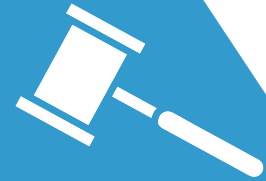


Law Day 2018 ★ 60th Anniversary

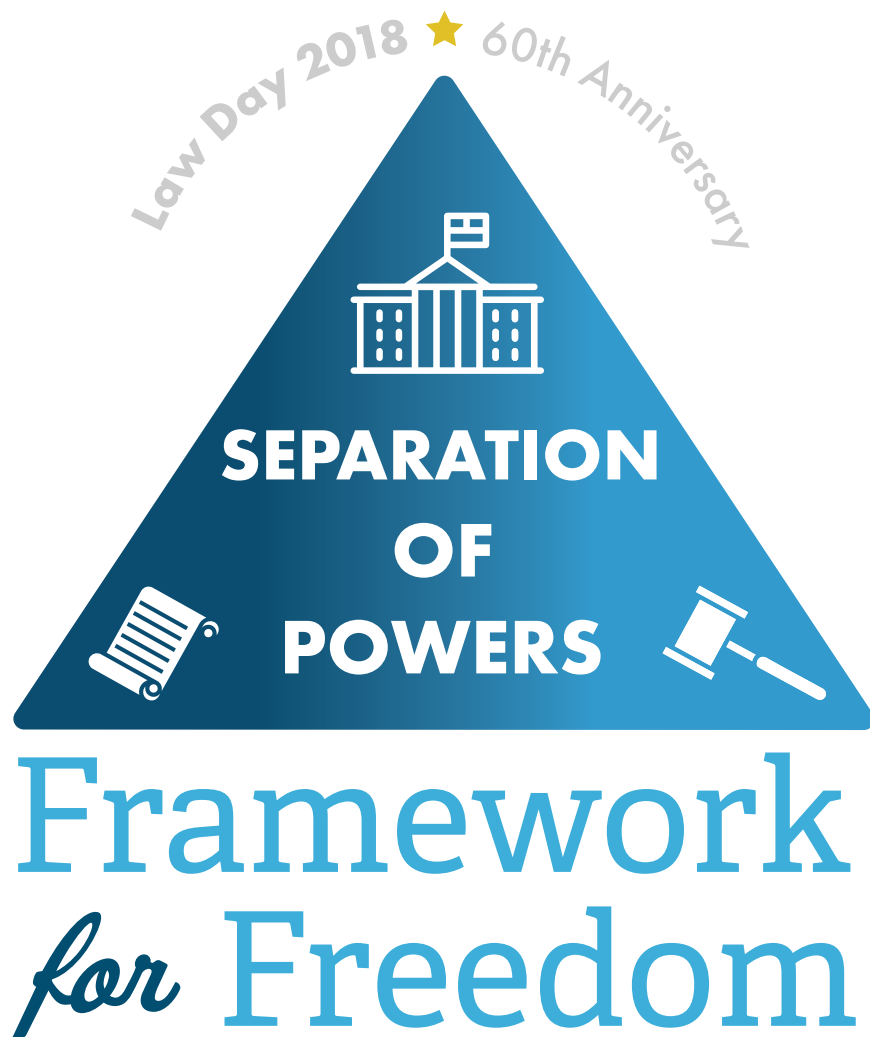


**SEPARATION
OF
POWERS**



Framework
for Freedom

PLANNING GUIDE



The U.S. Constitution sets out a system of government with distinct and independent branches—the Congress, the Presidency, and the Supreme Court. It also defines legislative, executive, and judicial powers and outlines how they interact. These three separate branches share power, and each branch serves as a check on the power of the others. “Ambition must be made to counteract ambition,” James Madison explained in *The Federalist 51*. Why? Madison believed that the Constitution’s principles of separation of powers and checks and balances preserve political liberty. They provide a framework for freedom. Yet this framework is not self-executing. We the people must continually act to ensure that our constitutional democracy endures, preserving our liberties and advancing our rights. The Law Day 2018 theme encourages us to reflect on the separation of powers as fundamental to our constitutional purpose and to consider how our governmental system works for ourselves and our posterity.

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ABA President's Law Day Message



The phrase “separation of powers” does not appear anywhere in the text of the U.S. Constitution, yet it is likely one of the most important concepts in understanding how the U.S. government is designed to defend the liberties that Americans had fought the Revolutionary War to achieve.

When the Framers gathered at the Constitutional Convention in Philadelphia in 1787 to consider how to revise the Articles of Confederation, they widely agreed that the new government should not have too much power. Otherwise, it would threaten the freedom of the people. To limit the power of the national government, the Framers decided to divide power within it. As James Madison wrote in *The Federalist* #47, “The accumulation of all powers, legislative, executive, judiciary...may justly be pronounced the very definition of ‘tyranny.’” A divided federal government, he explained, was “stamped with the authority of more enlightened patrons of liberty.” Likewise, Thomas Jefferson called the distribution of power “the first principle of good government.”

The Framers emerged from the Convention having drafted a constitution that created a national government consisting of three branches—executive, legislative, and judicial. Each branch was to be separate from the other, but each would retain distinct powers that the other branches did not have. In order for the government to work properly, all three branches were needed, and no one

branch was to have too much power.

Without this separation, one Supreme Court justice wrote, “the Bill of Rights would be worthless.” The Constitutional structure of our three-part government provides a framework for our freedom, preserving liberty and advancing our rights.

A workable structure for the government alone, however, is not sufficient to protect the rights and liberties of the people. For that to occur requires an engaged citizenry. Each of us as individuals has a responsibility to act to ensure that our government works properly and protects the freedom of the people. Making the effort to be an informed citizen; contacting your local, state, and national representatives about issues that are important to you; attending town hall meetings; and most importantly voting; all help to ensure that all levels of our government serve the people. We are also called upon to respect the rights of others when they exercise their freedom of speech or their freedom of religion, and to unwaveringly defend the freedom of the press.

The Law Day 2018 theme enables us to reflect on the principles of separation of powers and our role in the government as citizens. Let us take this opportunity in the coming year to consider how power is shared in our government and how we can work together to preserve our liberties and advance our rights.

Hilarie Bass
President, American Bar Association



Message from the National Law Day Chair



On behalf of the American Bar Association, I extend a heartfelt thanks and appreciation for your efforts to educate and engage our communities in one of the quintessential principles enshrined in the United States Constitution—the separation of powers in government. The success of Law Day starts with local leaders like you.

Our Law Day 2018 theme “Separation of Powers: Framework for Freedom” takes a nonpartisan look at checks and balances and how that applies to our government. The 2018 Law Day theme intends to go a step beyond what we learn in textbooks in order to underscore the importance of this system of government set forth by the Founding Fathers.

To assist with your efforts for Law Day 2018, this Planning Guide provides valuable resources, programming ideas, and tips on reaching diverse audiences. Whether you are planning a Law Day program for young people, adult learners, bar groups, court visitors, community groups, or civic organizations, this guide offers tools to help you plan, publicize, and implement a successful event. The pages that follow include an overview of separation of powers, talking points to use in speeches and op-eds, and lesson plans for use when speaking with students. In addition, there is a look back at 60 years of Law Day history, as we celebrate the 60th Anniversary of Law Day’s establishment in 1958 by President

Dwight D. Eisenhower. We hope you will turn to this guide for information and visit www.lawday.org to take advantage of additional resources.

Don’t forget to let us know about your events. Share your ideas and we will post them on the Law Day website. Please contact us at www.lawday.org should you need further assistance. I wish you the very best in your Law Day 2018 planning.

Jacqueline Becerra
National Law Day Chair, American Bar Association



WHAT IS LAW DAY?

Law Day, held annually on May 1, is a national day set aside to celebrate the rule of law. Law Day underscores how law and the legal process contribute to the freedoms that all Americans share. Law Day also provides an opportunity to recognize the role of courts in democracy and the importance of jury service to maintaining the integrity of the courts.

How did Law Day begin?

1957: American Bar Association (ABA) President Charles S. Rhyne envisioned a special day for celebrating our legal system.

1958: President Dwight D. Eisenhower established Law Day as a day of national dedication to the principles of government under law.

