



August 1976

## Youth Attitudes and the Police: Teacher's Manual

Richard Balnave and Anchorage School District

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### **Suggested citation**

Balnave, Richard; & Anchorage School District. (1976). *Youth Attitudes and the Police: Teacher's Manual*. Law Related Education Project. Anchorage, AK: Anchorage School District; Criminal Justice Center, University of Alaska Anchorage.

### **Summary**

In 1976, Anchorage School District (ASD) and the Criminal Justice Center at University of Alaska, Anchorage, collaborated to develop a law-related curriculum for 5th, 6th, 7th, and 8th-grade classrooms, with teacher's manuals written to supplement the basic texts chosen for the program, the "Law in Action" series by Linda Riekes and Sally Mahe Ackerly (West Publishing Company, 1975). This teacher's manual for the unit taught to sixth-graders, "Youth Attitudes and the Police," focuses on the work and responsibilities of police officers, and their relationships with kids. The teacher's manual reflects improvements to the original lessons, supplementary classroom activities, supplementary media, and inclusion of Alaska-specific content such as local newspaper stories about police and Alaska community resources. Supplementary material in this teacher's manual does not cover every lesson in the original "Law in Action" unit.

### **Additional information**

See *Law Related Education Project: Final Report* by Richard Balnave (1976) for a description of the project under which this teacher's manual was developed. All four supplementary teacher's manuals developed under this project are also available in Scholarworks@UA::

- "Lawmaking: Teacher's Manual" (5th grade);
- "Youth Attitudes and the Police: Teacher's Manual" (6th grade);
- "Courts and Trials: Teacher's Manual" (7th grade);
- "Juvenile Problems and the Law: Teacher's Manual" (8th grade).

ANCHORAGE SCHOOL DISTRICT

LAW-RELATED EDUCATION PROJECT

YOUTH ATTITUDES

AND

THE POLICE

TEACHER'S MANUAL

Teacher:

The suggestions offered in this Teacher's Manual come from the 20 teachers who participated in the Law Related Education pilot program at the end of the 1975-76 school year. We would like to share our experiences with you in the hope that the program can grow stronger as a result of our experiences.

Our prefatory comments:

- The teacher's edition of the classroom book is distinguished from the student edition only by the red print. The student edition is exactly alike, minus the red print.
- The book should be used as a "framework" for your classroom program, but should not be the whole program. There is a great deal of room for enrichment materials to serve as supplements to the lessons offered in the book.
- Before beginning our commentary related to the specific lessons, we would like to bring to your attention the information regarding available A-V materials and Community Resources, both of which require some advance planning. See the introductory pages of this manual.
- It took most of the pilot teachers a full quarter to complete their program, most of them teaching "law studies" two or three times each week.
- Toward the end of this teacher's manual, you will find brief analyses of some of the different teaching methods appropriate to law-related education. We hope they prove to be useful refreshers.
- Although the books appear to be "consumable," please ask your students not to write in them. They must be used by other classes.

We hope you enjoy using this law-related education "kit." Have fun!

Rich Balnave  
Coordinator  
Law-Related Education Project



Providing opportunities for your students to meet community resource people -- whether through field trips or class visits -- requires advance planning. Now is the time to contact the school district Community Resources office to set things up.

The following lessons would be appropriate times for your students to get involved with their community:

Lessons: 9, 12 & 13, and 20

Consult the A-V listings at the back of this manual, and order soon.

# LAW - RELATED COMMUNITY RESOURCES ANCHORAGE, ALASKA

- Anchorage Police Dept.\*
- Alaska State Troopers\*
- Military Police\*
- U.S. Marshall's Office\*
- Criminal Court\*
- Civil Court\*
- Small Claims Court\*
- Municipal Court\*
- Traffic Court\*
- Divorce Court\*
- Juvenile Court\*
- Federal Court
- Anchorage Town Assembly\*
- State Regulatory Agency
- Federal Regulatory Agency
- Legislative Info. Office\*
- Lobbyist (consumer, environmental)
- Alaska Children's Shelter
- The Open Door (drug counseling)
- The Family Rap ("heavy" drugs)
- Child Abuse Board
- The Family Institute
- Alaska Youth Advocates\*
- Public Defenders Office
- Prosecutors Office
- Bar Assoc. Attorneys\*
- F.B.I.\*
- Probation Officer\*
- Eagle River Corr. Facility\*
- Shoplifting/Security Personnel\*  
(large dept. store staff)

\* denotes the Community Resource is available through the Anchorage School District Community Resource Center. Call Pat Gold at 279-4626 if your class would like to visit or be visited by one of these people.

