gretna in Gadsden County and is taking classes at Tallahassee Community College toward a degree in public administration.**
- **He feels it is important to register to vote because before this, he felt like a voiceless taxpayer. It made him feel like he was not a citizen.**
- **Now he feels like he is part of society.**

3. In your own words, tell the details of Oceo Harris’s story and why he says he values the right to vote.

- **Harris grew up in Tallahassee. His mother was an alcoholic, and he dropped out of school in the 10th grade and became an addict. He was convicted on felony drug charges and served 10 years in federal prison.**
- **Since his release, he earned a social work degree from Florida A&M, a master's in social work at Florida State, and is working on his social worker license.**
- **Harris believes in the importance of the black vote. Because he is informed and educated, he knows the value of his vote.**
- **He believes it is a moral responsibility to vote.**

Pg. 1C-120 – 1C-122 -- Why Vote?

On this handout, students explore all of the reasons why it is important to vote in a democratic society, and all of the issues that votes can influence.

Ask students: Of the issues listed on the handout, which ones are important to you? Ask them to pick one of those issues and write about why it is important to them. Have them also write about what additional information they might need in order to decide how the government should respond to these concerns.

Review the list of ways individuals can participate in a democracy in addition to voting. Ask students to check, then discuss, which of the methods listed they would use to support the issue they identified as important.

- Vote
- Join a political party
- Help with a political campaign
- Join a community organization
- Call, email or write Senators and Representatives to express views on an issue
- Publicly support or oppose an issue or policy
- Write to a newspaper

Pg. 1C-123 – 1C-124 -- Amendment 4 FAQ

In this handout, students read answers to Frequently Asked Questions about Amendment 4, the Voting Restoration Amendment to the Florida Constitution, which allows for automatic restoration of voting rights for convicted felons upon completion of all terms of sentence including parole or probation (some exceptions apply.)

Read the handout aloud carefully with the students in order to help them understand answers to the following questions:

- What does this mean for convicted felons who were previously deemed ineligible to register to vote?
- How do I know if my voting rights have been restored?
- My voting rights have been restored. Do I need to do anything before I can vote?
- If I was removed from the voter rolls due to a felony conviction, will I automatically be re-registered to vote now?
- I registered to vote - what happens now?

Pg. 1C-125 – 1C-127 -- Sample Voter Registration Form

Share this sample voter registration form with students and give them the opportunity to fill it out, both to practice document literacy skills and to learn about the steps they will need to complete in order to register, after the terms of their sentences are complete (if they are eligible.) Note information they will need to gather in order to register to vote.

Online form available at

www.leonvotes.org/Portals/Leon/Documents/Voter%20Registration/dsde39_form.pdf

Pg. 1C-128 – 1C-129 -- The Importance of the Right to Vote: Evidence-based Writing

How important is the right to vote? Based on the information in the “Chronology of US Voting Rights” and the other handouts in this unit, have students write a 500-word essay in which they describe the key events in the history of US voting rights. Discuss whether or not these rights are important in a democracy. They should use evidence from the timeline and other readings to support their argument.

**Additional Related Evidence-based Writing Activities Related to
Government, Law, & the Justice System
UNIT 9-A: Evidence-based Writing Prompts for GED Practice**

The following opportunities to develop students' evidence-based writing skills related to the topic "Understanding Citizenship: Government, Law, & the Justice System" can be found in Unit 9-A of the Taking Care of Yourself curriculum.

Pg. 9A-11 - 14 -- Evidence-based Writing Prompt #1 - The Right to Vote for People with Felonies

Pg. 9A-15 - 18 -- Evidence-based Writing Prompt #2 - Securing the Right to Vote: The Selma-to-Montgomery Story

Pg. 9A-19 - 25 -- Evidence-based Writing Prompt #3 -The Right to Life, Liberty & the Pursuit of Happiness

Pg. 9A-26 - 29 -- Evidence-based Writing Prompt #4 - Pro / Con ~ Increasing the Minimum Wage

Pg. 9A-30 -- 34 -- Evidence-based Writing Prompt #5 - Should Marijuana Be a Medical Option?

Pg. 9A-35 - 39 -- Evidence-based Writing Prompt #6 - Enduring Issue: The Right to Bear Arms

Pg. 9A-40 -- 44 -- Evidence-based Writing Prompt #7 - Pro / Con - Should Work Requirements for Public Assistance be Increased?

Pg. 9A-45 -- 50 -- Evidence-based Writing Prompt #8 - "Dreamers" and DACA

Unit 1A

Understanding Citizenship: Government, Law, & the Justice System

Student Activities

Why Understand Government, Law and the Justice System?

In this unit, you will be introduced to key aspects of the U.S. government and U.S. Constitutional law, and you will learn about your rights and responsibilities related to the criminal justice system. Answer the questions about your experience with and interest in these topics, then discuss your thoughts with the class:

1. Do you think it is important for U.S. citizens to understand how their government works? Why or why not? _____

2. Do you think these subjects are important to you in your personal life? Why or why not? _____

1. Do you think it is possible for U.S. citizens to have an impact on how their government works or to influence decisions made by those in powerful positions? Why or why not? _____

3. What questions do you have about U.S. laws? _____

4. What questions do you have about the criminal justice system in general and as it relates to your own experience? _____

Name _____ Date _____ Pre- / Post-test Score _____ /28 = _____ %

Government, Law and the Justice System

What Do You Need to Know?

What do you already know about U.S. government, law and the justice system? Take the test below as a pre-test and as a post-test, both to see what information you already possess and then again to review what you have learned after you do the activities in this unit.

1. In what year was the Declaration of Independence adopted? _____

2. What did the Declaration of Independence do? _____

3. What are three rights inscribed in the Declaration of Independence?

a. _____

b. _____

c. _____



4. Who was the first President of the United States? _____

5. What is the supreme law of the land? _____

6. What year was the Constitution written? _____

7. The idea of self-government is in the first three words of the Constitution. What are these words?

8. What is an amendment? _____

9. What do we call the first ten amendments to the Constitution? _____

10. What are the rights or freedoms protected by the First Amendment?

a. _____

b. _____

c. _____

d. _____

e. _____

Government, Law and the Justice System: What Do You Need to Know? cont.

11. Name the three branches of government. Tell who works in each and what each is responsible for.

Branch of government	Who? (positions)	What? (function)

12. What stops one branch of government from becoming too powerful? _____

13. How many U.S. Senators are there? _____

14. Who are your state's U.S. Senators now?

a. _____

b. _____

15. The House of Representatives has how many voting members? _____

16. Name your U.S. Representative. _____

17. For how many years do we elect a President? _____

18. In what month do we vote for President? _____



19. What is the name of the U.S. President now? _____

20. What is the name of the U.S. Vice President now? _____

21. If the President can no longer serve, who becomes President? _____

22. Who is the Governor of your state now? _____

23. What is the capital of your state? _____

Government, Law and the Justice System: What Do You Need to Know? cont.

24. What are the two major political parties in the United States?

- a. _____
- b. _____

25. What is the political party of the President now? _____

26. The Constitution has many amendments which relate to the right to vote. Identify four of them and tell what rights they protect.

Amendment #	Voting Right Protected

27. What does a citizen need to do in order to be eligible to vote? _____

28. What are at least four ways that Americans can participate in their democracy?

- a. _____
- b. _____
- c. _____
- d. _____

Images from Creative Commons www.pixabay.com/vectors/capitol-washington-political-32309/
www.commonswikimedia.org/wiki/File:White_House_Washington.JPG

The Declaration of Independence Vocabulary

Use a dictionary to look up the following terms, then fill in the blanks on the chart below.

Word	Part of Speech	Definition	Sentence
declaration	<i>noun</i>		<i>The Declaration of Independence was signed in 1776.</i>
independence			
citizen		<i>a person who owes loyalty to the government and is entitled to protection from it</i>	
self-government			<i>The founders of the new nation fought for independence and self-government.</i>
proclaim	<i>verb</i>		
impose		<i>to force something unwelcome to be accepted or put in place</i>	
adopt			

The Declaration of Independence, cont.

Timeline of Revolution

Read the paragraph below, then organize the events into the timeline below.

A series of events led to the start of the Revolutionary War and the writing of the Declaration of Independence. In 1763, King George issued a Proclamation forbidding colonists' settling lands west of the Appalachian Mountains. A year later, the British Parliament passed the Sugar Act, which taxed molasses and sugar imported to the colonies, then passed the Stamp Act the following year.

In 1766, the British Parliament proclaimed their right to make laws for the American colonists without the colonists' consent. In 1770, British soldiers killed five colonists in the Boston Massacre. Three years after the Boston Massacre, the British Parliament passed the Tea Act, which imposed a tax on tea. In 1774, the British closed Boston Harbor. As a result, the First Continental Congress stopped trading with Britain. A year before the Declaration of Independence was adopted in 1776, British soldiers fought with the colonists at Lexington and Concord.

1763	→	
1764	→	
1765	→	
1766	→	
1770	→	
1773	→	
1774	→	
1775	→	

The Declaration of Independence, cont.

A month after shots had been fired at Lexington and Concord, colonial leaders, including Thomas Jefferson, John Adams, and Benjamin Franklin, prepared for the colonists to go to war. They approved the nomination of George Washington as Commander in Chief of the newly created army. They also pursued peace, drafting the Olive Branch Petition. King George III never responded to that petition, so talk began to grow of seeking independence.



The Declaration of Independence was written by the Second Continental Congress in May, 1775 after the start of the Revolutionary War. It declared the colonists' freedom from British rule. The Declaration of Independence was signed in Philadelphia, Pennsylvania, on July 4, 1776.

1. Name six actions taken by the British government that upset the colonists and led to increased resistance to British rule:

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

2. In what year was the Declaration of Independence drafted? _____
Why was it written?

3. What was George Washington's role in the Revolutionary War?

4. If King George III had responded to the Olive Branch petition, what might have happened differently?

5. What is the date and location of the signing of the Declaration of Independence?

The Declaration of Independence, cont.

Read the Introduction and the Preamble to the Declaration of Independence below, then rewrite the Preamble into your own words.

In Congress, July 4, 1776

The unanimous Declaration of the thirteen united States of America

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

We hold these truths to be self-evident

that all men are created equal,

that they are endowed by their Creator with certain unalienable Rights,

that among these are Life, Liberty and the pursuit of Happiness.

Image from Creative Commons www.nps.gov/inde/learn/historyculture/places-independencehall-assemblyroom.htm

The Making of the Constitution Vocabulary

Constitution	the document outlining the laws of the nation
citizen	a person who owes loyalty to the government and is entitled to protection from it
government	the ruling authority for a community
self-government	government of a country by its own people, especially after they have been a colony of another nation
independence	self-reliance and freedom from outside control
ratification	official approval of the Constitution
delegates	representatives
federal government	a strong national government
minority	a smaller group, usually less than half
majority	a larger group, usually more than half
separation of powers	a principle in which powers and responsibilities are divided among the legislative branch, executive branch, and judicial branch
checks and balances.	a system in which each branch of government (executive, judicial, and legislative) has influence over the other branches and can block the others, keeping each branch from having too much power
Federalists	those who supported the new Constitution; they believed a separation of powers and a system of checks and balances would prevent the central government from being too strong
Antifederalists	those who opposed to the ratification of the new Constitution because they felt that a strong federal government would ignore the rights of the majority, could not adequately manage a large country, and did not include enough protections for the rights of individuals
amendment	a change or addition to the Constitution
Bill of Rights	the first ten amendments to the U.S. Constitution which guarantee individual rights and freedoms

The Making of the Constitution, cont.

Look carefully at the painting below. Describe what you see in the picture. What is the room like? What do you notice about the appearance, hair, clothing, race, gender, etc. of the people in the painting? Do you recognize any of the people in the picture?



Painting by Junius Brutus Stearns, *Washington at Constitutional Convention of 1787*.

Image from Creative Commons https://commons.wikimedia.org/wiki/File:Washington_Constitutional_Convention_1787.jpg

The Making of the Constitution, cont.



The Declaration of Independence was written by the Second Continental Congress in May, 1775. The leaders of the new nation saw the need for a stronger Federal government to replace the Articles of Confederation, so they held a Constitutional Convention in 1787.

The Constitution of the United States was written in the summer of 1787 in Philadelphia, Pennsylvania. The new Constitution created a **federal** system. It established a national government made up of three separate powers, and outlined the powers of the states.

The Preamble to the Constitution begin with the words "We the People." The idea of self-government is in the first three words of the Constitution.

The new Constitution was sent to each of the states in September, 1787 for **ratification**, or official approval. In order to decide, each state held a special convention. Voters in the state elected **delegates**, or representatives, to the convention, whose responsibility was to accept or reject the Constitution. If nine out of 13 states voted to ratify the Constitution, it would become the supreme law of the new United States.



Some representatives argued against the new Constitution. They were called **Antifederalists**, and they included heroes of the Revolution, such as Samuel Adams and Patrick Henry. They believed that a strong federal government as outlined in the Constitution would benefit a privileged **minority**, and the rights of the **majority** of **citizens** would be ignored. They argued that a single federal government could not adequately manage a large country. Their main concern, however, was that the new Constitution did not include enough protections for the rights of individuals. They argued that the new law did not protect certain basic rights, such as freedom of the religion, freedom of the press, protection against unreasonable searches of people and their property, and the right to a trial by jury.

The Making of the Constitution, cont.

1. *What were three key reasons why the Antifederalists opposed the draft Constitution?*

Supporters of the new Constitution were called **Federalists**. The Federalists were led by George Washington, the president of the Constitutional Convention, and James Madison, known now as the “Father of the Constitution” because of his role in creating the document and negotiating for its passing. Federalists believed there should be a **separation of powers** and a system of **checks and balances**. They argued that these protections would prevent a too-strong central government.

2. *What did the Federalists believe would keep the federal government from having too much control?*

The Making of the Constitution, cont.

The Constitution was officially approved in June, 1788, but New York and Virginia had not yet voted because they did not believe the document offered enough protections of individual rights. Their votes and support of the new law were considered essential for it to work. Eventually many of the Federalists agreed that the Constitution needed to include more protections for individual citizens' rights. They promised to add a Bill of Rights if the states ratified the Constitution.

A year later, in June, 1789, James Madison proposed amendments for the first Congress to debate. In September, 1789, Congress approved 12 amendments, then the new government sent them to the state legislatures to approve.

On December 15, 1791, the new United States of America ratified the Bill of Rights, the first ten amendments to the U.S. Constitution, guaranteeing protection of fundamental individual rights and freedoms.