1961: Congress designated May 1 as the official date for celebrating Law Day.

When is Law Day celebrated?

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

How is Law Day celebrated?

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

Why is a theme selected?

A theme is chosen to provide an opportunity to spotlight a particular aspect of law or the legal process—often an anniversary or timely topic—and its impact on people's lives.

Who conducts Law Day programs?

Law Day programs are conducted by bar groups, courts, schools, youth groups, and community organizations, to name a few. But any person or group that wants to spread the important message about the rule of law and its critical role in society may hold a program.

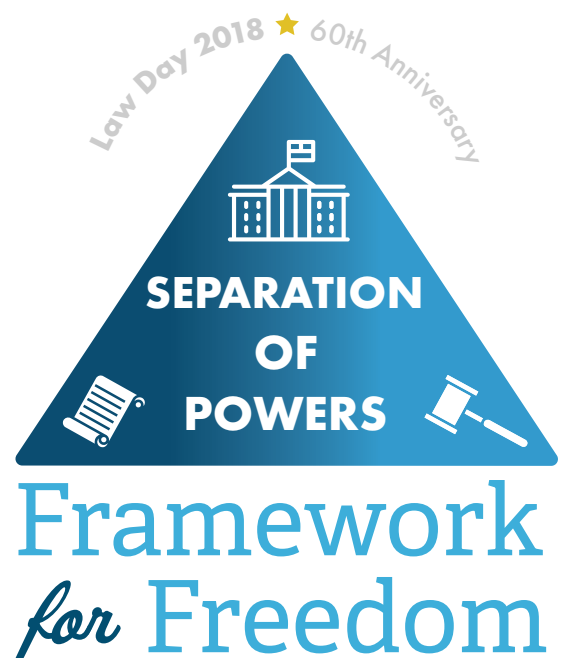
Are additional Law Day resources available?

Yes. In addition to the information that you find in this planning guide, other helpful resources are available on the Law Day website at www.lawday.org. Visit often between January and May for updates on Law Day activities. You may also sign up for monthly email notifications.

Who may I contact with Law Day questions?

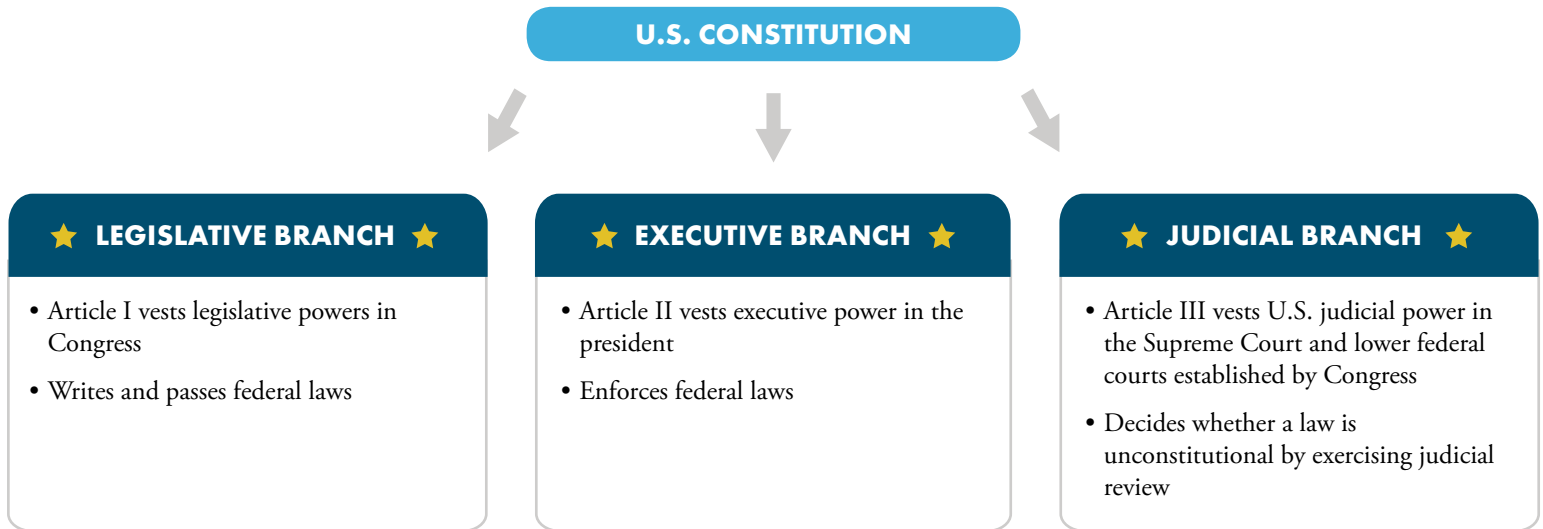
Chandra Fitzpatrick, Senior Outreach Manager for the ABA Division for Public Education.

Chandra can be reached at 312.988.5720 or at chandra.fitzpatrick@americanbar.org.

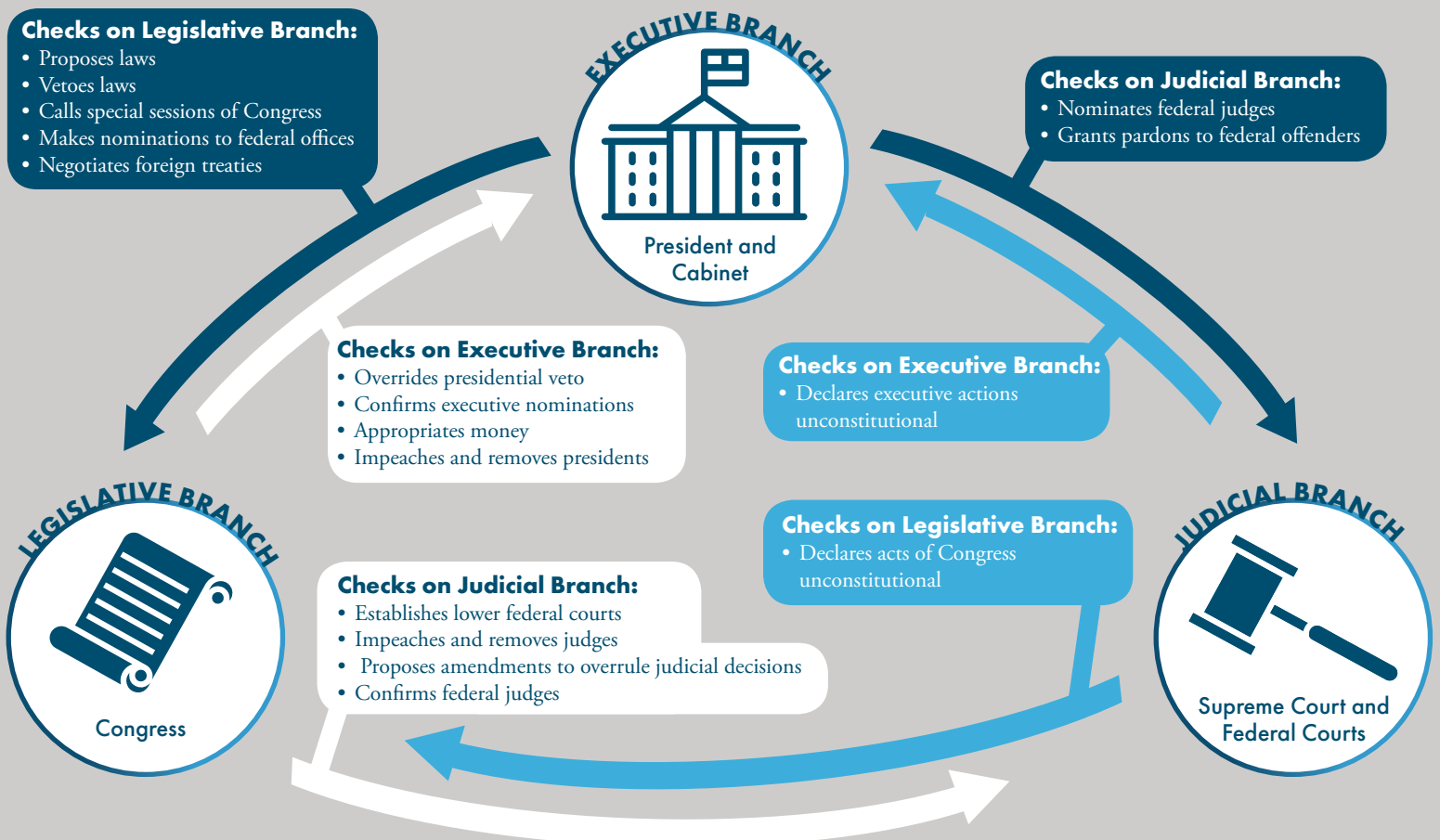


Separation of Powers at a Glance

The United States Constitution sets out a system of national government with three branches—legislative (Congress), executive (President), and judicial (Supreme Court). The Constitution vests important functions in each of the branches, meaning it gives them separate, distinct powers. This separation of powers and the principle of checks and balances aim to prevent any branch from getting too powerful and becoming oppressive.