# **“INSIDE” OR “OUTSIDE” PERSONS**



## **Objective:**

**Students should discuss the difference between self-discipline and enforced discipline.**

**Students should discuss whether or not there is a need in society for enforced discipline.**

- Lessons 1-4 all deal with the concept, "authority." When you prepare Lesson 1, you should look ahead and skim through Lessons 2, 3 and 4 so that you see how they relate.

# ABOUT AUTHORITY

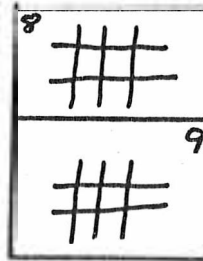
# LESSON 2

## Objective:

**Students should discuss their own opinions about people in authority that affect them.**

- Some students have trouble figuring out how the chart on Page 9 relates to the chart on Page 8.

If you could make one large chart, you would attach the Page 9 chart to the bottom of the Page 8 chart.



Some students are unaware that there is a legal basis for much of the authority which parents have in relation to their children.

Pages 23-26 of One Nation Under Age focus on some of the legal aspects, (Alaskan Law, 1976), of the parent-child relationships. Briefly, the booklet points out the following: (see next page).

Parents have a legal obligation to care for and support you until you are legally emancipated. Emancipation means that you are free from their control. Upon turning 19 you are automatically emancipated. Other ways to become emancipated before turning 19 are listed in the section on Emancipation.

Support is defined as providing housing, clothing, food and medical attention. Care has no definition; but every child has emotional needs just as much as physical needs. Providing care is connected with the emotional needs. Some of these needs include love, acceptance, security, protection, guidance, independence. Children whose basic needs are fulfilled have a better chance to grow up healthy and become responsible citizens.

The courts recognize the importance of the family and are hesitant to come into any family and remove a child. If parents are not providing their child with the necessities for living, the court can step in, take the child out, and put the child where adequate care will be given. (See Chapter 5, section on Dependents.)

In return for providing support for you, your parents are entitled to your respect and can expect you to obey and follow their guidelines until you turn 19. If you refuse to obey them, the court can step in and remove you from your home. In this case you would probably be treated as a child in need of supervision. (See Chapter 5, section on CHINS.)

Refer to the booklet for some specific questions and answers.





**CONFLICT**  
**WITH AUTHORITY**



**LESSON**  
**3**

**Objective:**

**Students should discuss appropriate behavior when facing a conflict with someone in authority.**

- This lesson involves student Role Playing. For a short description of what to do to ensure good role-playing in your classroom, see the "Role-Playing" section at the end of this manual.

# LOOK AT POLICE



## Objective:

**Students should begin to explore their own attitudes toward police.**

- FILMSTRIP
- See the description of how to effectively use this "silent-stop filmstrip" with your students at the end of this manual.
- Re-arranging the pictures:

Early in the filmstrip (pp 21-23 and 24-25 in your book), the students are asked to re-arrange the order of pictures showing one incident involving a motorist and a police officer, and another incident involving some teenagers and a store owner. The students are then asked to tell a story which explains why they placed the pictures in the order they chose.

This activity is a PROJECTIVE DEVICE. By re-arranging the pictures and telling the story, the students will "project" their own attitudes toward police. This type of class activity can yield several kinds of understanding:

- (1) The teacher may be able to see the variety of attitudes the students have toward the police;
- (2) The teacher may be able to see which particular students hold negative attitudes toward the police;
- (3) Each student will think about, and try to articulate, his/her own feelings about the police;
- (4) Each student, by being exposed to a variety of attitudes toward police, should realize that his/her own attitude is not the only way to see police.