3. *Why did the writers of the Constitution agree to add a Bill of Rights?*

Images from Creative Commons www.publicdomainpictures.net/en/view-image.php?image=75286&picture=ink-amp-feather-quill-clipartwww.commonswikimedia.org/wiki/File:Constitution_We_the_People.jpg

Three Branches of Government & the Separation of Powers

James Madison, a **Federalist** and the so-called “Father of the Constitution,” believed that people in society tended to form groups that would prioritize their own interests over the interests of others. He believed in a strong national government, along with a separation of the powers of the executive, legislative, and judicial branches of government, and a system of checks and balances. The Federalists also believed that the states and federal government should have separate powers.

Madison believed that a large nation could include many different types of people and interests. If these different social, economic, and religious interests were protected, it would prevent the majority from having total control.

Many **Anti-Federalists** preferred a weaker federal government. They were concerned that a strong central government would be too similar to Britain’s ruling government. Many wanted greater democracy and were afraid that a powerful central government would be dominated by the wealthy and that the states would not have enough control.

James Madison wrote the following line in 1787.

Rewrite the quote in your own words, then tell what you think it means.

“ The essence of Government is power; and power, lodged as it must in human hands, will ever be liable to abuse. ”

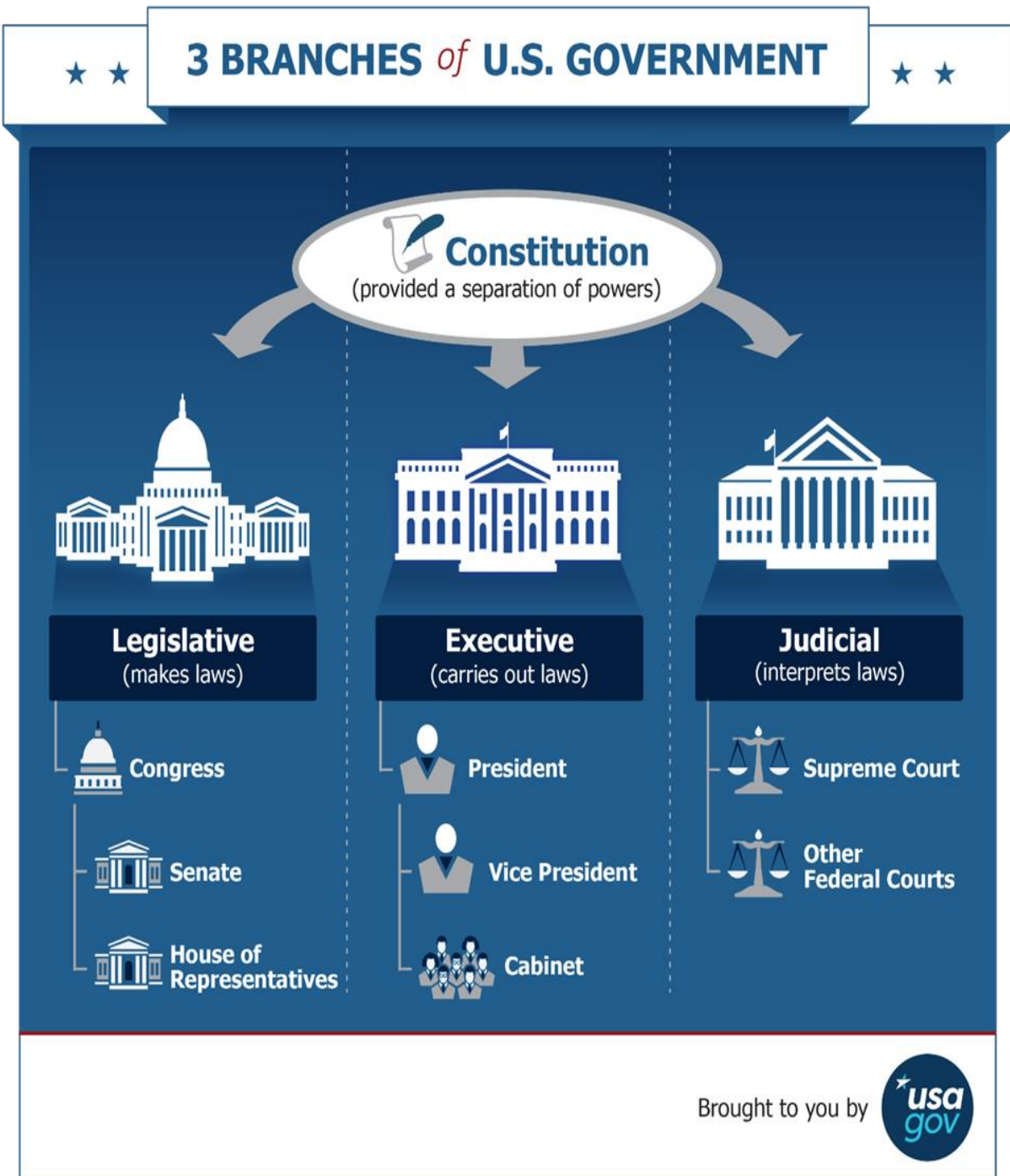
Three Branches of Government & the Separation of Powers, cont.

Vocabulary

Work in pairs and use a dictionary to look up the following terms, then write each word in a sentence.

Word	Part of Speech	Definition	Sentence
enforce	verb		
interpret	<i>verb</i>		
legislate			
execute			
judge	<i>verb</i>		

Three Branches of Government & the Separation of Powers, cont.



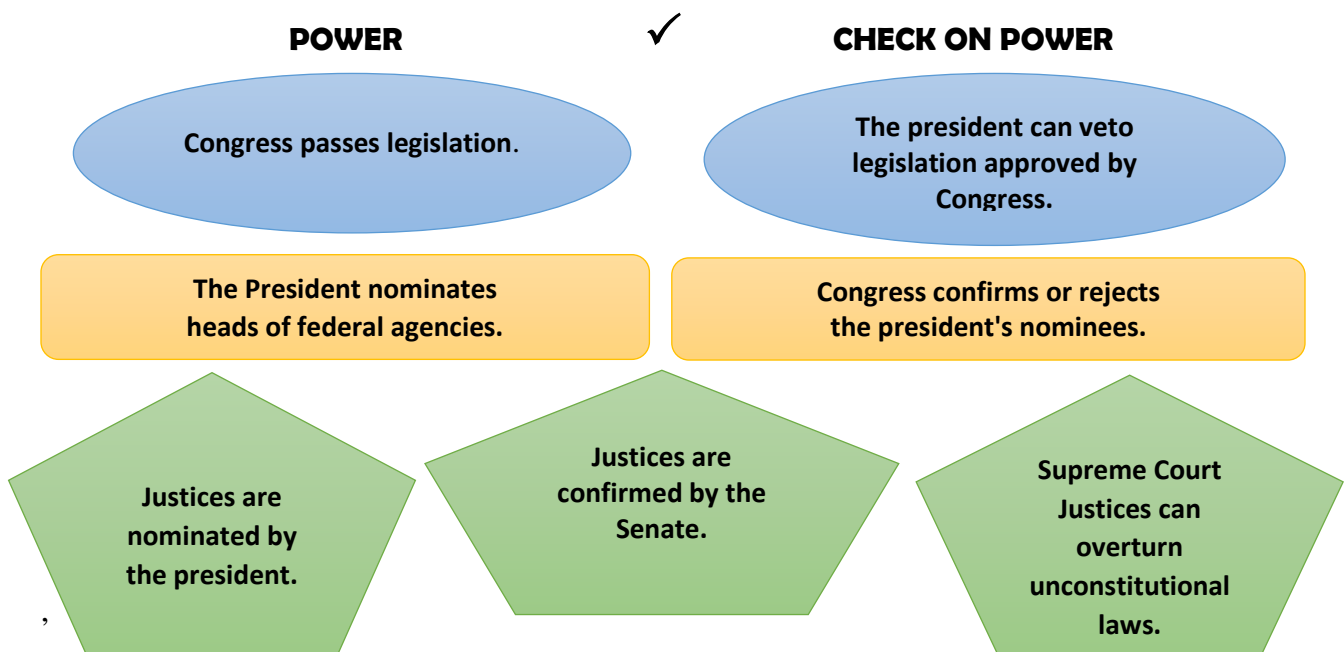
Reprinted with permission from www.usa.gov/branches-of-government

Three Branches of Government & the Separation of Powers, cont.

The Constitution divided the United States federal government into three branches in order to prevent one individual or group from having too much power:

- The **legislative** branch *makes* the laws.
- The **executive** branch *carries out the* laws.
- The **judicial** branch *interprets* the laws.

Each branch of government can check, respond to, and change decisions and actions of the other branches. This is called “the system of checks and balances.” Some of the checks on power in the system are shown below.



1. In your own words, explain the meaning of the term “system of checks and balances.”

2. Why did the writers of the Constitution think that it was important that the three branches of government be able to “check” each other’s powers?

Legislative Branch

The legislative branch *drafts and passes new laws*. This branch also confirms or rejects the President's nominations for the Supreme Court, for federal judges, and for heads of federal agencies. This branch includes Congress (the Senate and House of Representatives). U.S. citizens vote for their Senators and Representatives.

- **Senate** -- There are two elected Senators per state. There are a total of 100 Senators in Congress. A Senator's term is six years long. There is no limit to the number of terms a Senator can serve.
- **House of Representatives** -- There are 435 elected Representatives. Each state gets a different number of representatives, depending on their total population. A Representative's term is two years long. There is no limit to the number of terms a Representative can serve.

The United States Capitol is the building where the United States Congress meets. It is the center of the legislative branch of the U.S. federal government. It is in Washington, D.C., on top of Capitol Hill at the east end of the National Mall.



Image from Creative Commons www.pixabay.com/vectors/capitol-washington-political-32309/

1. What are the duties of the legislative branch? _____

2. How many U.S. Senators are there? _____
3. How many senators does each state have? _____
4. What are the names of the senators from your state? _____

5. How long can senators hold office? _____
6. Do all states have the same number of representatives in the House of Representatives? _____ Why? _____
7. The House of Representatives has how many voting members? _____
8. What is the name of one representative from your state? _____
9. How long can representatives hold office? _____

Executive Branch

The executive branch *carries out and enforces the laws*. It includes the president, the vice president, the Cabinet, and many other departments and agencies. U.S. citizens vote for the president and vice president. Key roles of the executive branch include:



Image from Creative Commons

www.commonswiki.org/wiki/File:Flag_of_the_Executive_Office_of_the_President_of_the_United_States.png

President— The President leads the federal government is the Commander in Chief of the United States Armed Forces. The president serves a four-year term and can be elected no more than two times.

Vice President— The Vice President supports the president and serves in the president's place if the president is no longer able.

The Cabinet— Cabinet members are nominated by the president and must be approved by a simple majority of the Senate. The Cabinet includes the Vice President and the heads of 15 executive departments, including the Attorney General and Secretaries of:

- Agriculture
- Housing & Urban Development
- Commerce
- Defense
- Education
- Energy
- Health and Human Services
- Homeland Security
- Interior
- Labor
- State
- Transportation
- Treasury
- Veterans Affairs.

1. What are the duties of the executive branch? _____
2. What are the main duties of the president? _____
3. For how many years do we elect the President? _____
4. In what month do we vote for President? _____
5. What is the name of the U.S. President now? _____
6. What is the name of the U.S. Vice President now? _____
7. If the President can no longer serve, who becomes President? _____
8. How are Cabinet members chosen? _____
9. Name five of the executive departments included in the Cabinet.

Judicial Branch

The judicial branch *interprets the laws*, applies laws to individual cases, and decides if laws violate the Constitution. The Supreme Court and other federal courts are part of the judicial branch.

The Supreme Court has a special role to play in the U.S. government, and it has the power to check the actions of the President and Congress. It can evaluate whether the President's actions are allowed by the Constitution and can inform Congress if a law that it passed violated the U.S. Constitution.



The Supreme Court is the final judge of whether or not laws are in compliance with the Constitution, but it is not all-powerful. Its power is limited by the legislative and executive branches. The President nominates justices to the court, but the Senate must vote its approval of those nominations.

The Supreme Court is made up of nine members --a Chief Justice and eight Associate Justices. There must be a minimum of six Justices to decide a case. If there is an even number of Justices and a case results in a tie, the lower court's decision stands. There is no fixed term for Justices. They serve until their death, retirement, or removal in exceptional circumstances.

1. What is the name of the “highest court in the land”?
2. How long can Supreme Court judges hold office?
3. How are the Supreme Court's powers limited?
4. What do you think is the most important job of the judicial branch?

Image from Creative Commons www.commons.wikimedia.org/wiki/File:Supreme_Court_of_the_United_States_-_Roberts_Court_2017.jpg

Symbolizing the Three Branches of Government

Working in pairs or small groups, complete the chart to describe the three branches of government. Include a picture that visually represents the responsibility of this branch, a description of the tasks and responsibilities of this branch, and the titles of the members who make up this branch of government.

Name of Branch			
<p style="text-align: center;">Symbol</p> <p>(How can you visually represent the responsibilities of this branch?)</p>			
<p style="text-align: center;">Responsibilities</p> <p>(What does this branch do?)</p>			
<p style="text-align: center;">Members</p> <p>(What are the titles of the people who work in this branch?)</p>			

Who Does What? Three Branches of Government Review

Cut out the cards at the bottom of the page. In pairs or small groups, place the people who work for that branch and the primary responsibility of each branch government with the branch of government.

Legislative Branch	Executive Branch	Judicial Branch

Congress	Makes Laws	Cabinet	Senator
Supreme Court	Vice President	House of Representatives	Enforces Laws
Interprets Laws	Justice	Senate	President

The Bill of Rights Vocabulary

Use a dictionary to look up the following terms, then write each word in a sentence.

Word	Part of Speech	Definition	Sentence
amendment	<i>noun</i>		
amend	<i>verb</i>	<i>to make minor changes in a document in order to make it fairer, more accurate, or more up-to-date</i>	
right	<i>noun</i>		
liberty			<i>The Bill of Rights guarantees many liberties of citizens.</i>
petition	<i>noun</i>		
petition	<i>verb</i>		<i>The First Amendment guarantees the right to petition the government,</i>
assemble	<i>verb</i>		
assembly	<i>noun</i>	<i>a group of people gathered together in one place for a common purpose</i>	

The Bill of Rights, cont.

After the Revolution, James Madison and the other founders of the new nation wrote the draft of the Constitution of the United States that they hoped to have passed by the states.