Checks and Balances



PLANNING YOUR EVENT

The Law Day 2018 theme, “Separation of Powers: Framework for Freedom,” provides an excellent opportunity to engage diverse audiences throughout the community in meaningful discussions that provide insight into the theme.



As you plan your program, think about the distinct roles of our three-part governmental structure, and how the principles of separation of powers and checks and balances are intended to preserve political liberty. You might consider what elements of the topic are most relevant for conversation in your community. Look for opportunities to hold events, invite speakers, form community partnerships, and engage the entire community. The following are program and activity ideas by audience.



Legal Community

Many lawyers and judges are eager to engage with members of the community in order to foster public understanding of the rule of law and the legal system. Law Day provides an excellent opportunity to reach public audiences. Members of the legal community are often available to collaborate with other organizations to ensure that programs reach the intended audience. Reach out to the following types of legal groups if you are seeking assistance with your programs:

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



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

Ask-a-lawyer programs

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

Court tours

The courts can be a fascinating place for members of the community. Consider holding a court open house, where attendees might tour the courthouse, see a courtroom, and explore. Take an opportunity to connect the space to the legal process and offer explanations about the rule of law, such as how courts work, what courts do, jury service, and locating lawyers.

Information fairs

Law Day provides an opportunity to share not only information about the Law Day theme but also other important legal literacy essentials and services provided by local and federal courts, law enforcement agencies, and law-related community organizations. Consider holding an information fair at community outlets such as government offices, community centers, churches, libraries, coffee shops, malls, or grocery stores.

Advocate awards and recognition

Law Day 2018 is an excellent opportunity to present the Liberty Bell Award and hold state or local ceremonies noting the special accomplishments of area advocates for legal rights. Lawyers, judges, or community members whose contributions may normally go unheralded might be nominated by, or introduced to, the community during the Liberty Bell Awards presentation.

Mock trials

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



Fundraisers

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



Law Students

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

There are a variety of ways to engage law students in your programming. Law students often assist in facilitating the activity on their campus or in an elementary or secondary classroom. They can also be a great resource for sharing Law Day information throughout the campus or simply participating as an attendee in your program.

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

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

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

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

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

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

Public forum

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



Career panel

Invite alumni and lawyers in your community to speak to students about careers in law and government. Introducing law students to the diverse work being done should inspire them and possibly open new career avenues.

Awards program

Work with the law student government, alumni association, and/or local bar association to create an awards program to recognize law students or alum who are doing important work to ensure and protect justice and human rights. Awards can be given out during a luncheon or dinner program.



Book discussions or movie night

Select a movie or book for discussion within the law school community as a whole. Discussion can take place during a formal meeting or through online chat and message groups. (See page 13 for suggestions on movies and books to further your Law Day 2018 discussions.)

College and University Students

Law Day falls near the end of the academic year at many colleges and universities, providing an opportunity for students to be engaged throughout the spring semester in planning a program or event for the campus community. Colleges and universities have many channels to connect to students interested in this year's theme, "Separation of Powers: Framework for Freedom," and its related principle of checks and balances.

Possible starting points include:

- Student government office
- College or university library
- Political science department
- Student newspaper, radio, or television
- Student political action groups
- Student clubs and organizations (see Student Affairs or Student Life offices)
- Campus Compact—state affiliates
- Democracy Commitment or American Democracy Project

This year's Law Day theme lends itself to creative opportunities for discussion and civic engagement. Students at community colleges and four-year or research institutions can work with faculty, community groups, and the legal community to develop programs and events that allow diverse audiences to learn about and discuss separation of powers and how it is fundamental to our constitutional purpose and to our posterity.

Campus forum

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



Book or film discussion

Books and films can provide an entree into discussions related to equity and balance of powers. For suggested books and films, see page 13.

Poetry slam

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

Film contest

Encourage students to put their movie-making skills to work. Students might develop public service announcements related to Law Day and air them on the campus television station or might film original documentaries. Consider allowing the campus community to vote on the winners.

Essay contest

Develop a provocative question related to the Fourteenth Amendment and allow students to respond. Highlight essays by sharing them on a special website or print winning essays in a regular alumni publication.



Campus conference or poster session

Allow students to showcase their research or problem-solving ideas on issues relative to separation of powers.

Art exhibit

Curate an art or photography exhibit related to the checks and balances theme. Display the exhibit in a campus museum or other public area and invite the public to view it.

Theater or other arts programming

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

Sidewalk chalking event (if permitted on campus)

Perhaps you simply want to spread a message about equality or the rule of law. Do not overlook the straightforward and effective method of sidewalk chalk.



Grades K–12

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

Poetry slam or spoken word night

For ideas, visit <http://poetryslam.com> or <http://www.powerpoetry.org/actions/5-tips-spoken-word>.

Art contest

To illustrate their perspective on the Law Day theme, "Separation of Powers: Framework for Freedom," students can be asked to showcase their creativity in video, photography, writing, drawing, painting, silk-screen t-shirts, or collage. Details about the ABA's Law Day 2018 Art Contest can be viewed [here](#).

YouTube video contest

For instructions on how to set up a contest, visit <http://goo.gl/CNHZL>.

Debate or speech competition

Students vie to create an argument for a given topic pertaining to this year's Law Day theme, "Separation of Powers: Framework for Freedom."



Student mock trial

You can find mock trial scripts at <http://goo.gl/Ru6Lp>.

Student journalism contest

Students submit stories that feature various separation of powers and rule of law topics happening in their communities.

Global map project

Have students compare federal government in the United States to other countries around the globe.

Gallery walk in the classroom

Students can explore multiple historical documents, texts, and current news articles that are hung up around the classroom. This is a good way to introduce topics for discussion or writing.

Oral histories collection

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

Toolbox project

Students can create a toolbox for equity and checks and balances to encourage personal connections between these ideas and historic/current events.

<http://www.facing.org/resources/strategies/toolbox-project>.

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



General Public

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

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

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

Town hall or public debate

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

Community awareness campaign

Consider a Law Day public awareness campaign about separation of powers. Utilize traditional media outlets, such as the local news, but also think about billboards, roadside panels, street signs, or community bulletin boards as places to share a message.

One book, one community

Some communities have success with "one book" campaigns, where members of the community are encouraged to read a particular book, and then participate in related discussions. See the book suggestions on page 13, and consider a Law Day One Book campaign.

Test the community's knowledge

Develop a survey related to the Law Day theme. Questions about the three branches of government and their distinct roles in the political process might be included. Spotlight survey respondents or results in community media outlets, or use the results to tailor a topic for a community-wide town hall meeting.

Community-wide open house

Most communities have locations that foster equality. A courthouse, city hall, park, library, museum, community center, or school might be examples. Does your community have access to a presidential library, historic site, or historic home? Plan a community open house to allow citizens to explore how their community is working toward equality and justice.

TIPS FOR PLANNING YOUR EVENT

Schools are busy places with tight schedules. Here are five simple tips to help make a successful connection with schools and ultimately with students.

1

Make early contact

Contact the schools now to be sure that Law Day 2018 is on the calendar. Once confirmed, provide reminders from time to time.