Before doing the "re-arranging the pictures" activity, you might want to get a few students to make 3 separate, large posters out of the 3 pictures involving the police officer and the motorist he has stopped. They could use an opaque projector to do the blowing up of the pictures in the book. By having 3 separate, large posters, your students can come up to the front of the classroom and physically re-arrange the posters to facilitate telling their story to the class, and they really enjoy making the posters and moving them around.

OR, you could duplicate the 3 pictures and give each student his/her own set to cut up and re-arrange. If you like to "sneak" fun writing assignments into your week, you could ask each student to write out a brief description of what's happening, beneath each picture, before verbally sharing the story with the class.

- The Drawing of a "City With No Police:" (pp. 29-30) you might want to have several students make a large mural for the wall.

# STEREOTYPING



## Objective:

**Students should understand what stereotyping means.**

- To introduce the concept of "stereotyping" you might:
  - (1) Show your students pictures of people dressed in different ways, with different facial expressions (e.g., tough looking cowboy, happy worker, etc.), and ask your students to describe the person's personality, OR
  - (2) Place a picture, (e.g., a zoo keeper feeding an elephant) inside a folder, with just a small enough hole in the folder to show the person's face. Walk through your class, showing the clue to each student. The students write what they think the total picture shows. When a student is ready to guess, have him/her explain to the class what he/she thinks the picture will show. After the description is offered, show the total picture to that one student only. The usual result is giggles--a signal to the other students that they must think some more before they make their guesses.

# **POLICE – BEFORE AND NOW**



## **Objective:**

**Students should discuss who should have the responsibility of protecting oneself and one's possessions.**

- This lesson is intended to provide your students with an opportunity to do original research and present reports.

### VALUES LINE:

On page 42 a "values line" appears. If you have little experience with the teaching method known as "Values Clarification," see the brief analysis of it at the end of this manual.

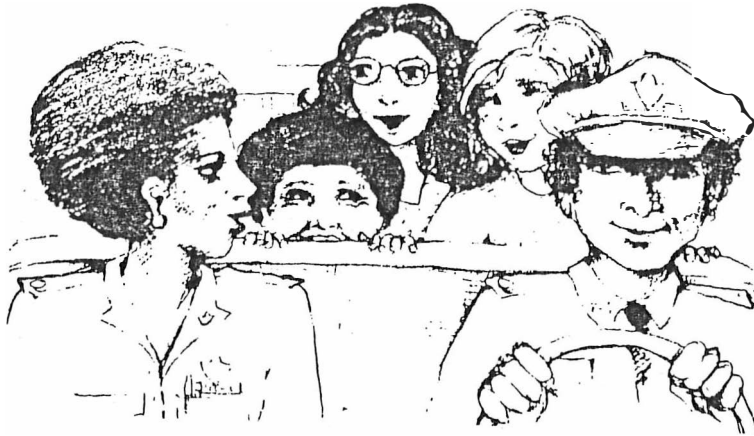
When using a "values line," you could ask your students to:

- (1) Stand at the line (a row at a time if you have many students).
- (2) Draw a slash through the line, and initial it, at the point which reflects their own feelings and values.

If you like a well decorated room, you could make a "values line" by stretching some yarn across the room. The students would write their names on index cards which would be attached to the line by paper clips. If you leave the line up for several days or weeks, students might move their names along the line as their self-awareness develops through class discussions.

# RIDE-ALONGS

# LESSON



## Objective:

**Students should discuss every day aspects of a police officer's job.**

- There can be no "ride-along" program. The Police Dept. has given a definite no. After consultation with the City Attorney, the answer is still a definite no. Here's the reason:

If an adult (e.g., wife or minister) were riding along with a police officer, and a call to respond to a crime came over the radio, in some circumstances the police officer would have to leave the adult rider off at the nearest corner or gas station. If the rider were a child (like our 6th. graders), the police officer could not just drop the child off at the nearest corner. There's a real concern for municipal liability here, and I think it's well-grounded.