The drafters of the Constitution assumed that everyone knew what individual rights were, so they did not clarify or outline them in the Constitution. However, a number of states were **reluctant**, or hesitant, to accept the Constitution without a guarantee of these liberties. They feared that the new Constitution was undemocratic, and worried that if the rights weren't protected by law, the government might abuse its power. They worried leaders might behave like **monarchs**, and they had just fought a revolution in order to be free from the rule of the King of England.

By the time the new U.S. Constitution was drafted, many states already had "Bills of Rights," which listed the specific freedoms that governments cannot threaten or take away.



In order to address the concerns of the states, James Madison composed the first ten amendments to the Constitution in 1791, called the Bill of Rights. The **First Amendment** of the Bill of Rights guaranteed liberties such as freedom of religion, the right to speak freely, and the right of the press to publish without fear of government censorship. It also guaranteed the right to gather in groups and the right to express your opinions directly to the government.

The other nine amendments in the Bill of Rights protect citizens against unreasonable intrusion into their homes and confiscation of their property without a valid reason; they also protect the rights of people accused of crimes and give all powers not granted to the federal government to the people and the states.

Not all Americans enjoyed the rights protecting U.S. citizens. The rights of women were not protected. The rights of Native Americans and enslaved Africans were not guaranteed. Formerly enslaved people who were now free were not mentioned or protected. The Bill of Rights offered no protection against discrimination or mistreatment of women or people of color by white males.

Image from Creative Commons

<https://www.flickr.com/photos/49243838@N00/7688094718>

The Bill of Rights, cont.

1. What did the Federalists assume about individual rights and liberties?

2. What did the Anti-federalists believe?

3. What does **reluctant** mean? _____
What does this statement mean, in your own words? *“However, a number of states were **reluctant** to accept the Constitution without a guarantee of these liberties.”*

4. What is a **monarch**? _____
Why did many states worry that the leaders might behave like **monarchs**?

5. What does it mean to **amend** the Constitution?
What is an amendment?

6. What five rights does the First Amendment protect?
 - _____
 - _____
 - _____
 - _____
 - _____

7. Which groups of individuals are not mentioned in the Constitution or the Bill of Rights?

8. What have been the consequences of not listing these groups in the Bill of Rights?

The First Amendment in Daily Life

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

The First Amendment has been described as the most important part of the Bill of Rights because it protects five of our most basic liberties. The First Amendment guarantees freedom of religion, freedom of speech, freedom of the press, freedom to assemble (gather together in groups,) and freedom to petition the government to express opinions and protest actions people disagree with.

Write the five freedoms protected by the first amendment in your own words:

1. _____

2. _____

3. _____

4. _____

5. _____

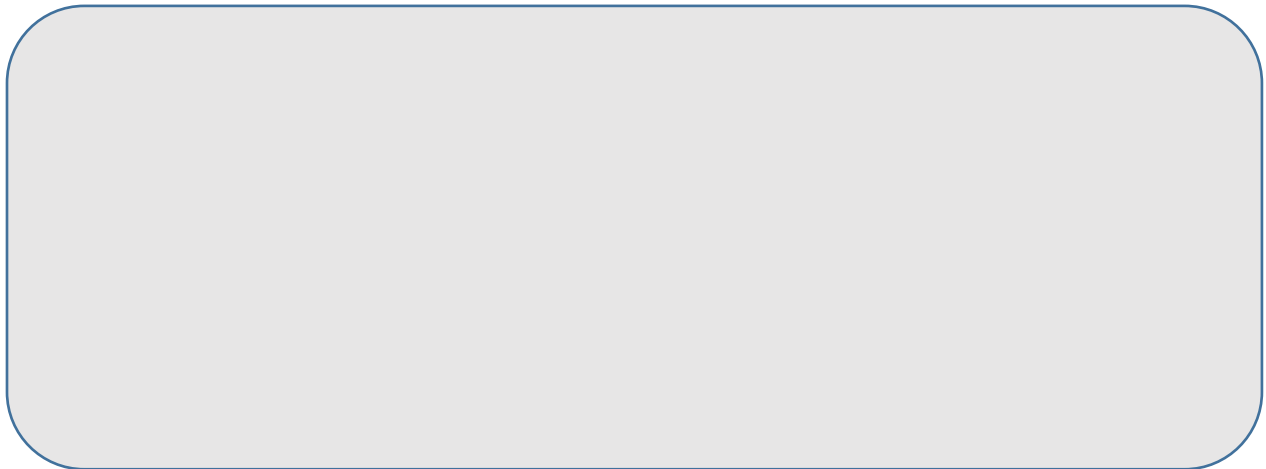
The First Amendment in Daily Life, cont.

Freedom of Religion

Freedom of religion means that the government may not force people to accept any particular religion or set of beliefs; it also cannot interfere with the way people choose to worship or practice religion.

Can you think of an example of freedom of religion in your life or in the news?

Draw a picture or a cartoon which illustrates freedom of assembly.



Why do you think this freedom is important? _____

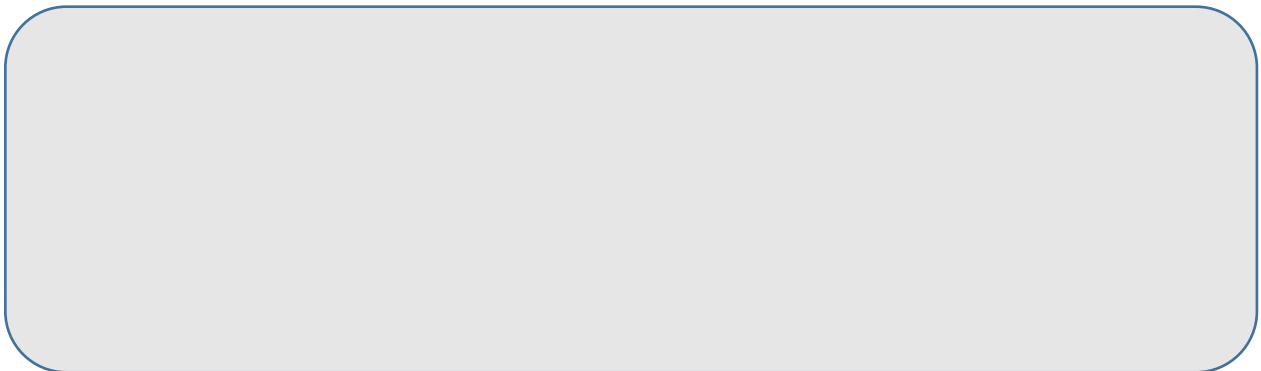
The First Amendment in Daily Life, cont.

Freedom of Speech

Freedom of speech protects the right of people to state their opinions and to try to convince other people to change their minds, both by speaking and by writing. Freedom of speech guarantees the right of citizens to express what they believe and think, unless those views include false statements that purposely hurt someone else's reputation. It does not protect the right of people to make irresponsible statements made to harm others.

Can you think of an example of freedom of speech in your life or in the news?

Draw a picture or a cartoon which illustrates freedom of speech.



Why do you think this freedom is important? _____

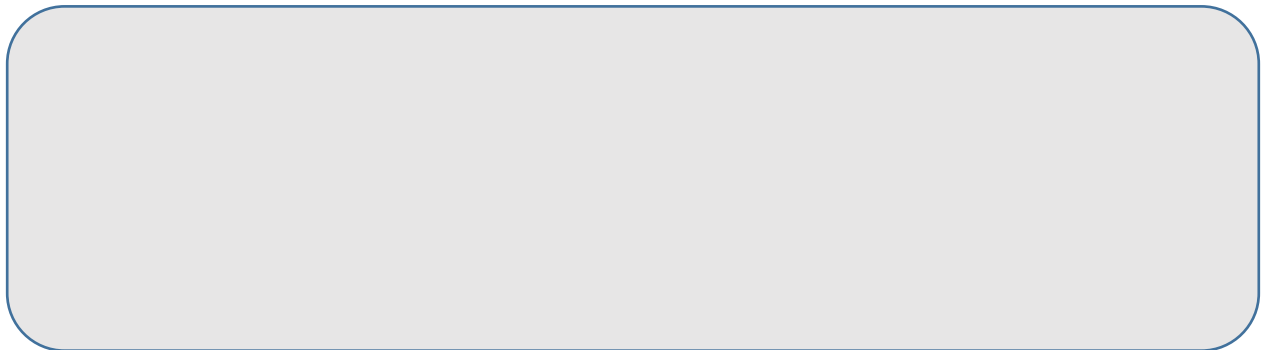
The First Amendment in Daily Life, cont.

Freedom of the Press

Freedom of the press guarantees the right of news organizations to publish information. It guarantees the right of citizens to be informed about what the government is doing. News reporters have the right to criticize the government without the risk of punishment. News reports do not have to be submitted to the government for approval before for being published, and news cannot be censored.

Can you think of an example of freedom of the press in your life or in the news?

Draw a picture or a cartoon which illustrates freedom of the press.



Why do you think this freedom is important? _____

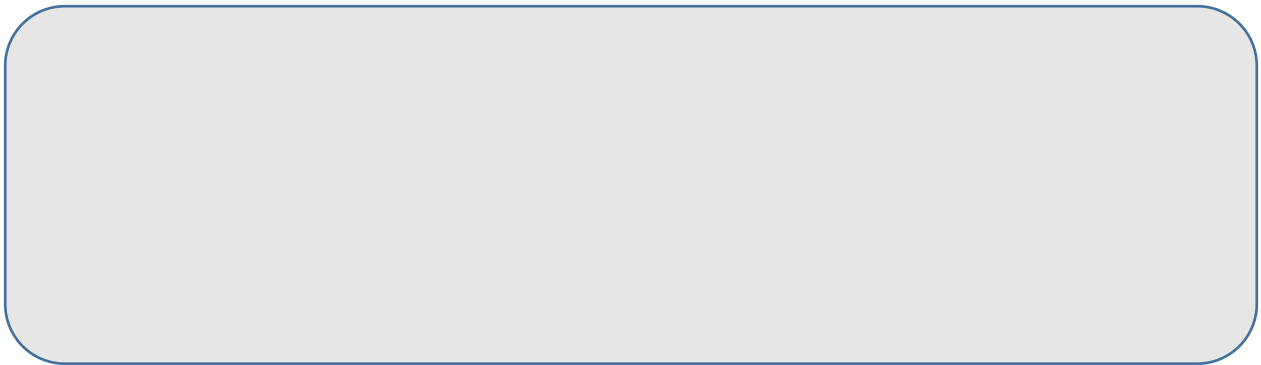
The First Amendment in Daily Life, cont.

Freedom of Assembly

Freedom of assembly is the right of citizens to gather in clubs, groups, political parties, or organizations of their choice. People may gather in order to organize for change or to learn from each other, even if the ideas they discuss are unpopular or in opposition to the government.

Can you think of an example of freedom of assembly in your life or in the news?

Draw a picture or a cartoon which illustrates freedom of assembly.



Why do you think this freedom is important? _____

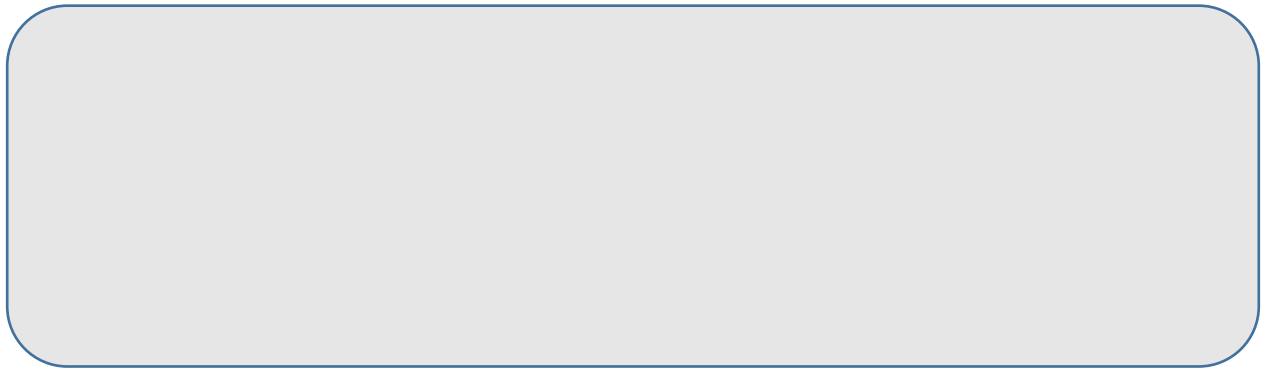
The First Amendment in Daily Life, cont.

Freedom to Petition the Government

Freedom to petition the government protects the right of people to tell the government what they think. They can express their opinions, tell the government what changes they believe should be made, complain about actions the government is taking, or protest decisions the government has made. People have the right to write letters, meet with their legislators, collect signatures on petitions, or join protest rallies in order to make their opinions known.

Can you think of an example of freedom to petition the government in your life or in the news?

Draw a picture or a cartoon which illustrates freedom of assembly.



Why do you think this freedom is important? _____

Freedom of Speech: Expressing Your Views

In the Opinion article below, the author expresses her views about important issues related to criminal justice and reentry from incarceration. Read the column and answer the questions that follow, then ask yourself: what opinions do I have that I would like to share with the public? Be prepared to draft a letter to send to the newspaper to express your views and exercise your first amendment right to freedom of speech.

Reducing Crime is a Bipartisan Issue ***Opinion Column / Tallahassee Democrat*** By Pamela Cothran Marsh, *Your Turn*

Americans would be stunned to learn that approximately \$80 billion is spent annually on housing prisoners in corrections facilities across the country. The cost of confining prisoners in Leon County’s jail is about one-third of our public safety budget. If those costs could be reduced, other vital services could be provided.



Photo: Macork Solutions

Our nation’s imprisoned offenders are housed at three basic levels: 1.) County and local jails; 2.) State prisons; and 3.) Federal facilities.

There are approximately 2.3 million people serving jail/prison terms in the U.S., the highest incarceration rate in the world. If our incarcerated population were a city, it would be in the nation’s top five – larger than Philadelphia.

Reducing costs of confinement can lead to positive, diverse investments in the quality of life in our community. It is possible to **curtail** incarceration costs and lower the crime rate at the same time. The path to such progress is to stop the **revolving door** of prison by putting an end to recidivism.

The Department of Justice reports more than 650,000 ex-offenders are released from prisons every year. Studies suggest approximately two-thirds of them will be arrested again within three years. We have to reduce **recidivism** to reduce crime and the **exorbitant** costs of mass incarceration. The current system sets ex-offenders up for failure. In Florida, ex-offenders are released from state prison with \$50, a change of clothes and a bus ticket. Nothing else. Ex-offenders need much more to successfully transition into a new community to be independent, productive people.