2

Reach out to stakeholders

Ask yourself, "Who in my community has a vested interest in schools and law-related education?" These are the people who should be on your planning committee. They will be able to help you organize and implement creative Law Day activities for students. Be sure to include education personnel and students. They know the audience that you are trying to reach and will be helpful in making your event a success.

3

Research educational goals

Ask the educators on your planning committee to identify the curriculum goals that the Law Day lessons support. Make these correlations top talking points when requesting to conduct Law Day activities in the school.

4

Don't limit your outreach to schools

Community agencies and nonprofit organizations that work with youth, such as the YMCA, Boys and Girls Clubs, and Girl Scouts or Boy Scouts will welcome your presentations.

5

Provide reference materials

Help the teachers or organization leaders remember Law Day by distributing the "About Law Day," the "About the 2018 Law Day Theme," and "60 Years of Law Day" sheets. Include appropriate contact information.

PUBLICIZING YOUR EVENT

Even the most content-rich, flawlessly executed Law Day program is of little value if no one attends or if no one hears about it until after it has taken place. Following the steps below will help you reach as many people as possible.

Send Out Media Releases

Prepare a written announcement about your Law Day programs and send it to local media outlets. Many newspapers have community events sections that will list your event for free. Radio and television stations do this as well. Some media outlet websites will allow you to enter the event information directly through an online form. Don't forget that many online news sites have community calendars as well. Wherever possible, tailor your releases to the editor of the section where you want the announcement to appear (e.g., "attention community events editor"). It is possible that you may be able to get a newspaper or other media outlet to do an actual news story on your event. But you must think of a news hook that makes the event particularly interesting or timely for that media outlet's audience (e.g., a prominent speaker, a special award, etc.). Do send your release to radio and TV stations or newspapers, but don't forget to include new media, such as blogs and online news sites. An increasing number of people are getting their news from these sources.

Write Letters to the Editor

A letter to the editor is an excellent way to reach newspaper readers. Keep in mind that with the high cost of newsprint, most newspapers keep these letters from the public very short. You should use this space to discuss the Law Day theme or the importance of Law Day rather than just to market the event. The community calendar is a more appropriate place to promote the event itself. Consider submitting your letter to smaller community newspapers where it is more likely to be published, rather than to a major metropolitan newspaper that can receive hundreds or even thousands of submissions per day.

Submit Articles for Publication

Many newspapers and community newsletters accept submissions from the public. Publication standards are often posted to their websites. So check with the specific publication before writing such a piece. Keep the audience in mind when crafting your article, making the topic interesting to the reader.

Collaborate with Community Groups

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

Connect with Your Contacts

It is a good idea to send a calendar of your Law Day events to everyone who might be able to help you get the word out. This includes schools, libraries, local law firms, public interest groups, government agencies, law schools, courts, and the like. Word of mouth is an invaluable, cost effective marketing tool.

Engage the Media

Consider having journalists on your Law Day planning team, inviting them to your event, and involving the media where possible, as it could pay huge dividends when it comes time to publicize your event. Having members of the local media engaged in the planning of your event gives them a vested interest in its promotion and success.

Make Your Event Newsworthy

Inviting a prominent speaker or conducting an interesting and innovative Law Day activity are two common ways of getting the media interested. If you have a Law Day contest (an essay competition, for example), prepare a release announcing the winner and ask local media outlets if they would be interested in publishing the top entries.





Prepare PSAs

Public service announcements (PSAs) are a media version of pro bono assistance. When publications have extra print space or when radio and TV stations have extra air time, they might agree to run a brief ad for a community group that provides a specific service or message. Print publications often prefer to receive PSAs in various sizes so that they can be used to fill holes on a page that might otherwise require a different layout.

Take Photos

Newspapers in particular appreciate receiving photographs to enliven written stories. Newspapers often insert photos of community events with a caption describing the event's significance. While this might seem like a small amount of coverage, surveys show that photos and captions are among the most viewed (and remembered) parts of a newspaper. Having a photograph of your Law Day event substantially increases the likelihood of it receiving coverage.

Use Social Media

People now obtain much of their information from social networks. Don't be shy about using social media to spread the word about your event. Facebook, Twitter, Instagram, and LinkedIn all provide excellent opportunities to promote an event or activity at no cost. Consider using the hashtag #LawDay in your posts to give your message even more visibility among those looking for communications related to Law Day. Although social media messages are typically very short (280 characters for Twitter), you can always link to a web page with more detailed information. If the event page URL is lengthy, you may use a free URL shortener service such as tinyURL or Goo.gl to make links a manageable length for use with social media.

Please refer to www.lawday.org for more web and social media tips and information.

EVENT PROMOTION CHECKLIST

Before the Event

- Add a journalist or media professional to your Law Day planning group.
- Plan an event that is newsworthy.
- Update and compile your media contact list.
- Send a press release to media contacts announcing the event.
- Add your event to community calendars.
- Engage with your audience via social media (send out announcements, reminders, and event updates).
- Check lawday.org for sample resources and recommendations.
- Submit articles and letters to the editor for publication.
- Invite journalists to attend.
- Follow up with reporters a week prior to the event to encourage participation/coverage.

Day of the Event

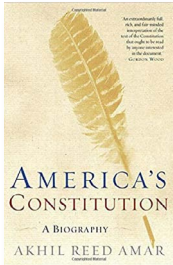
- Contact local media again as a final reminder of the day's events (offer any additional information that may be needed).
- Have a photographer take professional quality photos of the event.
- Have a greeter welcome media representatives who attend.
- Introduce your spokesperson to the media.

After the Event

- Create a post-event news release (include how many people attended, interesting points of note, quotations from attendees, and a contact person to arrange interviews).
- Send the release and event photographs to media contacts.
- Collect clippings and take note of coverage your event receives so its success can be documented.
- Send thank you notes to all journalists who attended whether or not they write a story.
- Take note of what strategies worked and those that did not to refine your media outreach for next year's Law Day event(s).
- Enter the Law Day 2018 Outstanding Activity Awards at www.lawday.org.

SUGGESTED RESOURCES

Books and Articles, Adults



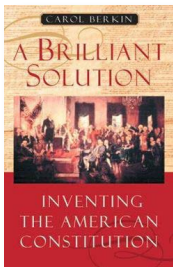
Akhil Reed Amar
America's Constitution: A Biography, 2006.

This book gives the first comprehensive account of one of the world's great political texts. This “biography” of America’s framing document explains not only what the Constitution says but also why the Constitution says it.



Douglas Kriner and Eric Schickler
Investigating the President: Congressional Checks on Presidential Power, 2016.

Investigating the President shows that congressional investigations are a powerful tool for members of Congress to counter presidential aggrandizement. Investigations can exert significant pressure on the president and materially affect policy outcomes. Douglas Kriner and Eric Schickler construct a comprehensive overview of congressional investigative oversight, analyzing nearly 13,000 days of hearings, spanning more than a century, from 1898 through 2014.



Carol Berkin
A Brilliant Solution: Inventing the American Constitution, 2003.

Revisiting all the original historical documents of the period and drawing from her deep knowledge of 18th-century politics, Carol Berkin reveals the issues, arguments, and compromises the founders faced, the times they lived in, and their humble expectations of success.



The New York Times
James Madison's Lessons in Racism, by Noah Feldman, 2017.

In this opinion piece Noah Feldman looks at what Americans can learn from James Madison’s contradictions on race in principle versus practice.



Josh Chafetz
Congress's Constitution: Legislative Authority and the Separation of Powers, 2017.

Josh Chafetz shows in his original analysis that Congress has numerous powerful tools at its disposal in its conflicts with the other branches. Drawing extensively on the historical development of Anglo-American legislatures from the 17th century to the present, Chafetz concludes that these tools are all means by which Congress and its members battle for public support.



Peter W. Barnes
Marshall, the Courthouse Mouse: A Tail of the U.S. Supreme Court, 1998

This biography of antislavery lawyer and Ohio Congressman John Bingham, whom Justice Hugo Black termed “the Madison of the...Fourteenth Amendment,” argues that Bingham, a pivotal figure in the post–Civil War period, deserves recognition as one of our country’s constitutional founders, a “son” to the earlier “fathers.”