- But here's what the Police Department CAN DO for your kids:

You may arrange class visits or tours of the police facilities by contacting either:

Anchorage School District Community Resources  
-Pat old; 279-4626; or

Anchorage Police Department  
-Community Relations Division; 279-1441 ext. 149

Classroom Visits - If you want a police officer to come to your classroom, call either Community Resources or the Community Relations Division of the Police Dept. There are 3 officers who work in the Community Relations Division, and each one has had substantial "street experience" as well as community relations training. Let the officer know whether you want a general talk or a talk focusing on a specific subject (e.g., drugs or burglaries). If it's to be a general class discussion, you will get an officer from the community relations division. If you ask for a specific subject, and the community relations officer feels he is not the best one to handle it, he'll get an officer with expertise in that area. Be sure to prepare well if you're asking for an officer with expertise in a special area. We don't want to waste the time of officers who will be pulled off their regular duties to come to your class. It bothers them to be told that the class is especially interested in a particular area, and then have only general questions dealing with all aspects of police work. Perhaps it would be wise to invite a community relations officer first, and then if your kids are still interested and have narrowed their interests, request a specialist for the second class visit.

Also. . . the community relations officers drive unmarked cars. If you want your kids to see the police cars and the special equipment they carry, let the officer know in advance so that he can arrange to drive to your school in a car that has all the markings and carries all the special equipment.

In a word. . . be SPECIFIC about your needs, and the officers will be better able to come prepared to meet them.

One more point on the same topic: if your kids are going to ask a lot of questions on a small topic, such as the laws governing the use of snow machines or motor bikes, help the officer out by warning him in advance that he can expect questions like those.

Tours - Tours are conducted at the police station. You may arrange it by calling either the police station or Community Resources. The tour goes through the various offices and includes looks at the cars, equipment and firing range.

# RULES GOVERNING POLICE PROCEDURES



## **Objective:**

**Students should learn the rules police are required to follow regarding arrests and searches.**

- It is important for the teacher to keep the proper goal in mind when doing this lesson and the next.

The emphasis should not be on the students' learning the rules which must follow during arrests and searches. The rules are numerous, sometimes technical, and constantly undergoing slight changes. Rather, the emphasis should be on encouraging the students to judge the rules according to their own conceptions of FAIRNESS. Each student is capable of doing this, and will benefit by the careful thinking that is required when questions of "fairness" are raised.

- Keep in mind that when "conflicts" such as those dealt with here and in the following lesson go to the U.S. Supreme Court for a decision, the conflicts inevitably involve competing values. This conflict is very seldom a conflict between a good value and a bad value. Such a decision, would be easy to make. Instead, the conflict is usually between a good value and another good value.

When discussing cases such as those presented in this lesson and the next (Mapp v. Ohio, Miranda v. Arizona), you have a terrific opportunity to encourage your students to think in a more rigorous analytical fashion than they're used to. See the description of how to effectively analyze Case-Studies in the Case-Study section in the back of this manual.

- A re-written Bill of Rights appears in the back of this manual. You might want to refer to the Fourth Amendment, which deals with arrests, searches and seizures.



- The following summary of the laws relating to arrests, searches and seizures appears in the booklet, One Nation Under Age, pp. 32-35.

"You are under arrest."

Many times the first contact with the law for a young person begins with the police.

Q. How do I know if I am detained (under arrest) or if I can walk away?

A. Anytime a police officer stops you and does not allow you to walk away freely, you have been detained (arrested). A police officer does not have to say, "You are under arrest." But there are certain guidelines he/she must follow to make an arrest.

A Police Officer can arrest a young person when he/she:

- Has a warrant for your arrest,
- See you break a law,
- Has probable cause to believe a crime was committed and that you committed it,
- Is completing a citizen's arrest,
- Has good reason to believe that you are running away from the law or your parents or guardian,
- Has good reason to think you are carrying a concealed weapon (this is called "stop and frisk").

And, a police officer who has good reason to believe that you are about to commit, are committing, or have committed a crime may detain you briefly to ask you to identify yourself.

Because a police officer has a great deal of freedom in handling juvenile cases, he/she may either give you a warning or may make a formal referral to the court. It is a good idea to be polite and respectful when you come into contact with the law.