Freedom of Speech: Expressing Your Views, cont.

Fortunately, several local groups are addressing that need. The Kearney Center provides ex-offenders a stable start by offering a safe place to sleep, guidance and support, along with opportunities to obtain more permanent housing. It partners with nonprofits, faith-based and other groups to help ex-offenders acquire skills, find jobs, and overcome roadblocks. Obtaining an identification card or finding affordable housing can be the frustrating roadblock that provokes a desperate person into possibly committing another crime and victimizing others. By supporting positive transition back into our community, the Kearney Center is preventing new crimes.

Bethel Baptist Church and Rev. R.B. Holmes established their “Ready4Work” program in 2016. This nationally recognized model assists ex-offenders in transitioning into the community and workforce. Bethel’s program, in its own words, “improves public safety, strengthens, saves and sustains families, significantly reduces the recidivism rate, provides hope and direction to ex-offenders, and reduces local, state, and federal incarceration budgets, thereby saving millions of tax dollars.”

Let’s support and expand the good work in our community to reduce recidivism. Let's embrace ways to encourage and employ those who want to turn their lives around to be law-abiding, contributing citizens.

It seems highly unlikely that people aspire to become repeat offenders. Rather, people want to thrive in communities where they find connections, understanding and a helping hand.

If we can be both social justice progressives and fiscal conservatives, we can find rational, compassionate ways to break the cycle of recidivism, reduce confinement costs, and make Tallahassee a safer place to live.

Pamela Cothran Marsh served as the U.S. Attorney for the Northern District of Florida from 2010 to 2015. She was a founding member of the Big Bend AFTER Reentry Coalition.

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<https://www.tallahassee.com/story/opinion/2019/04/05/reducing-crime-bipartisan-issue-opinion/3368853002/>

*** * * * * Join the conversation * * * * ***

Send **letters to the editor** (up to 200 words) or **Your Turn columns** (about 500 words) to letters@tallahassee.com. Please include your address for verification purposes only, and if you send a *Your Turn*, also include a photo and 1-2 line bio of yourself.

Submissions are published on a space-available basis. All submissions may be edited for content, clarity and length, and may also be published by any part of the USA TODAY NETWORK.

Freedom of Speech: Expressing Your Views, cont.

After reading the Opinion column by Pamela Cothran Marsh entitled "Reducing Crime is a Bipartisan Issue," answer the following questions:

1. How much money is spent annually on housing people in prison in the United States?
2. How many people are serving time in prison in the U.S. at any one time?
3. Rewrite this sentence from paragraph four in your own words:
*"It is possible to **curtail** incarceration costs and lower the crime rate at the same time."*
Do you agree with this statement? Why or why not? Use evidence from the article or your own experience to support your answer.
4. What does the author mean by the phrase "revolving door" in paragraph four?
5. How many people are released from prison every year?
According to the article, how many people will be arrested again in three years?
Do the math:

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

6. Rewrite this sentence from paragraph five in your own words. Use the dictionary to find synonyms for the words in bold if necessary.
*"We have to reduce **recidivism** to reduce crime and the **exorbitant** costs of mass incarceration."*

Freedom of Speech: Expressing Your Views, cont.

7. What does the author say people are given when they are released from prison?
8. What does the author say are two programs in Leon County that can help people with their needs after they are released from prison? Describe some of the services each of these programs offers.

1. _____

2. _____

9. What do you think Marsh means when she makes this statement in paragraph nine?
"It seems highly unlikely that people aspire to become repeat offenders. Rather, people want to thrive in communities where they find connections, understanding, and a helping hand."

Do you agree or disagree? Why or why not?

10. How long is a **Your Turn** column, like this one, allowed to be?
What is the maximum number of words allowed in a **letter to the editor**?
What do you have to include along with your essay if you submit a Your Turn column?

Freedom of Speech: Expressing Your Views, cont.

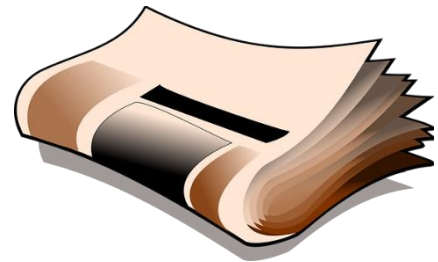
Write a Letter-to-the-Editor

Now you try it! Write a letter-to-the editor of your local newspaper to tell your community how you feel about issues that are important to you. Support your opinion with evidence and personal anecdotes.

Research the contact information for your local newspaper. Check their policy on how long the letter needs to be and what contact information you need to provide. Write your letter by hand here, then type it and edit for correct spelling and language mechanics. Send your letter by mail or email, and check to see if it gets published.

Model Letter Format

Your name and address



Today's date: _____

Dear _____:

Freedom to Petition the Government: Tell Your Representatives What You Think



Use the power of your voice to tell your elected representatives how you feel about issues that are important to you. Support your opinion with evidence and personal anecdotes. Ask your representatives to write back to you to tell you where they stand on the issues. Research the mailing address, email address, and phone number of your elected representatives and record the information here:

U.S. Government ~ Legislative Branch ~ House of Representatives

Representative's name _____

Political party _____

Address _____

Phone number _____

Email address _____

U.S. Government ~ Legislative Branch ~ Senate

Senator's name _____

Political party _____

Address _____

Phone number _____

Email address _____

Senator's name _____

Political party _____

Address _____

Phone number _____

Email address _____

Image from Creative Commons www.pixabay.com/illustrations/letters-email-mail-hand-write-2794672/

Freedom to Petition the Government: Tell Your Representatives What You Think, cont.

State Government ~ Legislative Branch ~ House of Representatives

Representative's name _____

Political party _____

Address _____

Phone number _____

Email address _____

State Government ~ Legislative Branch ~ Senate

Senator's name _____

Political party _____

Address _____

Phone number _____

Email address _____

Senator's name _____

Political party _____

Address _____

Phone number _____

Email address _____

State Government ~ Executive Branch

Governor

Governor's name _____

Political party _____

Address _____

Phone number _____

Email address _____

Freedom to Petition the Government: Tell Your Representatives What You Think, cont.

Use the power of your voice to tell your elected representatives how you feel about issues that are important to you. Support your opinion with evidence and personal anecdotes. Ask your representatives to write back to you to tell you where they stand on the issues.

Write your letter by hand here, then type it and edit for correct spelling and language mechanics. Send your letter by mail or email.

Model Letter to Representative

Your name and address:

Name and address of your representative:

Today's date: _____

Dear _____:

The Bill of Rights in Daily Life

I. The First Amendment guarantees five basic rights:

- the right to express opinions and ideas through freedom of speech
- the right to publish opinions and ideas through freedom of the press
- the right to assemble (gather together) in groups with like-minded people, to protest, discuss or organize
- the right to petition the government (ask those in government to make changes)
- the right to freedom of religion, which protects the right to practice any religion you choose (or none) and prevents the government from creating or favoring a religion.

II. The Second Amendment states that because a “well-regulated Militia” is necessary for the protection of the country, people have the right to keep and carry weapons.

III. The Third Amendment prevents the government from forcing people to house and feed soldiers against their will. Before the Revolutionary War, British soldiers were legally allowed to live in the colonists’ homes.

IV. The Fourth Amendment prevents the government from carrying out unreasonable searches and seizures of an individual or their private property.

V. The Fifth Amendment protects people accused of crimes by guaranteeing that:

- serious criminal charges must be approved by a grand jury
- a person cannot be tried twice for the same offense (double jeopardy)
- people have the right to not incriminate themselves
- people cannot be imprisoned without due process (fair procedures and trials).

It also guarantees that property cannot be taken away without fair payment.

VI. The Sixth Amendment guarantees that people accused of crimes are entitled to:

- a speedy and public trial by an unbiased jury
- be informed of the criminal charges against them
- have witnesses
- be represented by a lawyer.

VII. The Seventh Amendment extends the right to a jury trial in Federal civil cases.

VIII. The Eighth Amendment prohibits the setting of bail and fines that are too high (excessive) bail and forbids the use of cruel and unusual punishment.

IX. The Ninth Amendment states that just because specific rights have been spelled out in the Constitution, it does not mean that people do not have other rights that have not been listed.

X. The Tenth Amendment states that the Federal Government only has the powers that are outlined in the Constitution. If a power is not listed, it belongs to the states or to the people.

The Bill of Rights in Daily Life, cont.

In pairs or small groups, read the scenarios below and identify the Amendment in the Bill of Rights that relates to the issue involved. Write the Amendment using Roman numerals.

	Scenario	Amendment
1	<i>Leonard was arrested for a drug related crime and has been incarcerated for six months in the county jail. He has not yet seen an attorney, and he has not yet had a date set for a trial.</i>	
2	<i>Jack and Marcy want to get married, but they are only 17 and there is a law in their state saying that they need to be 18 before they can get married.</i>	
3	<i>Mr. Jay was arrested and imprisoned but was never told by the arresting officer what he was being charged for.</i>	
4	<i>A small town was founded by people following a new religion. They elected a mayor who made it a law that anyone else moving to the town must practice the new religion. When a Jewish family and a Christian family moved to town and did not attend the local services, they were arrested by the local police.</i>	
5	<i>Joseph was a student at Madison High School. There have been a lot of problems at the school, including students being punished excessively, low quality food in the cafeteria, and poor instruction. Joseph showed his teacher a letter he wrote to the local newspaper about the problems at the school. The principal of the high school called the editor of the newspaper to ask them not to publish the article, but the editors insisted they had a right to.</i>	
6	<i>The Freer family has decided not to send their child to a public school. They send their child to a private school run by the Muslim mosque in their town.</i>	
7	<i>A group of white supremacists applied for a permit from the local government to hold a rally downtown. They held signs and marched and yelled racist remarks. Police surrounded the protesters to make sure that no one was hurt, then reminded them that their permit was only valid till 5 pm. The group left the scene without violence.</i>	
8	<i>Jeffers was arrested for robbing a truck of \$700 worth of computer equipment. When he went to trial, he was found guilty because a video surveillance camera caught him in the act. The judge was related to the owner of the trucking company, so he sentenced Jeffers with two years of solitary confinement for the robbery.</i>	

9	<i>J. is a recent immigrant to the United States. When he was driving around his new city, he saw a Buddhist temple, a Jewish synagogue, people handing out flyers opposing religion, and a Baha'i temple. He was surprised to see so many religions represented because he came from a country that had a state religion. When he went home, he said to his sister, "I thought the U.S. was a Christian country!"</i>	
10	On March, 2019, Marcy was arrested for trespassing on private property. She appeared before the judge two weeks later to set her trial date. The judge told her that she should not expect her trial to take place until 2021 because there was such a backlog.	
11	<i>George had a gun locked away in one of his cabinets. When his neighbor came by and saw it, he asked him why he had a gun in the house. He answered, "I want to protect my family in case there is a break in. And I have a right to own a gun. I have a permit."</i>	
12	Arthur was stopped by a police officer when he was walking home from work. The officer wanted to search his backpack because the convenience store on the corner had just been robbed. Arthur asked the officer, "Do you have a warrant?" The officer said no. Arthur told the officer that he did not have permission to search his backpack.	
13	<i>The state of Florida developed a set of rules and laws related to education because in the Constitution, there are no specific rules that must be followed regarding education.</i>	
14	In the aftermath of a terrible hurricane, people were caught looting stores downtown. The mayor imposed a curfew, mandating residents to stay inside after 8 p.m. Lulu is against the curfew because it affects people who need to go to work after dark. Lulu collected signatures on a petition opposing the curfew to present to the mayor's office.	
15	<i>Lorena asked to speak to a lawyer before she answered the police officer's questions. He demanded she answer him, but she kept repeating, "I need to speak to a lawyer."</i>	

FDR's Economic Bill of Rights Speech



Franklin D. Roosevelt became President of the United States in 1933. He was president during two of most challenging periods in US history -- the Great Depression of the 1930s and World War II (1939-45).

By early March 1933, the Great Depression had spread all over the world, and the U.S. economy had gone into serious decline.

Industrial production decreased, banks failed, and more than 13 million (25%) of working age people were unemployed.

In his first inaugural address, Roosevelt attempted to ease people's fears about the economy and generate confidence that the economy would recover. He is famous for proclaiming that "the only thing we have to fear is fear itself."

During the first few months in office, Roosevelt's administration introduced policies designed to revive the failing U.S. economy, including employment programs. This New Deal reform program greatly expanded the role of the federal government.

From March 1933 to June 1944, Roosevelt communicated to the American people by giving thirty "fireside chats" by radio. The term "fireside chat" was coined because the president liked to imagine the audience as a small group of people sitting around a fire and engaging in conversation. Millions of people tuned in to their radios to listen to the speeches. In these talks, he discussed many important topics, including unemployment, banking, and the rise of Nazism in Germany.

On January 11, 1944, President Franklin D. Roosevelt delivered his annual State of the Union Address from the White House in the form of a "fireside chat." He proposed a "Second Bill of Rights," outlining what he felt was needed to provide greater economic security to the American people, who had just lived through a terrible Depression.



Depression Breadline sculpture at FDR Memorial, Washington, DC
Image from Creative Commons <https://www.flickr.com/photos/onasill/42712810821>

FDR's Economic Bill of Rights Speech, cont.

In his address, President Roosevelt urged Congress to adopt eight new rights, which he called the Second Bill of Rights (also known as the "Economic Bill of Rights.") While the first ten amendments to the Constitution constitute the first Bill of Rights, a set of laws protecting political and individual freedoms, Roosevelt's Second Bill of Rights was instead an economic program. It was never introduced to Congress to consider as legislation, however; the president put it forward as an ideal to strive for in the future.

The United States has a capitalist economy, for the most part, with a mixture of government-funded social welfare programs and regulations on businesses. Historically, government guarantees of economic equality (such as the right to a job or the right to housing) have not been popular with business leaders.

Even though the President's proposal was not adopted in the United States, many other countries have adopted various rights outlined in Roosevelt's Economic Bill of Rights. The constitutions of Iraq and South Africa, for example, guarantee a right to education, health care, social security, and housing. The constitution of Norway mandates that the government create "conditions enabling every person capable of work to earn a living by his work." Many other countries, including Russia, Peru, Egypt, Portugal, Brazil, Poland, and the United States recognize *some* of the rights outlined in Roosevelt's Economic Bill of Rights.