Books, Children

Documentaries

Children of the Camps (1999)

Children of the Camps is a one-hour documentary that portrays the poignant stories of six Japanese Americans who were interned as children in U.S. concentration camps after President Roosevelt issued Executive Order 9066 during WWII.

<http://www.pbs.org/childofcamp/documentary/index.html>



Multimedia

Civics 101: A Podcast, Episode 34—Separation of Powers

This episode untangles two terms that are closely related, but not the same: *separation of powers* and *checks and balances*. University of Minnesota Law Professor Heidi Kitrosser helps to explain how the executive, judicial, and legislative branches are separated and, once separated, how they ensure those powers are kept in check.

<https://www.civics101podcast.org/civics-101-episodes/ep34>



The story of we, the people.

National Constitution Center Podcast: What Would Madison Think Today?

The National Constitution Center explores what James Madison would think of today's presidency, Congress, courts, and media and how we can resurrect Madisonian values today.

<https://constitutioncenter.org/blog/podcast-what-would-madison-think-today>

National Constitution Center Podcast: War Powers and National Security

Deborah Pearlstein and Sai Prakash join National Constitution Center president and CEO Jeffrey Rosen to discuss presidential war powers and Congress's role in national security.

<https://constitutioncenter.org/blog/podcast-war-powers-and-national-security>

Youngstown Sheet and Tube Co. v. Sawyer, from Quimbee

This animated vignette provides the background and case brief of the landmark U.S. Supreme Court case of *Youngstown Sheet and Tube Co. v. Sawyer* (1952). The Court's ruling in this case provided a framework for evaluating the limits of presidential power.

<https://www.youtube.com/watch?v=TqePUkGtm4o>



Educational Resources for Teaching Middle and High School Students

American Bar Association Division for Public Education

Insights on Law & Society: Presidents and the Constitution (Fall 2016)

Insights is a magazine for high school educators of civics, government, history, and law. This issue features scholarly articles and lesson plans on how presidents interpret the Constitution, presidential appointments, and executive orders.

https://www.americanbar.org/publications/insights_on_law_and_society/17/fall-2016.html



Annenberg Classroom

The Legislative Process: How a Bill Becomes a Federal Law

In this video, Representative Pete Sessions (R., Texas) and Senator Dianne Feinstein (D., California) explain the process of turning a bill into federal law as they field questions from high school students.

<http://www.annenbergclassroom.org/page/the-legislative-process-how-a-bill-becomes-a-federal-law>

The Role of the Courts

In this series of short videos, judges explain separation of powers, the roles of the three branches of government, and the system of checks and balances, as well as landmark cases related to separation of powers.

<http://www.annenbergclassroom.org/page/the-role-of-the-courts>



Ben's Guide to the U.S. Government

This website, a service of the Government Publishing Office (GPO), is designed to inform students, parents, and educators about the federal government. Information is categorized for ages 4–8, 9–13, and 14 and older.

<https://bensguide.gpo.gov/>



Constitution USA with Peter Sagal

Episode I—Federalism (Philadelphia and the Constitutional Convention video segment)

Video segments from the program can be used for the classroom and middle and high school student guides are available to help frame the issues, including discussion questions for students as they learn how the U.S. Constitution established a new framework for three separate but equal branches of government.

<http://www.pbs.org/tpt/constitution-usa-peter-sagal/classroom/episode-1-federalism/>



iCivics

Branches of Power

This online game immerses students in the workings of the three branches of government as they take on the roles of legislator, president, and Supreme Court justice to get constitutional laws enacted. Players juggle several bills at once while holding press conferences and town hall meetings.

<https://www.icivics.org/games/branches-power>



Indiana University Center on Congress

Engaging Congress (app)

Engaging Congress is an interactive game that uses primary source documents to explore the basic tenets of representative government and the challenges they face in contemporary society.

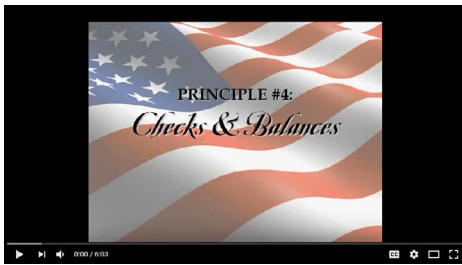
<https://engagingcongress.org/>

History Navigator

Constitutional Principles #4: Checks & Balances

This short vignette begins with distinguishing separation of powers from checks and balances before providing specific examples of how each branch of government has the power to check the others in order to protect citizens from tyranny.

<https://www.youtube.com/watch?v=tpy3Cy1RscY>



House of Bards

Mock Congress Simulation

Larry Pahl, vice president for the Illinois Council for the Social Studies, shares the process he uses for facilitating a mock Congress for the seniors at his high school. Their job is to craft a bill on an assigned topic that is practical, tangible, and affordable. Students learn that they wear many hats as members of Congress, especially those of bill writing and committee work.

<https://mrpahl.wordpress.com/2015/11/23/house-of-bards/>

Khan Academy

The Constitutional Convention (Part 1)

Through a series of timelines, charts, and photos, this video provides an instructional overview of the Articles of Confederation, the Constitutional Convention, the Great Compromise, and some of the issues that were addressed in creating the foundation for our modern structure of the legislative branch.

The Constitution (Part 2)

This video concentrates on the Constitution as a document and its purpose as a broad set of ideas around which lawmaking decisions could happen. It then looks at the first three articles of the Constitution and the roles of the three different branches of government.

<https://www.khanacademy.org/humanities/us-history/road-to-revolution>



Street Law, Inc.

United States v. Nixon (1974): Watergate, Checks and Balances

In this series of lessons, students analyze *U.S. v. Nixon* to discuss the principles of democracy and to learn how the Supreme Court has ruled on executive privilege and the limits of presidential power.

<http://landmarkcases.org/en/landmark/cases/United-states-v-nixon>



Teaching About Law. Advancing Justice for All.

Ted-Ed

Separation of Powers

This short vignette reviews how Articles I–III of the United States Constitution allow for three separate branches of government (legislative, executive, and judicial), along with a system of checks and balances should any branch get too powerful.

<https://ed.ted.com/on/QpXQ47ND#review>

ELEMENTARY LESSON PLAN

U.S. GOVERNMENT: ROLES AND RELATIONSHIPS

Overview: In this activity, students study five primary sources related to the 1952 U.S. Supreme Court case, *Youngstown Sheet and Tube Co. v. Sawyer*. The landmark decision articulated limits to presidential power and outlined standards for analyzing presidential executive orders that are still in use by courts today.

Grades: 3–6 (Modifications for various grade levels are provided.)

Time: 45 minutes

Select materials

- Chart paper or whiteboard and markers
- Photos of the White House, Supreme Court, and U.S. Capitol Building
- [Branches of Government Backgrounders and Separation of Powers Chart Handout](#)
- [Ted-Ed Separation of Powers Vignette](#)
<https://ed.ted.com/on/QpXQ47ND#review>



WARM UP

Grades 3-4:

The U.S. Constitution was written more than 200 years ago in 1787. It outlined the structure of the new government, dividing our government into three main branches with different jobs. Today we will be learning more about each of these branches of government and how the Constitution set up a system of checks and balances so that no one branch of government has total power over the country.

- 1 Place the photos of the White House, Supreme Court, and U.S. Capitol Building on three pieces of large chart paper or display on a wall of the classroom.
- 2 Ask students if they can name any of the buildings, and write their titles under the photos. Share with students that the three branches of our government are represented by these buildings in Washington, D.C.
- 3 Ask students to share what they know about what happens in these buildings or about the three branches of government. After students are done sharing their ideas, inform them that they will be watching a short video to learn more about the different jobs that each branch of government has.

Video viewing directions

- Stop the video after the 1:00 minute mark to review the introduction. The image with “We the People” across the top is our Constitution. The Constitution was written to create the rules that the government would have to follow and describe the government’s structure. The founders wrote the Constitution to ensure that no single person, like a king, could have all the power over the people.
- Refer to the three-column chart. Under the Capitol Building, write “Legislative Branch.” Inform students that they will be learning about the legislative branch. Stop the video after the 1:51 minute mark, and ask students to share what they learned about the legislative branch. Write the answers on the Legislative chart paper.
- Next, stop the video at the 2:32 minute mark, and ask students to share what they learned about the executive branch. Write the answers on the Executive chart paper.
- Next, stop the video at the 3:04 minute mark, and ask students to share what they learned about the judicial branch. Write the answers on the Judicial chart paper.