The Constitution guarantees the right of citizens to a fair trial, but in 1956, for example, the Supreme Court ruled that poor people appealing their criminal cases should be allowed to get the transcripts of their trials for free. In 1963, the Supreme Court ruled that the Constitution requires the government to pay for defense attorneys for people who cannot afford to pay.

Medicare and Medicaid, government guarantees of healthcare, were passed into law in 1965; they are also examples of new economic safeguards. The right to a free public education is also guaranteed to all Americans.

Today, many people are advocating for new laws that provide greater economic security for all Americans. The passage of the Affordable Care Act (Obamacare) in 2010, for example, extends to many more Americans the "right" to healthcare. Some presidential candidates have argued for free college tuition and many politicians and groups support laws that mandate increasing the minimum wage to \$15 an hour.

FDR's Economic Bill of Rights Speech **January 11, 1944**

http://www.ushistory.org/documents/economic_bill_of_rights.htm

The passage below is an excerpt from President Franklin D. Roosevelt's State of the Union Address to Congress and the American people. His "Economic Bill of Rights," also called the "Second Bill of Rights," was proposed not to amend the Constitution, but to challenge Congress to pass laws guaranteeing economic rights, just as the first ten amendments to the Constitution guarantee political, legal, and individual rights.

As you read the speech, think about which of the economic rights he outlined have been enacted and which have not. In what ways are these "rights" relevant today? How would you revise his proposal to make it apply to the economic challenges of today?

"It is our duty now to begin to lay the plans and determine the strategy for the winning of a lasting peace and the establishment of an American standard of living higher than ever before known. We cannot be content, no matter how high that general standard of living may be, if some fraction of our people — whether it be one-third or one-fifth or one-tenth — is ill-fed, ill-clothed, ill-housed, and insecure.

"This Republic had its beginning, and grew to its present strength, under the protection of certain **inalienable** political rights — among them the right of free speech, free press, free worship, trial by jury, freedom from unreasonable searches and seizures. They were our rights to life and liberty.



"As our nation has grown in size and stature, however — as our industrial economy expanded — these political rights proved **inadequate** to assure us equality in the pursuit of happiness.

"We have come to a clear realization of the fact that true individual freedom cannot exist without economic security and independence.

"**Necessitous** men are not free men." People who are hungry and out of a job are the stuff of which dictatorships are made.

Franklin D. Roosevelt delivering his fireside chat on the State of the Union (January 11, 1944), in which he discusses a [Second Bill of Rights](#)

Image from Creative Commons https://en.wikipedia.org/wiki/Fireside_chats

FDR's Economic Bill of Rights Speech. cont.

In our day these economic truths have become accepted as **self-evident**. We have accepted, so to speak, a second Bill of Rights under which a new basis of security and **prosperity** can be established for all – regardless of **station**, race, or **creed**.

Among these are:

- The right to a useful and **remunerative** job in the industries or shops or farms or mines of the nation;
- The right to earn enough to provide adequate food and clothing and recreation;
- The right of every farmer to raise and sell his products at a return which will give him and his family a decent living;
- The right of every businessman, large and small, to trade in an atmosphere of freedom from unfair competition and domination by **monopolies** at home or abroad;
- The right of every family to a decent home;
- The right to adequate medical care and the opportunity to achieve and enjoy good health;
- The right to adequate protection from the economic fears of old age, sickness, accident, and unemployment;
- The right to a good education.

All of these rights spell security. And after this war is won we must be prepared to move forward, in the **implementation** of these rights, to new goals of human happiness and well-being.

America's own rightful place in the world depends in large part upon how fully these and similar rights have been carried into practice for our citizens.

Questions:

1. What were two important differences between the first Bill of Rights and the Second Bill of Rights?

FDR's Economic Bill of Rights Speech. cont.

2. What are some examples of countries which were influenced by Roosevelt's Second Bill of Rights?

3. In Roosevelt's Economic Bill of Rights speech, he stated, "We cannot be content, no matter how high that general standard of living may be, if some fraction of our people – whether it be one-third or one-fifth or one-tenth – is ill-fed, ill-clothed, ill-housed, and insecure." In your own words, what do you think he meant by this? Do you agree or disagree with this statement? Why or why not?

4. Which rights did Roosevelt say have been protected in the U.S. from the beginning?

The Universal Declaration of Human Rights

1948

The proposals outlined in President Franklin Roosevelt's "Economic Bill of Rights" had a powerful impact on the creation of the Universal Declaration of Human Rights. The declaration, passed by the United Nations General Assembly on December 10, 1948, outlined a "common standard of achievement for all peoples and nations" and provided the first modern legal statement of global social and economic rights.



The Universal Declaration of Human Rights was drafted by representatives from many cultural backgrounds from a variety of regions of the world. Under the leadership of former First Lady Eleanor Roosevelt, the United States was one of the first countries to endorse the ideals outlined in the Declaration.

The Declaration outlined thirty fundamental "human rights" to which all people of the world are entitled. It laid the groundwork for many other international agreements protecting human, social, and economic rights. It has been translated into over 500 languages.

Eleanor Roosevelt, U.S. Representative to the United Nations

Image from Creative Commons <https://www.flickr.com/photos/iip-photo-archive/32420909680>

Questions:

1. In what ways do you think the rights included in the Universal Declaration of Human Rights might be similar to Franklin D. Roosevelt's "Second Bill of Rights"?
2. Why do you think it was important to have representatives from all over the world involved in drafting the Declaration of Human Rights?
3. Who represented to United States in the United Nations and what did she contribute?

Comparing Rights

How does the U.N. Universal Declaration of Human Rights compare to the U.S. Constitution's Bill of Rights and President Franklin Roosevelt's Second Bill of Rights? As you read through the rights listed in the U.N. Declaration, identify the item of the other documents that correspond.

U.N. Universal Declaration of Human Rights (Abbreviated)	U.S. Constitution Bill of Rights Amendment #	FDR's "Second Bill of Rights" Item #
Article 1. <i>All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.</i>		
Article 2. <i>Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. (...)</i>		
Article 3. <i>Everyone has the right to life, liberty and security of person.</i>		
Article 4. <i>No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.</i>		
Article 5. <i>No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.</i>		
Article 6. <i>Everyone has the right to recognition everywhere as a person before the law.</i>		
Article 7. <i>All are equal before the law and are entitled without any discrimination to equal protection of the law. (...)</i>		
Article 8. <i>Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.</i>		
Article 9. <i>No one shall be subjected to arbitrary arrest, detention or exile.</i>		
Article 10. <i>Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.</i>		

<p>Article 11. <i>Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense. (...)</i></p>		
<p>Article 12. <i>No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. (...)</i></p>		
<p>Article 13. <i>Everyone has the right to freedom of movement and residence within the borders of each state (...) or to leave any country, including his own, and to return to his country.</i></p>		
<p>Article 14. <i>Everyone has the right to seek and to enjoy in other countries asylum from persecution. (...)</i></p>		
<p>Article 15. <i>Everyone has the right to a nationality. (...)</i></p>		
<p>Article 16. <i>Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution. (...)</i></p>		
<p>Article 17. <i>Everyone has the right to own property alone as well as in association with others. No one shall be arbitrarily deprived of his property.</i></p>		
<p>Article 18. <i>Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom. (...)</i></p>		
<p>Article 19. <i>Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.</i></p>		
<p>Article 20. <i>Everyone has the right to freedom of peaceful assembly and association. No one may be compelled to belong to an association.</i></p>		
<p>Article 21. <i>Everyone has the right to take part in the government of his country, directly or through freely chosen representatives. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.</i></p>		

<p>Article 22. <i>Everyone, as a member of society, has the right to social security and is entitled to realization (...) of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.</i></p>		
<p>Article 23. <i>(1) Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment. (2) Everyone, without any discrimination, has the right to equal pay for equal work. (...)</i></p>		
<p>Article 24. <i>Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.</i></p>		
<p>Article 25. <i>(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing, and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control. (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.</i></p>		
<p>Article 26. <i>Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. (...)</i></p>		
<p>Article 27. <i>(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits (...) [and] has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.</i></p>		
<p>Article 28. <i>Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.</i></p>		
<p>Article 29. <i>Everyone has duties to the community in which alone the free and full development of his personality is possible. (...)</i></p>		
<p>Article 30. <i>Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.</i></p>		

The Statue of Liberty: A Symbol of Freedom

The Statue of Liberty was given to the United States by France, in order to commemorate friendship between the two nations. It was erected on top of a pedestal on a small island in Upper New York Bay, now known as Liberty Island. It was dedicated by President Grover Cleveland in 1886.

In 1892, the U.S. government built Ellis Island, a federal processing station for immigrants seeking permission to enter the United States. Ellis Island is located near the Statue of Liberty in Upper New York Bay.



Between 1892 and 1954, some 12 million immigrants entered the United States through Ellis Island. From 1900-14, between 5,000 and 10,000 people passed through every day.

There is a plaque at the entrance to the pedestal on which the Statue of Liberty stands. A poem called "The New Colossus," written by Emma Lazarus in 1883, is engraved on the plaque.

Its second stanza is famous:

"Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tossed to me,
I lift my lamp beside the golden door!"

Many people visit the Statue of Liberty as tourists, too. Once inside the Statue of Liberty, visitors can explore the museum in the pedestal and climb to the crown. The climb is strenuous; it is 354 steps, equivalent to 20 stories high, and only recommended for people in good physical shape who can handle hard, steep climbs. And the National Park Service only allows 240 people to climb to the crown each day. But once you do make it to the top, the view of the New York City skyline is breathtaking!

Today, the Statue of Liberty continues to be a sign of welcome to immigrants seeking a new life in the United States, as well as a symbol of freedom, democracy and inclusiveness.

Image from Creative Commons <https://www.maxpixel.net/Usa-America-Statue-Liberty-Statue-Of-Liberty-2835696>

The Statue of Liberty: A Symbol of Freedom, cont.

1. The Statue of Liberty was built in
 - a) 1886
 - b) 1892
 - c) 1954
 - d) Not stated

2. The Statue of Liberty, from base to crown, is about as high as a _____ story building:
 - a) 200
 - b) 350
 - c) 20
 - d) Not stated

3. Both the Statue of Liberty and Ellis Island are located in
 - a) France
 - b) Upper New York Bay
 - c) Liberty Island
 - d) Not stated

4. If visitors are allowed to climb to the crown of the Statue of Liberty for eight hours a day, approximately how many people are admitted each hour?

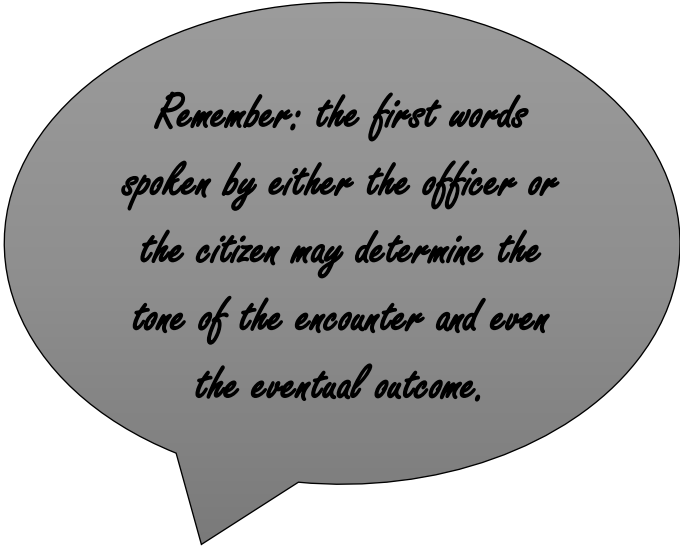
5. The line "The wretched refuse of your teeming shore" refers to
 - a) People living on the coast
 - b) People leaving poverty in other countries and trying to enter the United States
 - c) People who have committed crimes
 - d) People trying to enter the country illegally

6. Why might the poet have used the phrase "tempest-tossed" to describe the homeless immigrants coming to Ellis Island?
 - a) People who traveled on ships might have encountered bad storms.
 - b) It was a metaphor for the difficulties they faced traveling to the U.S.
 - c) She wanted the reader to be sympathetic to the immigrants' plight.
 - d) All of the above.

7. Why do you think the Statue of Liberty might still be seen as an important symbol today, more than 130 years after it was built?

Understanding Your Rights and Responsibilities When Communicating with Law Enforcement

The easiest way to avoid negative run-ins with law enforcement officials is simply to stay out of trouble. If you hang out with the wrong crowd, you increase your chances of being approached by officers in pursuit of those suspected of, or associated with, criminal activities.



Remember: the first words spoken by either the officer or the citizen may determine the tone of the encounter and even the eventual outcome.

If you are stopped by police...

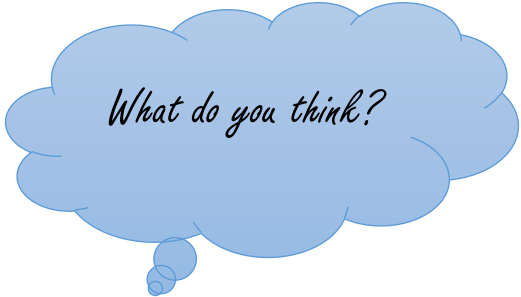
Law enforcement is both a difficult and dangerous profession. Many police officers are killed each year and thousands more are injured. **Police are trained to place a great deal of emphasis on their safety and survival.**

In some instances, the safety procedures that officers use may appear offensive and unnecessary to citizens. However, police know that even the most routine stop for a traffic violation has the potential for danger. Consequently, the officers may maintain a defensive posture until they believe that the risk of the confrontation or injury is diminished.

As a result, **there is sometimes a breakdown in communication between law enforcement officials and the public**, especially young adults. *If you are stopped, questioned or detained by a law enforcement official, approach him or her with respect, not disrespect.*

It is in your best interest to cooperate with the law enforcement official, even if you feel as though you are being unjustly stopped or questioned. Retain your composure and conduct yourself in a mature manner.

Avoid any action or language that might trigger a more volatile situation, possibly endangering your life or personal well-being.



What do you think?

Understanding Your Rights and Responsibilities When Communicating with Law Enforcement, cont.

Your basic rights and responsibilities may not always be clearly defined by law enforcement officials. If stopped or detained, politely ask the officer “why” in a manner that is not confrontational.

Remember, **your priority should be to alleviate or minimize the potential charges and/or use of excessive force against you.**

Questions:

1. What are police officers trained to do above all else?



2. What should be your number one priority if stopped by law enforcement?

3. How should you act in order to minimize charges and excessive force?

4. Have any of these situations ever happened to you? How did you handle it? What, if anything, could you have done differently?

Image from Creative Commons
http://pngimg.com/uploads/police_car/police_car.PNG21.png

If you are stopped on the street...

- Answer all questions. Your answers should be factual to the best of your knowledge. ▣
- Remember, you are not required to give testimony against yourself. You have Fifth Amendment rights. ▣
- Do not “bad mouth” or walk away from law enforcement officials, even in instances where you feel they are wrong. If the police officer behaves inappropriately, report the misconduct to a superior officer at a later time. ▣
- If an officer has a “reasonable suspicion” that you may be carrying a weapon or illegal substance, you may be subjected to a “pat-down” search. Do not resist the search. Obey all requests made of you unless the request poses a risk to your personal safety or well-being. In that case, ask for a meeting with the officer’s supervisor. ▣

Questions:

1. What are your Fifth Amendment rights?

2. What should you do if an officer acts inappropriately or abuses his or her authority?

3. When is a police officer legally allowed to do a “pat-down search”?

4. What should you do if you are searched to protect yourself and avoid making the situation worse?

5. Have any of these situations ever happened to you? How did you handle it? What, if anything, could you have done differently?

If you are stopped in your car...

- Slow down; pull over safely when you can. If the police vehicle is unmarked and you cannot identify the driver as a uniformed police officer, drive below the speed limit to a well-lit, populated spot and then pull over. ▣
- Stay in the driver's seat with both hands in sight on the steering wheel. Do not exit your car unless asked to do so. Getting out of your car can be perceived as aggressive behavior and a threat to the officer's safety. Turn on your interior light if stopped at night. ▣
- Comply with the officer's request to see your driver's license and/or registration. If they are in the glove box or under the seat, state that and then retrieve them slowly. ▣
- If the officer has "probable cause," your car can be searched without a court-issued warrant. If you are the driver and/or owner of the car and do not want your vehicle searched, clearly inform the officer of your non-consent in a polite manner. ▣
- If you are issued a ticket, sign it. Signing a ticket is not an admission of guilt — only an acknowledgment of receiving the ticket. However, refusal to sign a ticket could result in your being arrested and facing additional charges. ▣
- If you are suspected of drunk driving, cooperate with the officer(s) on the scene. If you refuse to submit to breath, blood or performance tests, your refusal may be interpreted as an indication of guilt in later court proceedings. This could result in loss of driving privileges and/or heavy fines. ▣
- Get out of the automobile if asked to do so. ▣
- Most officers will not provide specific reasons for the stop until they have your license and registration in hand. Therefore, they will avoid having to debate the reason for the stop before they receive these items from you. ▣

Understanding Your Rights and Responsibilities When Communicating with Law Enforcement, cont.

- If you wish to offer an explanation of your circumstances when stopped, do so before the officer returns to his vehicle. The officer cannot void the ticket once it has been written. If you believe you have been treated unfairly, present your case in traffic court and not to the officer along the roadside.

Questions:

1. What should you do if you are stopped in your car?
2. What should you do if an officer asks to search your car?
3. Why is it important to sign a ticket even if you do not think you were guilty?
4. What might happen to you if you are stopped for drunk driving?
5. Have any of these situations ever happened to you? How did you handle it? What, if anything, could you have done differently?

If law enforcement comes to your door...

- First, make sure each individual is really a law enforcement representative by requesting to see a badge and/or identification card. Be pleasant but serious. 🗨️
- Make sure the officers are at the correct house by asking, “How can I help you?” and/or “What brings you to my residence?” They should have a warrant, be actively investigating a crime, or be in “hot pursuit” of an individual suspected of committing a crime and running into your house. If the officers do not have a warrant or are not in hot pursuit, you can deny entry. 🗨️
- Determine the type of warrant – body or search. A body warrant means that the officers are seeking an individual and, therefore, cannot search drawers and small places. A search warrant allows officers to search all places in which the items listed on the warrant can be hidden.



Image from Creative Commons

https://commons.wikimedia.org/wiki/File:MEDFAIR_HEIGHTS_APARTMENT_HISTORIC_DISTRICT.jpg

Questions:

1. What are the conditions that have to be present in order for an officer to enter your house?
2. What type of warrant allows an officer to look through items in your house? What needs to be on this warrant?
3. If the officer does not have a warrant or is not in “hot pursuit,” what are your rights?
4. Have any of these situations ever happened to you? How did you handle it? What, if anything, could you have done differently?

If you are arrested...

- When you're taken into custody, make sure your house or car is secure. ▣
- Make sure you have been informed as to why you are being arrested. NOTE: A lawyer should be called as soon as possible. The advice of an attorney is extremely important early in the process. ▣
- Under no circumstances should you make incriminating statements which might be used against you at a later time. ▣
- In most states, you must be taken before a judge, magistrate, constable or court commissioner within 24 hours of your arrest. You should secure legal representation before this initial court appearance. ▣
- Ask to telephone your parent, guardian, or lawyer immediately. You have the right to make one phone call to the person of your choice; use it. You also have the right to privacy during the call. If this right is denied, do not cause a confrontation that might result in additional charges being filed against you. ▣
- You should always have the number of a lawyer or a person you can rely on to get you an attorney if your lawyer is unavailable. Keep a record of that number, as well as the name and number of a lawyer from the local Public Defender's office, in your wallet or purse.



Which amendments in the Bill of Rights protect your rights if you are arrested?

Questions:

1. What should a person do as soon as possible after they are arrested?
2. What should a person do to avoid making incriminating statements?
3. Why is it advisable to have the number of a lawyer or the Public Defender's office with you at all times?
4. Have any of these situations ever happened to you? How did you handle it? What, if anything, could you have done differently?

If you experience officer misconduct

- Law enforcement misconduct is loosely defined as “improper and/or illegal action(s) and/or conduct by an officer.” Some of the more frequent types of misconduct are:

Physical Abuse – slaps, kicks, punches, choke-holds, beatings, flashlight and night stick blows, tight handcuffs, unnecessary use of firearms and

Verbal Abuse – name calling, use of racial slurs. ▣

- The best way to avoid officer misconduct is to not provoke the officers while having a discussion about law enforcement matters. Showing off for friends and family will only get you arrested and possibly injured. Comply first and then seek an explanation from the officer or his/her supervisor later. ▣
- Innocent individuals are often offended, angered, or both, as a result of being detained by an officer for questioning. Although the delay might be inconvenient for you, the officer believes that there is a reason (probable cause) to stop you and ask questions.
- Examples of probable cause might include questioning about a crime or incident which occurred recently in the area, someone placing a complaint about your presence, or suspicious activity. The police officer usually does not want to detain you any longer than necessary. A few minutes of cooperation will speed up the process and get you on your way. ▣
- Do not resist arrest for any reason. ▣
- Control your emotions. ▣
- Do not make threatening motions or statements to the officers. ▣
- Never attempt to interfere with the arrest of others who may be with you. ▣
- Always note the name of the officers with whom you come in contact. ▣
- Report cases of officer misconduct immediately following your release from police custody. ▣
- Record, document and describe any case of officer misconduct in a typewritten statement. Have your summary of the incident notarized within 72 hours of its occurrence.

Understanding Your Rights and Responsibilities When Communicating with Law Enforcement, cont.

Questions:

1. What is the definition of “law enforcement misconduct”? Give examples.
2. What are some examples of things people who are stopped by police – if they are innocent or otherwise – to protect themselves from possible police misconduct and avoid making the situation worse?
3. Outline specifically what a person should do if he is the victim of police misconduct.
4. Have any of these situations ever happened to you? How did you handle it? What, if anything, could you have done differently?

Adapted from http://www.sun.edu/Campus_Police/docs/lawyou.pdf “The LAW and YOU,” Guidelines for interacting with law enforcement officials, produced in partnership by: NAACP (National Association for the Advancement of Colored People) and NOBLE (National Organization of Black Law Enforcement Executives) and Allstate Insurance Company

Understanding the Criminal Justice Process and Your Legal Rights and Responsibilities

It is important for all of us to understand how the criminal justice system works so that we can protect ourselves and our rights if arrested, convicted, or incarcerated. It is also essential that we each understand our responsibilities in the process so that we can make informed decisions and not mistakenly do something that lands us in further trouble.

Vocabulary

<i>crime</i>	an act which violates the law
<i>violate</i>	to break or fail to comply with a law, rule, or agreement
<i>arrest</i>	the use of legal authority to seize and take into custody. After an arrest, the person in custody is no longer free to walk away.
<i>warrant</i>	a document issued by a judge authorizing police to make an arrest or search a person or their property
<i>probable cause</i>	a sensible reason for making a search or making an arrest
<i>booking</i>	the process the police use after arrest to record someone's personal information, including birthday, address, and fingerprint
<i>defendant</i>	the person accused of a crime
<i>defense attorney</i>	a lawyer who represents the defendant in a criminal prosecution
<i>prosecutor</i>	a lawyer whose job is to prove guilt of someone accused of a crime on behalf of the government, also known as a district attorney
<i>misdemeanor</i>	crime punishable by less than one year in jail
<i>felony</i>	serious crime
<i>bail</i>	property or money an accused person released from custody gives to the court to guarantee that she will return for a future court date
<i>plea</i>	a formal response to the charges against a person. Pleas are usually "guilty," "not guilty," or "no contest."
<i>Miranda rights</i>	a list of rights that police officers are legally required to read to someone before they are arrested.
<i>arraignment</i>	when someone is officially called before the court, informed of the charges against them, and asked to give a plea.
<i>indictment</i>	a charge of a felony decided by a grand jury
<i>verdict</i>	a judgment, adjudication, or decision in a court case, determining if the accused person is "guilty" or "not guilty"
<i>appeal</i>	to apply to a higher court for a reversal of a lower court decision

Understanding the Criminal Justice Process, cont.

Arrest

An **arrest** may be made in a public place, with or without a warrant.

In many instances, if law enforcement officers wish to arrest a person in a private place, they must first obtain an arrest **warrant**. An officer *does not have to have a warrant in his*

The Fourth Amendment protects people from illegal and improper searches of their bodies, property, and possessions. It states that law enforcement must have a search warrant from a judge which states a valid reason for the search and details what can be legally searched and taken by law enforcement.

or her possession in order to arrest the person named.

But there are situations in which officers can enter a home without a warrant. If the person at the home gives consent to the police to enter,

or if the police consider it an emergency, they are allowed to enter and anything in view can be seized as evidence even if they do not have a warrant.

If a person commits a **felony** or **misdemeanor** crime *in the presence of a law enforcement officer*, the officer may arrest the person without a warrant.

Probable cause

If law enforcement officers have **probable cause** (reasonable suspicion) that a crime has been committed and that an arrest is justified, they may make an arrest, even if the crime was not committed in the officer's presence.

If the arrest is warranted, law enforcement officers can handcuff the person suspected of the crime and do a full body search, then take the person into custody and transport him or her to the police station in preparation of charging him or her with a crime.

Use of Force

Police officers are legally allowed to use as much force as necessary to carry out the arrest. Police officers are only allowed to use deadly force to protect the officer or others from immediate threat of death or serious injury. A police officer may not use deadly force to prevent a person's escape unless he or she believes that there is a risk of immediate threat of death or serious injury.

Understanding the Criminal Justice Process, cont.

Rights After an Arrest

People who are arrested have a right to:

- know the crime with which they have been charged
- know the identity of the police officers involved
- communicate by telephone with their attorney, family, friends, or bondsperson as soon as possible after they are brought into the police station
- have an attorney at all critical stages of their case. If they cannot afford an attorney, the court must appoint an attorney to represent them free of charge.

Booking

Booking at the police station is an administrative procedure where the person suspected of a crime gives personal information such as name, address, birthdate, height, weight and age. The person who has been arrested is obligated to answer the questions correctly.

During booking, the person's personal belongings are placed in storage and they will be returned once he or she is released.

During booking, the person who is suspected of a crime may be photographed and fingerprinted. These data stay in the system and cannot be retrieved until the records are removed or sealed.

Right to Counsel

Suspects have the right to an attorney, the right to let someone know about their situation, and the right to attempt to find someone who can help get them out. If a person cannot afford an attorney, a judge will appoint one, but usually only after the suspect goes to court.

WRITE ABOUT IT:

Why is it important that people suspected of a crime know that they have the right to an attorney? What is your experience, or the experience of people you know, with legal counsel?

Understanding the Criminal Justice Process, cont.

Miranda Rights

Because of a 1966 Supreme Court case, *Miranda v. Arizona*, law enforcement officers have to advise suspects of certain rights.

These include the right to:

- remain silent,
- talk to an attorney,
- have an attorney present during questioning
- have the state appoint an attorney to represent them if they can't afford one.

In 1966, the U.S. Supreme Court ruled in *Miranda v. Arizona* that individuals who are under arrest for suspicion of having committed a crime have certain rights that must be explained to them before any questioning may occur. Miranda rights are designed to protect the Fifth Amendment right to be free from self-incrimination.

A suspect may be told that he has the right to waive his right to remain silent and talk to the officer. If he waives his rights, the information he gives *can be used against him in a criminal trial*. It is never in a suspect's interest to waive his right to remain silent or to speak without a lawyer present.

The Sixth Amendment describes the requirements for a fair trial in criminal cases. It guarantees a speedy, public trial by an impartial jury in the area where the crime was committed. The defendant must be able to question the accusers and to force favorable witnesses to testify. The accused has a right to a lawyer.

Complaint

A complaint is a charge that a person has committed a crime. It can be taken out by a victim or by a police officer or by a district attorney. Once a person has been booked, the prosecutor is brought in to review the facts of the case and decide if charges should be brought. If the prosecutor determines there is enough evidence to charge the person with a crime, a complaint will be prepared.

WRITE ABOUT IT:

Do you think most people know their Sixth Amendment rights?

Understanding the Criminal Justice Process, cont.

First Appearance

Once a complaint is filed, the suspect becomes a defendant. The defendant then appears before a magistrate. The first time is called a “first appearance.”

The magistrate informs the defendant of the charges, then notifies the defendant that he has a right to counsel.

The Eighth Amendment states that excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Bail

Bail is money or property that an accused person puts forth as security, in order to guarantee he’ll show up for further criminal proceedings, including the trial and sentencing. Bail can be paid:

- in cash
- in the form of a bail bond
- a pledge of property.

A bail bond is an agreement with a bail bondsman under which the bondsman puts up bail money in return for a fee.

There is no guarantee that a person will be released on bail. If a judge believes that a defendant may flee or fail to appear in court, or if the charges are exceptionally severe, then bail may be either denied or set at such a high amount that the defendant cannot to post bail.