- 4 Students will provide a variety of answers. Offer students additional help in answering the questions according to the needs of each class. By the end of the warm-up, the class should have a chart that looks similar to the one below.



Name of Building:
U.S. Capitol Building

Branch of Government:
Legislative Branch

Members of the Legislative Branch:
Members of Congress (the Senate and House of Representatives)

Job: The legislative branch makes the laws.



Name of Building:
The White House

Branch of Government:
Executive Branch

Members of the Executive Branch:
The president and vice president of the United States, cabinet members, department and agency employees

Job: The executive branch enforces the laws, or makes sure that people follow the law.



Name of Building:
U.S. Supreme Court

Branch of Government:
Judicial Branch

Members of the Judicial Branch:
U.S. Supreme Court justices and federal judges

Job: The judicial branch interprets the law and helps people understand what the law means.

- 5 After completing the warm-up, tell students that they are going to work in groups to learn more about the jobs of each branch of government and the relationship between these branches. Arrange students into groups of four. Each group will focus on one branch of government, so there will be multiple groups of students working on the same branch of government.

- 6 Each group will read their backgrounder, complete their handout, and be ready to share what they learned with the rest of the class.

- 7 The session can be concluded by asking students, “What are some of the most surprising or interesting things that you learned about our government? Which branch of government would you like to work in? Why?”

MODIFIED FOR GRADES 5–6

U.S. GOVERNMENT: ROLES AND RELATIONSHIPS

Overview: Students will be introduced to the relationship between the U.S. Constitution and the three branches of government through a short video before working in groups to examine the role of each branch of government more closely. Students will then go through a series of scenarios that highlight separation of powers and checks and balances in action in order to gain a better understanding of the working relationship between the branches.

Select Materials

- Chart paper or whiteboard and markers
- Photos of the White House, Supreme Court, and U.S. Capitol Building
- [Branches of Government Backgrounders and Separation of Powers Chart Handout](#)
- [Checks and Balances infographic](#)
- [Pocket Constitutions or copies of Article I, II, and III of the U.S. Constitution \(optional\)](#)
- [Ted-Ed Separation of Powers Vignette](#)
<https://ed.ted.com/on/OpXQ47ND#review>



PART 1.

The U.S. Constitution was written more than 200 years ago in 1787. It outlined the structure of the new government, dividing our government into three main branches with different jobs. Today we will be learning more about each of these branches of government and how the Constitution set up a system of checks and balances so that no one branch of government has total power over the country.

- Play the short Ted-Ed video on separation of powers as an introduction/refresher for students.
- Debrief the video by asking students if they have any questions.
- Explain to students that they will be working together in small groups, of three to four students, to learn more about a specific branch of government and the relationship between all three branches.
- Each group will read their backgrounder, specified article from the U.S. Constitution, and the U.S. Government Checks and Balances infographic to complete their portion of the Separation of Powers chart. Students should then be ready to share what they learned with the class.
- *Extension—if students have access to pocket Constitutions, ask each group to find where the Constitution mentions the role of the branch of government they have been assigned to.
- After the groups have shared with the entire class, each student will have completed the Separation of Powers chart and will be ready to play the U.S. Constitution Power Grab game.

PART 2.

Separation of Power Scenarios (adapted from the NC Civic Education Consortium)

Divide students into groups of three, and hand out one of the Separation of Powers/Checks and Balances scenarios to each group. Students should discuss their scenario, decide which branches of government are involved, and determine how the concept of checks and balances applies. After giving students five minutes to work on their scenario, have each group report out their answers to the class. If there is time, repeat the activity with a new set of scenarios.

*Depending on the class, you may also want to ask students which parts of the Constitution support their answers. After giving students five minutes to work on their scenario, have each group report out their answers to the class. If there is time, repeat the activity with a new set of scenarios.

SEPARATION OF POWERS SCENARIOS

1. You are a member of the Senate working on a treaty with a foreign country to import oil.

- What branches of government will have to be involved in this process? How so?
- *What part of the Constitution gives certain branches of government the power to make and approve treaties?

2. You are the president and vice president of the United States. You are considering who to appoint as an ambassador to Germany and as the ambassador to France.

- Do you get to decide who becomes ambassadors to these countries? Are there other branches of government that will have to be involved in this process? If so, what branch, and how will they have to be involved?
- *What part of the Constitution indicates who has the power to appoint and approve an ambassador to a foreign country?

3. You are a member of Congress, and you have worked hard on a bill that the president has just vetoed.

- Is there still a chance that the bill can become a law?
- What course of action can you take to help your cause?
- *What part of the Constitution gives Congress the power to override a presidential veto?

4. You are president, and you have recently nominated a judge to become the next U.S. Supreme Court justice.

- Does the person that you nominate automatically become the next U.S. Supreme Court justice?
- Are there other branches that are involved in this process?
- *What part of the Constitution gives the president the power to nominate U.S. Supreme Court justices?

5. You are the president, and you are talking to the vice president and members of your cabinet about pardoning someone who is convicted of a federal crime.

- Will you need to have the approval from any other branch of government?
- *What part of the Constitution gives the executive branch power in this type of situation?

6. You are president, and you have been unhappy with the decisions made by one of the Supreme Court justices in several recent Court cases.

- Do you have the power to fire the justice?
- How does this scenario help explain our government's system of checks and balances?
- What are the advantages and disadvantages to the length of time that Supreme Court justices serve in office?

7. You are a justice on the Supreme Court, and the Court has ruled that a law passed by Congress is unconstitutional.

- Does the Court have the power to rewrite the law?
- Can the Court tell Congress to rewrite it?
- What happens to a law after the Court decides that it is unconstitutional?

MIDDLE SCHOOL LESSON PLAN

U.S GOVERNMENT: CHECKS AND BALANCES IN PRACTICE

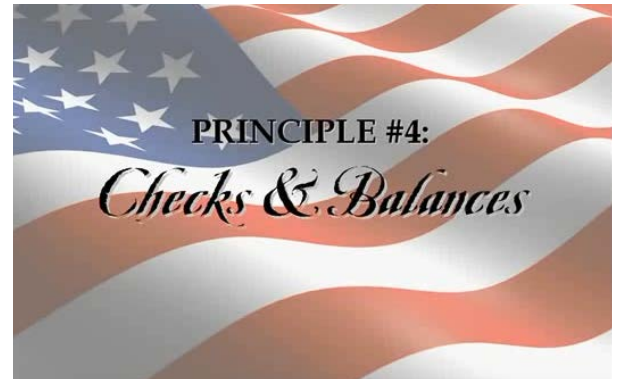
Grades: Middle or High School

Time: 50–90 minute class period

Overview: Students will use current newspaper articles to discuss issues regarding separation of powers and checks and balances within the U.S. government.

Select Materials

- Internet access to play the History Navigator
Constitutional Principles # 4: Checks & Balances video
- Five newspaper articles that raise issues with respect to the separation of powers in U.S. government
- [“President Nixon Refuses to Hand Over Tapes to Ervin Panel.” *New York Daily News*, Jan. 5, 1974](#)
- [“Trump Has Made His Supreme Court Nomination. What Happens Next?” *The New York Times*, Jan. 31, 2017](#)
- [“How Congress Is Taking Back Power from Trump on National Security.” *CNN*, July 1, 2017](#)



Introduction

Begin by playing the short vignette from the History Navigator, *Constitutional Principles #4: Checks & Balances* (<https://www.youtube.com/watch?v=tpy3Cy1RscY>).

Ask students to define the role of each branch of government.

- The **legislative branch** is composed of the Congress (made up of the House of Representatives and the Senate). This branch is responsible for making laws.
- The **executive branch** is made up of the president, vice president, cabinet members, and specific agencies. It is the job of the executive branch to make sure that laws are carried out.
- The **judicial branch** is composed of the Supreme Court and the lower federal courts. The judicial branch interprets or explains the laws.