In the case of less serious charges, the arrested individual who has a job, a home, or family support, may be released on lower bail. Sometimes a defendant is released without bail, or “released on their own recognizance” (“ROR.”) In this case. They make a written promise that they will show up for future court appearances and not engage in illegal activity in the meantime.

WRITE ABOUT IT:

What is your experience, or the experience of people you know, with bail and bonds?

Understanding the Criminal Justice Process, cont.

Arraignment

An **arraignment** is the formal presentation of charges in open court. During an arraignment, the charges are read to the defendant by a judge, and the defendant is asked to plead guilty or not guilty to the charges.

The defendant's lawyer may be present, or an attorney appointed by the court may represent the defendant.

Grand Jury Indictment

In the federal criminal justice system and in many state systems, defendants have the right to **indictment by a grand jury**. A jury made up of citizens hears the evidence presented by a prosecutor in order to decide if there is **probable cause** (a sound reason) to believe that the person accused committed a crime.

Criminal Plea

A plea is a defendant's response to a criminal charge.

A person who pleads guilty should only do so voluntarily and after she has been fully advised of her rights. The court must determine that she understands her rights and is making the plea knowingly and willingly. Pleading guilty carries the same consequence as being found guilty by a jury and allows the court to administer punishment.

Nolo contendere means "I will not contest the plea." A nolo contendere is a case in which the defendant accepts the charges and does not intend to fight them, but also does not admit guilt.

The Fifth Amendment protects the rights of people accused of crimes. It is based on the assumption that accused people are innocent until proven guilty. It provides for a grand jury -- a group of citizens who decide if there is enough evidence to try a person -- in order to prevent people from being falsely accused of a crime.

Understanding the Criminal Justice Process, cont.

Plea Bargain

A **plea bargain** is a negotiation between the prosecutor and the defense attorney in which the defendant pleads guilty to lesser charges than those in the complaint or the indictment.

The plea bargain may also be a guilty plea to only one of many charges. It may also involve requesting that the prosecutor agree to a lesser sentence for the charges.

According to legal scholar William J. Stuntz, many more people are making plea bargains today than they did in the past. Before the 1960s, between 25% and 33% of state-level felony charges went to trial. Today, only about 5% of felony cases go to trial.

Because the wait time for trial can be so long, many clients are encouraged to, and choose to, plead guilty, whether or not they would be found guilty by a jury in a courtroom trial.

Plea bargains may help cases move along quickly, but they also “make it easy for prosecutors to convict defendants who may not be guilty, who don’t present a danger to society, or whose ‘crime’ may primarily be a matter of suffering from poverty, mental illness, or addiction.”

-- Emily Yoffe, The Atlantic, August 7, 2017.

Trial

During the trial, the jury hears opening statements made by both the prosecutor and the defense attorney about what they intend to prove and how they will do it. Then the attorneys begin their presentation of evidence. The prosecutor offers evidence to attempt to show that the defendant is guilty. The defense attorney offers evidence to try to prove that the defendant is not guilty.

The Sixth Amendment guarantees a speedy, public trial by an impartial jury.

WRITE ABOUT IT:

What is your experience, or the experience of people you know, with plea bargaining and the jury trial system?

Understanding the Criminal Justice Process, cont.

If the defendant chooses to go to trial, a jury is selected. Both the prosecution and the defendant have the right to challenge potential jurors “for a cause,” meaning that they do not believe that the potential juror will be objective.

Some of the things that prosecutors and defenders consider when selecting jurors include:

- Does the person have prior knowledge about the case?
- Does the person have a relationship with anyone involved with the trial?
- Can the person hear and understand the testimony?
- Does the person have any strong opinions or biases that might make it hard for them to be impartial?

During the trial, the defendant and his attorney have the right to present witnesses and provide evidence. They also have the right to cross-examine the prosecution’s witnesses.

After the prosecutor has finished submitting evidence, the judge charges the jury, instructing them on how the law works and what they must decide. The prosecutor and defense attorney then sum up their arguments and the jury is ordered to enter a **verdict**.

Verdict

The jury leaves the courtroom and meets secretly in order to reach a verdict, a determination of whether the accused person is “guilty” or “not guilty” The verdict needs to unanimous. After they have reached a verdict, their finding is read aloud to the defendant in the courtroom.

The jury can find the accused person guilty of all, some, or none of the crimes they are charged with. If the verdict is guilty and an error has been committed in the trial process, the defendant has the right to appeal. If the verdict is not guilty, the court or the prosecutors cannot overturn the verdict.

WRITE ABOUT IT:

Why is it important to know your rights related to the criminal justice system?

Understanding the Criminal Justice Process, cont.

Appeal

A defendant who is found guilty of some or all charges is entitled to an appeal if there has been a legal error committed in the prosecution of the case.

Examples of legal error include:

- Inadmissible evidence was allowed
- Evidence was allowed which was obtained in violation of the defendant's constitutional rights.
- There was not enough evidence to support a verdict of guilty.
- The judge made mistakes in his direction to the jury.
- There was misconduct on the part of the jury.

WRITE ABOUT IT:

*What is your experience, or the experience of people you know,
with the criminal justice system?*

* * *

*What have you learned about the law, about the court system, about the
government, and about yourself, as a result of these experiences?*

* * *

*What questions do you have?
What else would you like to learn?*

Chronology of US Voting Rights Vocabulary

Work in pairs or small groups to define the following terms, then discuss your definitions with the class.

Word	Part of Speech	Definition	Sentence
chronology			<i>The Chronology of Voting Rights illustrates how much has changed over time.</i>
disenfranchised			
ensure	<i>verb</i>		
denied			
Reconstruction			
suffrage			
prohibit			
enact			
restore			

Chronology of US Voting Rights, cont.

Study the timeline below in order to understand how laws and policies about the right to vote have changed over time. As you read, think about these questions: Who had the right to vote when the Constitution was written? Who was excluded? When were new laws about voting enacted and why? Does any of the information in the chronology surprise you?

The County Election, 1852, by George Caleb Bingham portrays voting in the 19th century.



For much of American history, voting was a community event, frequently chaotic and busy. Candidates often came to the voting place and tried to convince voters to vote for them while they were waiting in line.

Sometimes they served food and drink. Votes were not very private because people told their votes aloud; a clerk recorded the votes, but in some cases the clerk did not keep an honest record. Votes were not nearly as secure as they are today.

George Caleb Bingham used symbolism in the painting, *The County Election, 1852*. The children playing a game in the foreground, for instance, symbolize Bingham's opinion that politics is a game. The African-American man serving drinks reminds viewers of those who were not allowed to vote.

Image from Creative Commons https://upload.wikimedia.org/wikipedia/commons/5/56/George_Caleb_Bingham_-_The_County_Election.jpg

Chronology of US Voting Rights, cont.

1787 -- The right to vote was granted to white males who own property.

1856 -- The right to vote was expanded to all white males, even those who are not property owners. Prior to the end of the Civil War in 1865, African Americans were “disenfranchised” throughout the states.

1868 – Three years after the Civil War ended in 1865, **The Fourteenth Amendment** to the United States Constitution was adopted as one of the Reconstruction Amendments. The amendment addresses citizenship rights and equal protection of the laws, and it is designed to **ensure** the right to vote for black males.

1870 -- **The Fifteenth Amendment** to the United States Constitution was adopted. It says, “The right of citizens of the United States to vote shall not be **denied** or abridged ...on account of race, color, or previous condition of servitude.” Non-white men and freed slaves are guaranteed the right to vote. During the period after the Civil War known as **Reconstruction**, 75 to 95 percent of African-American men in the South were registered to vote, and many blacks were elected to public office. For example, half of the representatives elected to the lower house of South Carolina’s legislature were black, as were 42 percent of Louisiana’s lower state house.

By 1877, **Reconstruction** had ended, and many states prohibited people of color from voting. Some states required voters to pass literacy tests or forced them to pay a “poll tax” to discourage black people them from voting. Many people challenged these laws in the courts, but the courts struck these challenges down one by one. By the early 1900s, 90 percent of African Americans in the South were **disenfranchised** again.

1890 -- When Wyoming became the 44th state, it also became the first state to grant full voting rights to women. Since the 1840s, women, including Susan B. Anthony and Elizabeth Cady Stanton, fought for the women’s **suffrage**.

1920 -- **The Nineteenth Amendment** to the United States Constitution was adopted. It states that “the right of citizens of the United States to vote shall not be **denied** or abridged by the United States or by any State on account of sex.”

1947 – Though Native Americans lived in North America before the European colonists arrived, they were not granted full citizenship and the right to vote until 1947.



Chronology of US Voting Rights, cont.

1964 -- The Twenty-fourth Amendment was added to the US Constitution; it **prohibited** “poll tax” payment from being used as a condition for voting in federal elections.

1965 -- The Voting Rights Act was passed after many marches and protests by the Civil Rights movement. It granted protection of voter registration and voting for African Americans who had been **denied** the right to vote by Jim Crow laws.

For many decades, black people registering or attempting to vote were attacked, shot, lynched, and threatened with cross burnings. Civil rights activists organized and protested against these acts, demanding an equal right to vote.

In February 1965, civil rights activist Jimmie Lee Jackson was murdered by state troopers while he was participating in a peaceful voting rights protest. He was preparing to join a huge protest march from Selma, Alabama to Montgomery, Alabama to push for a **Voting Rights Act**.



He was preparing to join a huge protest march from Selma, Alabama to Montgomery, Alabama to push for a **Voting Rights Act**.

On March 7, on “Bloody Sunday,” Alabama state troopers attacked marchers at the Edmund Pettis Bridge with whips, nightsticks and tear gas.

On March 15, President Johnson announced to a joint session of Congress that he would introduce a voting rights bill. On March 21, 8,000 people of all races and religions walked from Selma to Montgomery and arrived there on March 25.

The **Voting Rights Act of 1965** had an immediate impact. By the end of 1965, 250,000 new black voters had been registered.



Chronology of US Voting Rights, cont.

1971 -- The **26th Amendment** was passed. It gave 18 year olds the right to vote and was **enacted** in response to Vietnam War protests, which argued that soldiers who were old enough to fight for their country should be granted the right to vote.

1990 -- The **Americans with Disabilities Act** was passed. It provided protections to people with disabilities and **ensured** that people with disabilities would have accessible and equal access to voting.

1993 -- The **National Voter Registration Act** was passed to make it easier for all Americans to register to vote.

2011 -- Florida's constitution was amended to permanently **disenfranchise** citizens with past felony convictions. Only the governor had the authority to **restore** voting rights to people who appealed individually, but it was rarely granted.

2018 -- 65% of Florida voters approved **Amendment 4**, which **restored** voting rights in the state for people previously convicted of felonies (excluding murder and sex offenses) after the completion of their sentences. The amendment benefits more than a million people, about 9.2 percent of the voting-age population in Florida.



Property of Museum of History & Industry, Seattle



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[https://commons.wikimedia.org/wiki/File:Marchers_with_signs_at_the_March_on_Washington,_1963.](https://commons.wikimedia.org/wiki/File:Marchers_with_signs_at_the_March_on_Washington,_1963)

https://commons.wikimedia.org/wiki/File:Voting_Rights_for_Women.jpg

https://commons.wikimedia.org/wiki/File:Lyndon_Johnson_and_Martin_Luther_King,_Jr._-_Voting_Rights_Act.jpg

<https://www.flickr.com/photos/fleshmanpix/6732076277>

Chronology of US Voting Rights Card Game

Play the "Chronology of US Voting Rights Card Game" following the instructions below:

1. Players sit in groups of three. Place the Chronology of US Voting Rights cards face down in a pile. Player Number One draws a card and reads it out loud and then places it face up in the middle of the table. All of the other cards in the pile will be built around this card to create a timeline of US voting rights.
2. Player Number Two picks a card from the stack and reads aloud the EVENT described on the card, but NOT THE DATE.
3. Player Number Three decides if the event that was read occurred BEFORE or AFTER the card that is in the timeline. If the player guesses correctly, the reader puts the card in the proper order in the timeline. If the player guesses incorrectly, the reader tells the group it is incorrect and puts it at the bottom of the pile.
4. Player Number Three then picks a card from the stack and reads aloud the EVENT described on the card, but NOT THE DATE. Player Number One decides if the event that was read occurred BEFORE or AFTER the cards in the timeline. The game continues in this way until the timeline is complete.
5. Two teams sitting at the same table can compete to see which team can complete the timeline first.

<p style="text-align: center;">1787</p> <p style="text-align: center;">The right to vote is granted to white male landowners</p>	<p style="text-align: center;">1856</p> <p style="text-align: center;">The right to vote is expanded to all white males, even those who are not property owners</p>
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Chronology of US Voting Rights Card Game

<p style="text-align: center;">1868</p> <p>The Fourteenth Amendment to the United States Constitution is adopted as one of the Reconstruction Amendments. The amendment addresses citizenship rights and equal protection of the laws and is designed to ensure the right to vote for black males.</p>	<p style="text-align: center;">1870</p> <p>The Fifteenth Amendment to the United States Constitution is adopted. It says, “The right of citizens of the United States to vote shall not be denied or abridged ...on account of race, color, or previous condition of servitude.” Non-white men and freed slaves are guaranteed the right to vote.</p>
<p style="text-align: center;">1890</p> <p>When Wyoming becomes the 44th state, it also becomes the first state to have full voting rights for women.</p>	<p style="text-align: center;">1920</p> <p>The Nineteenth Amendment to the United States Constitution is adopted. It prohibits states and the federal government from denying the right to vote to citizens of the United States on the basis of sex.</p>
<p style="text-align: center;">1947</p> <p>All Native Americans are granted citizenship and the right to vote.</p>	<p style="text-align: center;">1964</p> <p>The Twenty-fourth Amendment to the United States Constitution prohibits “poll tax” payment from being used as a condition for voting in federal elections.</p>

Chronology of US Voting Rights Card Game

<p style="text-align: center;">1965</p> <p><i>The Voting Rights Act</i> is passed after many marches and protests by the Civil Rights movement. It grants protection of voter registration and voting for African Americans who had been denied the right to vote by Jim Crow laws.</p>	<p style="text-align: center;">1971</p> <p>The Twenty-sixth Amendment is passed which gives 18 year olds the right to vote. It is enacted in response to Vietnam War protests, which argued that soldiers who were old enough to fight for their country should be granted the right to vote.</p>
<p style="text-align: center;">1990</p> <p><i>The Americans with Disabilities Act</i> is passed. It provides protections to people with disabilities and requires state and local governments to ensure that people with disabilities have a full and equal opportunity to vote.</p>	<p style="text-align: center;">1993</p> <p>The <i>National Voter Registration Act</i> is passed to make it easier for all Americans to register to vote and to maintain their registration.</p>
<p style="text-align: center;">2011</p> <p>Florida's constitution was amended to permanently disenfranchise citizens with past felony convictions.</p>	<p style="text-align: center;">2018</p> <p>Florida voters approved Amendment 4, which restores voting rights in the state for people previously convicted of felonies (excluding murder and sex offenses) after the completion of their sentences.</p>

'I'm a part of society': Florida ex-felons register to vote after regaining rights

Nada Hassanein, Tallahassee Democrat, Jan. 8, 2019

www.tallahassee.com/story/news/2019/01/08/im-part-society-florida-ex-felons-register-vote-after-regaining-ight/2507409002/

Included with permission of the Tallahassee Democrat.



Every election season for the past several years, Delmus Calloway accompanied his wife to the polls. The former felon and Leon County resident would wait outside. "It's exciting because I go with her every time, but my voice is not heard," Calloway said. "Now, we'll come here together – and both of our voices will be heard." Calloway joined about 1.5 million formerly convicted felons across Florida who could finally register to vote Tuesday.

Throughout the day, activists and ex-felons filed into the Supervisor of Elections Office on Apalachee Parkway, adorned with red, white and blue balloons. By 4:50 p.m., the center saw 104 former felons register to vote. Several lingered throughout the day, waiting for friends to arrive to register too, and chatting over refreshments.

Registrants received "future voter" stickers, and extra staff tended to a corner where those who had lost the right to vote because of criminal convictions could check their court records.

Calloway beamed and posed for a photo with a poll worker. He was registering to vote for the first time since 2000, he estimated.



The Supervisor of Elections office has constant foot-traffic on Tuesday, Jan. 8, 2019, as Amendment 4 is now in effect. The Amendment restored the right to vote for felons not convicted on sex offenses or murder. Delmus Calloway, left, shakes hands with Susie Caplowe, outreach specialist for the Supervisor of Elections office, and Monique Duncan-Jones, outreach manager at the Supervisor of Elections office. Calloway had just finished registering to vote.
(Photo: Alicia Devine/Democrat)

'I'm a part of society', cont.

In a historic move, 64.5 percent of Floridians who voted last November checked 'yes' to the box by Amendment 4 to restore voting rights to felons who'd served their terms, including probation or parole, and are not convicted of homicide or felony sex offenses.

Leon County Supervisor of Elections Mark Earley and some of his counterparts across the state proceeded with felon registration over the objections of newly sworn-in Gov. Ron DeSantis, who said he wanted the Legislature to put the rules in place before they could register. Until now, felons had to seek clemency from the governor and Cabinet.

Calloway served his six years in state prison on drug possession charges. He's been out since 2007.

The 46-year-old is now director of Public Works for the city of Gretna in Gadsden County and is taking classes at Tallahassee Community College toward a degree in public administration.

Before, he felt like a voiceless taxpayer.

"It makes you feel like you're not a citizen — you're no one. You're nobody," he said. "This right here makes me feel like I am a part of this society. Today is a great day for me. It's an honor."

Oceo Harris shared that feeling.



The Supervisor of Elections office has constant foot-traffic on Tuesday, Jan. 8, 2019, as Amendment 4 is now in effect. The Amendment restored the right to vote for felons not convicted on sex offenses or murder.

(Photo: Alicia Devine/Democrat)

'I'm a part of society', cont.

Harris, 59, grew up in Tallahassee. His mother was an alcoholic, and he dropped out of school in the 10th grade and ventured down a path of addiction himself. He was convicted on felony drug charges and served 10 years in federal prison.

Since his release, he earned a social work degree from Florida A&M, a master's in social work at Florida State and is working on attaining his social worker license.

An African American, Harris spoke about the importance of the black vote. "A lot of people of color never saw value in their vote," he said. "Being more informed and educated, I know the value of my vote."

The Sentencing Project, a Washington D.C.-based incarceration research center, reported a 21 percent African American disenfranchisement rate in Florida. Nationally, one in 13 African Americans of voting age is disenfranchised, four times greater than that of non-African Americans, according to the group.

Harris registered to vote Tuesday for the first time. "It's a moral responsibility to the community at large," Harris said. Now, he's a part of it.

Questions:

1. What rights does Amendment 4 grant? Be specific.
2. Describe Delmus Calloway's experience on January 8, 2019, and why it was important to him. Give specific information about his background and how it contributed to his experience.
3. In your own words, tell the details of Oceo Harris's story and why he says he values the right to vote.

Why Vote?

In a democratic republic like the United States, the citizens of the nation govern themselves by electing representatives at all levels of the government -- federal, state, and local. Legislators and judges and members of the executive branch are elected to respond to and represent the concerns and needs of the citizens.

Besides voting for officials, voters also vote their views and values on key issues. Voting is one extremely important tool voters have in a democracy to tell elected representatives what they care about and what they feel needs to change. Voters may want to make improvements to their community, such as increasing funding to education, protecting public safety, fixing bridges or roads, or creating more parks. Voters can contact their government officials to tell them to support or change a law.



When we vote for candidates, we choose legislators whose values most closely align with ours to vote on our behalf. When we vote on referendums, we vote directly for or against a special amendment to the constitution.

Every vote counts. As voters, we have an equal opportunity to have input on who is elected. Some people think their vote doesn't matter, but there are many examples of elections where the vote was extremely close and there would have been a different outcome if more people had come out to vote. In the 2000 election for President, for example, the Florida vote was so close that Republican George Bush won only 537 votes more than Democrat Al Gore.

What difference does your vote make?

If you....

Your vote can affect...

are in school or have children in school.....	school safety, educational funding, testing, teacher pay, vocational educational, college tuition
work or need a job	minimum wage laws, creation of new jobs, worker protections, human trafficking, hiring policies for people with felonies, etc.
need health care now or in the future.... ..	access to healthcare, the Affordable Care Act, Medicare, Medicaid, insurance for children, prescription costs, substance abuse treatment

Why Vote?, cont.

If you....

Your vote can affect...

are from another country or have immigration policy, Dreamers (DACA).
family members interested in moving asylum, employment policies for legal immigrants
to the US from another country

care about clean air and water environmental policies related to
pollution, health issues like
asthma, fishing regulations,
beaches and marine life

care about children, have children now funding for childcare, parental
or may have them in the future leave, insurance for children,
Child Protection laws, child
safety laws, funding for Planned
Parenthood

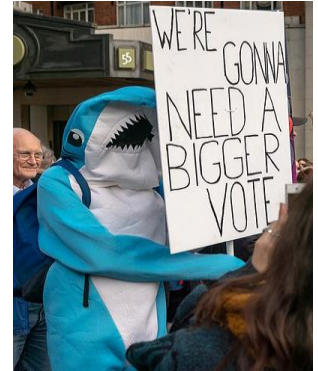
are concerned about public safety gun rights, gun safety, police violence, police
funding

have been involved with the criminal criminal justice policy, funding for criminal
justice system or know someone who defense, prison policy, finding for prison programs
has been incarcerated ...

know people who are aging or if you will Social Security benefits, Medicare, prescription drug
retire one day costs, regulations on nursing homes, wages and
benefits for home health aides

are a veteran of the military or care funding for the Veteran’s Administration, funding for
about people who have served in the PTSD treatment, aid for homeless veterans
military ...

have opinions about whether and when military spending, benefits and housing for soldiers,
the United States should send soldiers to the role of the U.S. military overseas
foreign countries



*Images from Creative Commons [https://pixabay.com/en/vote-button-election-elect-1319435/
We%27re_gong_to_need_a_bigger_vote_-_2.jpg](https://pixabay.com/en/vote-button-election-elect-1319435/We%27re_gong_to_need_a_bigger_vote_-_2.jpg)*

Why Vote?, cont.

*Of the issues listed above, which ones are important to you? **Pick one** of those issues and write about why it is important to you. Write also about what additional information you need in order to decide how you think the government should respond to these concerns.*

Voting is one important way to participate in a democracy. There are many other ways Americans can participate in their democracy. Which of these methods listed below would you use to support the issue you discussed above?

- Vote**
- Join a political party**
- Help with a political campaign**
- Join a community organization**
- Call, email or write Senators and Representatives to express views on an issue**
- Publicly support or oppose an issue or policy**
- Write to a newspaper**

AMENDMENT 4 FAQ

What is Amendment 4?

Amendment 4, the Voting Restoration Amendment to the Florida Constitution, allows for automatic restoration of voting rights for convicted felons upon completion of all terms of sentence including parole or probation (some exceptions apply.)

What does this mean for convicted felons who were previously deemed ineligible to register to vote?

As of January 8, 2019, certain convicted felons who have completed their sentences, including parole and probation, have had their voting rights automatically restored and will be eligible to register to vote.

Felons convicted of murder or sexual offenses *are not eligible to register and vote* unless the Governor's Clemency Review Board restores their voting rights.

How do I know if my voting rights have been restored?

It is the voter's responsibility to confirm whether or not their voting rights have been automatically restored.

You can search or apply for your Restoration of Civil Rights certificate through the Florida Commission on Offender Review, Office of Executive Clemency:

- Online: www.fcor.state.fl.us
- Phone: 1(800) 435-8286 or (850) 488-2952
- Fax: (850) 488-0695
- Mail: 4070 Esplanade Way, Tallahassee, FL 32399

The agencies listed below also have resources to assist you in verifying that you have completed your sentencing obligations:

- Clerk of the Circuit Court and Comptroller (in the county where sentenced)
- Florida Department of Corrections where you are supervised or incarcerated: (call or www.dc.state.fl.us)

**My voting rights have been restored.
Do I need to do anything before I can vote?**

Yes. You must register to vote before you can vote in any election. State law requires all voters to be registered at least 29 days before an election.

You may register:

- At your county's Supervisor of Elections office
- At a voter registration agency
- By mail -- visit your Supervisor of Elections office on-line to print the form)
- Online -- visit your Supervisor of Elections office on-line
- At a community voter registration event

Supervisors of Elections advise convicted felons who wish to register to vote to verify that they have fulfilled their court ordered sentencing obligations before registering.

**If I was removed from the voter rolls due to a felony conviction,
will I automatically be re-registered to vote now?**

No. If a voter's name has been removed from the voting rolls due to a felony conviction, the individual must re-register to vote.

Supervisors of Elections offices will probably not be contacting individuals regarding this issue; however, they will probably be working with community organizations to encourage as many affected individuals to register as possible.

I registered to vote - what happens now?

You should receive a new Voter Information Card within a few weeks of registering. If you don't receive this, please contact your local Supervisors of Elections office to make sure they have your correct address.

After registering, voters must keep their registration up to date. Voters can update their address and other information any time at their local county Supervisor of Elections office or on their website.

Sample Voter Registration Form

Pre-fill this voter registration application form so that you will be ready to complete an application on-line when you are ready to apply for a new registration or make changes to your existing registration. Note information you will need to gather in order to register to vote.

<https://registertovoteflorida.gov/en>

Florida Department of State

1 (866) 308-6739
R.A. Gray Building
500 South Bronough Street
Tallahassee, Florida 32399-0250



(*) indicates required field.

Eligibility

* Are you a citizen of the United States of America? Yes No*

I affirm that I am not a convicted felon, or if I am, my right to vote has been restored.

Yes No*

I affirm that I have not been adjudicated mentally incapacitated with respect to voting or, if I have, my right to vote has been restored. Yes No

To submit an online application, you will need:

- Your Florida driver license (Florida DL) or Florida identification card (Florida ID card) issued by the Florida Department of Highway Safety & Motor Vehicles.

To protect your identity, you will also need:

- The issued date of your Florida DL or Florida ID card; and
- The last four digits of your Social Security Number (SSN4).

Note: If you do not have any one or all of the information above, you may still use the online system to prefill a voter registration application form. However, you will have to print, sign, and then mail or deliver your completed voter registration application to your county Supervisor of Elections' office.

You should not use this system to register or update your voter registration information if you are a participant with the Florida Attorney General's Address Confidentiality Program (See sections 741-401.-741.409, and 741.465, Florida Statutes). Contact your county Supervisor of Elections to register.

Sample Voter Registration Form, cont.



To be eligible to register to vote you must:

- Be a citizen of the United States of America;
- Be a legal resident of Florida;
- Be a legal resident of the county in which you seek to be registered;
- Be at least 16 years old to preregister or at least 18 years old to register and vote;
- Not be a person who has been adjudicated mentally incapacitated with respect to voting in Florida or any other state without having the right to vote restored; and,
- Not be a person who has been convicted of a felony without your civil rights having been restored.

Notice: It is a 3rd degree felony to submit false information. Maximum penalties are \$5,000 and/or 5 years in prison.

Registration deadline

The deadline to register for an upcoming election is 29 days before that election. You can also update your registration record at any time. However, since Florida is a closed primary election state, a party change for a primary election must be made by the registration deadline for that election. If the deadline has passed, you can still submit an online application at any time and it will be processed for future elections.

This is

- New Registration
- Record Update/Change (e.g., Address, Party Affiliation, Name, Signature)
- Request to Replace Voter Information Card

Personal Identification Information

To submit an online application, you will need:

- Your Florida driver license (Florida DL) or Florida identification card (Florida ID card) issued by the Florida Department of Highway Safety & Motor Vehicles.

To protect your identity, you will also need:

- The Issued Date (MM/DD/YYYY) of your Florida DL or Florida ID card; and
- The last four digits of your Social Security Number (SSN4).

If you do not have any one or all of the information above, you may still use the online system to prefill a voter registration application form. However, you will have to print, sign, and then mail or deliver your completed voter registration application to your county Supervisor of Elections' office.

- I do not have a Florida DL or Florida ID card.
- I do not have a Social Security Number.

Sample Voter Registration Form, cont.

Enter the Florida DL or Florida ID card number starting with a letter.

Florida DL or Florida ID card number (DLN): *

Florida DL Issued Date (ISS) (MM/DD/YYYY): *

The last four digits of your Social Security Number (SSN4): *

If you have a Florida DL or Florida ID card, enter name and date of birth **EXACTLY** as it appears on your most **currently issued DL or ID card**. If you only have one name, use the Last Name field.

Last Name (LN): *

First Name (FN): * (If applicable)

Middle Name (MN): * (If applicable)

Suffix: * (If applicable)

Date of Birth (DOB) (MM/DD/YYYY): *

Online form available at

www.leonvotes.org/Portals/Leon/Documents/Voter%20Registration/dsde39_form.pdf