Ask students to define and distinguish between the two terms: **separation of powers** (when the powers of government are divided among three separate branches) and **checks and balances** (when each branch has some ability to limit the power of the other branches).

Divide students into groups of four. Explain that each group will review a recent newspaper article that reports on governmental issues and the relationship between separation of powers and checks and balances. The groups will discuss the article, answer the questions on the handout, and prepare to report back to the class after a ten-minute group discussion. The facilitator may choose to have students answer questions regarding the article on large chart paper posted around the room instead of on the individual handouts.

SEPARATION OF POWERS, CHECKS AND BALANCES IN THE NEWS

Reader Investigation Guide

Name of Article: _____

Source: _____

1 What event or issue does the article describe?

2 How does the article involve the issue of separation of powers?

3 In what ways does the article illustrate the checks and balances between the branches of government?

Extension Questions

4 Do you think that the branches of government involved in this article exercised appropriate checks and balances on other branches? Please explain.

5 Where are there clear guidelines that establish the specific powers and checks and balances that are described in this article?

HIGH SCHOOL LESSON PLAN

PRIMARY SOURCE DOCUMENT ANALYSIS JIGSAW: YOUNGSTOWN SHEET AND TUBE CO. V. SAWYER (1952)

In this activity, students study five primary sources related to the 1952 U.S. Supreme Court case, Youngstown Sheet and Tube Co. v. Sawyer. The landmark decision articulated limits to presidential power and outlined standards for analyzing presidential executive orders that are still in use by courts today.

Select Materials

- [Youngstown Sheet and Tube Co. v. Sawyer PowerPoint presentation](#)
- [Youngstown Sheet and Tube Co. v. Sawyer Background handout](#)
- [Executive Order 10340—Directing the Secretary of Commerce to Take Possession of and Operate the Plants and Facilities of Certain Steel Companies, April 8, 1952](#)
- [Special Message to Congress on the Situation in the Steel Industry, April 9, 1952](#)
- [“Iron-Fisted Breach” cartoon from Knickerbocker News, April 23, 1952](#)
- [Excerpts from decision in Youngstown Sheet and Tube Co. v. Sawyer, decided June 2, 1952](#)
- [Excerpts from Special Message to Congress on the Steel Strike, June 10, 1952](#)

Background: President Truman’s Executive Order 10340 and Youngstown Sheet and Tube Co. v. Sawyer

On December 18, 1951, collective bargaining between steel companies in the United States and their employees broke down and led to an announcement that the employees would strike on December 31, 1951. In an attempt to reach an agreement between the parties, the Federal Mediation and Conciliation Service intervened. Its efforts were unsuccessful, and on April 4, 1952, the steel mill employees’ union gave notice of its intent to strike on April 9, 1952.

President Truman believed that a strike of any length would interfere with defense contractors and the domestic economy while the country was involved in the Korean War. Unable to mediate the differences between the union and the industry, President Truman issued an executive order on April 8, 1952, authorizing U.S. Secretary of Commerce Charles Sawyer to take possession of and operate most of the nation’s privately owned steel mills. President Truman immediately informed Congress of his action and stated his intention to abide by the legislative will. However, Congress took no action.

The Steelworkers praised President Truman and postponed their strike while steel companies and most newspaper editorials opposed the steel mill seizures. The steel companies brought suit in federal court. A U.S. District Court issued an injunction barring the government from continuing to hold the steel plants it had seized, which the U.S. Court of Appeals stayed. Both the government and the steel companies petitioned the U.S. Supreme Court for *certiorari*. The Court heard the case and issued a decision on June 2, 1952.

ACTIVITY PROCEDURE

1 Ask students to watch the first 2:03 minutes of the *Youngstown Sheet and Tube v. Sawyer* Quimbee video and read the background handout.

2 Divide students into small groups, and distribute one of the five primary-source documents to each group. Ask each group to review their primary source and discuss the following questions:

- What is your document?
- What are the main points in your document?
- How does your document relate to specific powers of branches of government, especially in relation to Truman's executive order?

Selected questions specific to each primary source:

Executive Order 10340, April 8, 1952 (Primary Source 1)

- What is the main reason President Truman provides for why the government is taking control of the steel mills?
- According to President Truman, where does his authority to seize the steel mills come from?

Special Message to Congress, April 9, 1952 (Primary Source 2)

- What is the tone of President Truman in this message to Congress?
- What is the goal of Truman's message to Congress? What action does he want Congress to take?

"Iron Fisted Breach," *The Knickerbocker News*, April 23, 1952 (Primary Source 3)

- What does this political cartoon show?
- Do you think the cartoonist is trying to say about President Truman's seizure of the steel mills?

Excerpts from *Youngstown Sheet & Tube Co. v. Sawyer*, decided June 2, 1952 (Primary Source 4)

- According to the opinion of the Court delivered by Justice Black, where must the president's power to issue this executive order come from?
- According to the opinion of the Court, how has President Truman overstepped his use of executive power?
- How does the Court describe the role of Congress in comparison to the role of the president?

Excerpts from Special Message to Congress, June 10, 1952 (Primary Source 5)

- What is President Truman's tone in this message to Congress?
- What action is President Truman asking Congress to take?
- What other avenues has President Truman tried to reach his goals in settling the issue with the steel mills?

3 After groups have had time to review their respective primary sources, ask them to share their source with the rest of the class. Throughout this, share that students should begin to see the back and forth that President Truman goes through as he attempts to exert his presidential power and it is checked by Congress, the Supreme Court, and Congress again.

4 After the discussion, it might be useful to ask the class to view the rest of the *Youngstown Sheet and Tube v. Sawyer* Quimbee video, which covers an analysis of the Court's ruling and Justice Jackson's concurring opinion. The opinion outlined a framework for how the Court thinks about the limits of presidential powers.

Justice Jackson's 3-Tiered Test

Standards of Presidential Authority

Order is supported by Congressional authority.

With Congress silent, order relies on presidential authority only.

Order contradicts Congressional authority.

LAW DAY 2017

OUTSTANDING ACTIVITY AWARDS WINNERS



To commemorate the 150th anniversary of the 14th Amendment, the 2017 Law Day theme explored how the Citizenship, Due Process, and Equal Protection Clauses of this transformative amendment served as the cornerstone of landmark civil rights legislation, the foundation for court decisions protecting fundamental rights, and a source of inspiration for those who advocate for equal justice under law.



Best Student Program



Orange County Bar Association (OCBA)

The OCBA engaged students in the history, purpose, and impact of the 14th Amendment. The array of programming hosted for young people included: a Teach-In, where lawyers visited classrooms to discuss citizenship, equal protection, and the importance of the 14th Amendment; 5K Medal Contest, which got youth involved in a community-wide activity to design the winning medal; Poster and Speech Contests, where the student winners recited their speech at the Liberty Bell Awards Luncheon; Big Bad Wolf Mock Trials for elementary school students, and DUI Mock Trials for high schoolers; Pathways in Law and Judge Shadowing, which provided underserved high school students the opportunity to interact with legal professionals and better understand the rule of law; and a Naturalization Ceremony, where area Girl Scout troops were able to assist. High school juniors in the local districts viewed the DUI mock trial, due to the partnership with the Orange County Public Schools. View a synopsis of all the OCBA Law Day activities.

www.orangecountybar.org

Best Public Program

Friends of City Heights Library

A collaboration of over 20 municipal, educational, community service, and nonprofit organizations produced diverse activities that engaged a wide audience at the City Heights Library. More than 40 volunteer attorneys participated in presentations and free consultations for the community during a day of counseling and teaching on a range of legal topics. One panel focused on the 14th Amendment and how San Diego promotes and protects the rights guaranteed by the amendment. A town hall led by local officials provided information on how the audience could protect their rights if confronted by immigration and customs enforcement or the police. Students were involved in a Careers in Law discussion, encouraging interest in different legal careers and showing what a day is like in the respective roles. Mentoring opportunities were set up with students, as well as a Networking at City Heights function that brought together job seekers and prospective employers. Court-certified interpreters volunteered throughout the day to translate the presentations. Free pocket U.S. Constitutions and Know Your Rights cards were given to the more than 1,135 participants. www.cityheightslaw.org



Best Theme Interpretation

Utah State Bar

Utah State Bar's Law Day programming focused on activities such as a 16-page Law Day special edition in two Salt Lake City daily papers; an art contest; mock trials; an awards luncheon for lawyers and nonlawyers, which involved area youth; a 5K run/walk that raised \$45,000 for access-to-justice programs; and a panel discussion on the 14th Amendment. Utah State Bar had a unique approach to informing the public about the 14th Amendment and its enduring relevance today. They commandeered newspapers and used social media and broadcast media to advertise the print campaign. The Law Day special edition was circulated in over 500,000 papers. To enhance readership, 14th Amendment op-eds were run in conjunction with the edition, and five quarter-page ads, which portrayed a different element of the 14th Amendment, directed people to the special edition spread. Area courts also ran a full-page ad in each paper, which educated readers on the rule of law. The ads were devised to be educational standalone tools of information. All facets of the campaign pointed to supplemental content on the bar's website. www.utahbar.org



Recognition of Law Day 2017 Outstanding Activity Award Finalists

A great deal of effort, hard work, and creativity goes into planning and implementing Law Day activities. The following finalists offered excellent programming and deserve recognition.

4th Fighter Wing Office of the Staff Judge Advocate (Seymour Johnson AFB, North Carolina)

www.seymourjohnson.af.mil/units/legal-office

Chicago Bar Association, Young Lawyers Section (Chicago, Illinois)

www.chicagobar.org/ylys

Guam Bar Association, Judiciary of Guam, and District Court of Guam (Hagatna, Guam)

www.guambar.org, www.guamcourts.org, www.gud.uscourts.gov

Long Beach Branch NAACP (Long Beach, California)

www.lbcanaacp.org

Oliver Hill Day Planning Committee (Midlothian, Virginia)

<https://oliverwhitehill.wordpress.com>

San Bernardino Superior Court (San Bernardino, California)

www.sb-court.org

Thomas F. Eagleton Courthouse (St. Louis, Missouri)

www.MOED.uscourts.gov, www.ca8.uscourts.gov, www.JudicialLearningCenter.org

LAW DAY 2018 OUTSTANDING ACTIVITY AWARD CRITERIA

Purpose of Law Day Awards

Highlight the best programs that promote public understanding of law, integrating the 2018 theme, “Separation of Powers: Framework for Freedom,” into innovative activities that serve the community.

Award Categories

- Best Student Program
- Best Public Program
- Best Theme Interpretation

Entrants may submit in one or two categories. An individual or organization, however, can only win in one category.

Eligibility

Any individual or group who implements a Law Day 2018 program is eligible to enter.

How to Enter

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

By email:

If you email your entry, simply download the form from the website, fill it out, and attach the completed form to your email along with your activity narrative (summary of your program) and electronic copies of your supporting materials that detail your activities. Please limit the supporting materials to a maximum of 15 pages. You may also include work products (programs, flyers, proclamations, releases, etc.) and photographs that help illustrate your program’s effectiveness. Photographs are not counted as part of the 15-page limit. Therefore, you can have up to 15 pages of supporting materials in addition to your photos.

Send this email to us at lawday@americanbar.org.

By mail:

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

Entry Components

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

- Completed Entry Form
- Activity Narrative (not to exceed 750 words)
- Supporting Materials (not to exceed 15 pages)
 - Articles about your activity
 - Letters of support, thanks, and the like
- Work Products
 - Programs/flyers
 - Press releases
 - Proclamations
 - Video of your activity
- Activity Photographs (electronic photos of your activity are strongly encouraged)

* **Entries will not be returned.** Videos may be included with your entry, but please note that videos may not be utilized in lieu of the entry form. Entry forms must still be completed for each submission.

Criteria

Submissions are judged on the following criteria:

- How well the activity expands public awareness of the rule of law.
- How well the entry highlights the 2018 Law Day theme “Separation of Powers: Framework for Freedom.”
- Whether there is an appropriate audience and how well the program engages the target audience(s).
- How well the program forges partnerships with community groups, schools, and the legal community.
- Quality and innovation of the program.
- Whether or not there is an impact beyond Law Day.

Entrants may only submit in a **maximum of two** categories.

Prizes

If you win, you will receive an inscribed plaque presented at the ABA Midyear Meeting in February 2019, in Las Vegas, Nevada. You will also receive a gift certificate, as well as prominent recognition in the 2019 Planning Guide and on the Law Day website as a winner and a best practice program.

Deadline

Entries must be emailed or postmarked by **June 30, 2018**, to be considered.

Email entries to lawday@americanbar.org or mail six (6) copies of your entire entry to:

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

For information, call 312.988.5720 or visit www.lawday.org.

LAW DAY PLANNING JUST GOT EASIER

Add a special touch to your event with commemorative and classic products.



Explore www.lawday.org

What's ONLINE?

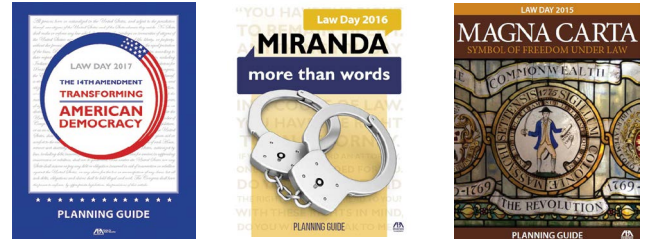
Explore the Law Day theme

Read information and watch videos to help inform your understanding of this year's theme on separation of powers. View reflections on the theme from prominent figures in law and government.



Download teaching tools and previous Law Day Guides

Download dialogues and other teaching tools for the classroom. Review previous planning guides, and view the archive of Law Day themes and presidential proclamations from Dwight D. Eisenhower onward.



Download graphics

Take advantage of our print quality Law Day graphics to customize your materials.



Stay informed on Law Day happenings

Get updates on Law Day resources and activities by registering for the email alert. You can also join the conversation on social media using the hashtag #LawDay.

#LawDay

View prior award winners and recognitions

Get inspired by previous Law Day programs that have won Outstanding Law Day Activity Awards.



Reach out to your community

Review sample press releases, proclamations, letters to the editor, and announcements, which will give you a starting point to create and publicize your Law Day event.



Purchase thank you gifts, participation certificates, and other products

Find classic Law Day logo items, themed merchandise, and a Law Day 60th Anniversary edition tote bag to help make your event truly memorable.

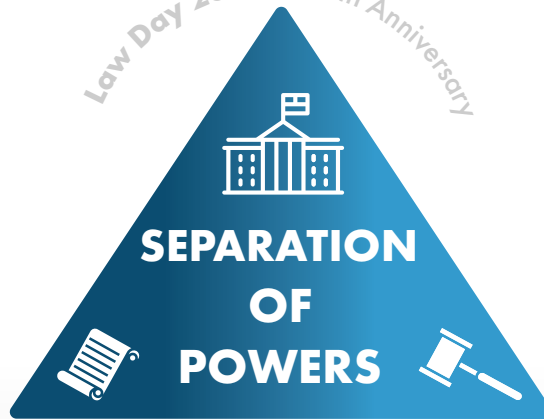


Share your Law Day activities

Help promote your event and share your Law Day plans with others at www.lawday.org and publicize what has made Law Day special in your community.



Law Day 2018 ★ 60th Anniversary



Framework *for* Freedom

POST LAW DAY CHECKLIST

- ✓ Send thank you letters to all volunteers, sponsors, media, dignitaries, schools, bar associations, and any other participating partner organizations.
- ✓ Collect feedback from Law Day 2018 program participants.
- ✓ Debrief with the planning committee to assess the 2018 Law Day activities and keep assessment information accessible for future reference.
- ✓ Review the Law Day budget, making sure all expenses are accounted for.
- ✓ Share photos and information about your event at www.lawday.org.
- ✓ Submit your program as an entry for the 2018 Outstanding Law Day Activity Awards. **The deadline is June 30, 2018.**
- ✓ Remember that Law Day 2018 merchandise is available through September 2018 for additional activities or programs.