There are a few things which you should remember if an officer ever detains you:

- You do not have to answer any questions, except your name, address, and phone number.
- Ask if you are under arrest. If you are, ask to know the charges against you. If you are not, you should be free to walk away. DO NOT PANIC OR RUN FROM THE POLICE!

If the police wish to search you or your car or house, state clearly that you do not consent to any search, even if they have a warrant. Do not physically resist, however, if the police continue to search.

#### Search and Seizure

Q. When can a person be searched by the police?

A. There is no simple answer to this question. Basically, our U. S. and State Constitutions protect everyone against unreasonable searches and seizures (taking things from your person, your car or your home without good reason).

Generally, before you or your home can be searched by the police, a search warrant is necessary. The warrant is issued by a judge after listening to the reasons why the police want to search you. There are some exceptions to this rule, however. Here are four general situations when a search warrant is not needed:

- After someone is arrested.
- If the police are in "hot pursuit" (chasing a suspect).
- If evidence could be destroyed during the time it would take the police to get a warrant.
- If the person consents to the search.
- If an emergency situation exists (for example, screams coming from a house or car).

The practical significance of these laws is that evidence taken by the police in an illegal search can't be used against you in a trial.

If You Think You Are Being  
Searched Illegally

- Do not fight.
- Do not run.
- Tell the police clearly and firmly that you object to the search.
- Try to have someone else witness what is happening.
- Ask for a lawyer to be present during the search.
- If you are arrested later, be sure to tell your lawyer that you objected to the search.

# MIRANDA



## Objective:

**The students should learn rules police must follow when questioning a suspect.**

- Remember, just like in the last lesson, the focus of class discussions should be on what the students think is FAIR.
- Refer to the 4th. Amendment in our BILL OF RIGHTS.
- Your rights upon arrest are summarized below, (pp.36-37, One Nation Under Age):

### YOUR RIGHTS UPON ARREST

- Q. How will I know my rights upon arrest? I can't remember all of them.
- A. If the police officer intends to question you, he/she is required to tell you what your rights are. This process is called the "Miranda Warning" because the U. S. Supreme Court first set out these rights in Mr. Miranda's lawsuit.
- You have the right to remain silent. Anything you say can and will be used against you in a court of law.
  - You have the right to talk to a lawyer and have him or her present while you are being questioned.
  - If you cannot afford to hire a lawyer, one will be appointed to represent you before questioning. If you wish one.
  - You can decide at any time to exercise these rights and not answer any questions or make any statements. (Even if you have already said you would answer questions or talk to the police, you can change your mind at any time).

After you are given your rights, the police will ask if you understand them. If you don't, say so. Once you understand your rights, they will probably ask if you wish to tell them about the circumstances of your arrest. By talking to the police you will be waiving your rights.

Do not discuss anything (and especially do not write or sign anything) with the police until your parents and/or a lawyer are with you. Do not attempt to explain your situation. Anything you say can and will be used against you. If your lawyer tells you to talk to the police, then, and only then, answer their questions.

- Q. If I am guilty, shouldn't I just admit it and get everything over with faster?
- A. No, talk to a lawyer first. He or she can tell you what is likely to happen if you give a statement, and can help you decide what to do.
- Q. I am in so much trouble now, and I keep getting hints from the police that a lawyer will not help my situation at all. I'm beginning to question the value of a lawyer. Are they really that valuable when I am guilty?
- A. A lawyer is more valuable than we can stress. Seldom do things go easier without one. Your parents probably do not know anymore about legal proceedings than you do.
- Q. What if my parents won't get a lawyer or can't afford one?
- A. Demand to have a public defender appointed to represent you. Use your right to counsel; get a lawyer.

# YOU ARE THERE

# LESSON<sup>14</sup>

## Objective:

**Students should recognize some of the problems in human relations that police officers encounter.**

- Review how to Role Play (in the back of this manual).
- If you didn't use the simulation "Police Patrol," (described in this manual at lesson # ), now would also be an appropriate time to use it.
- Case Study #1 deals with a city curfew law. Anchorage has a curfew law, as described below, (One Nation Under Age, p. 12):

### Curfew Regulations

Q. I'm 14 and my parents told me there some law in Anchorage which stated that I had to be in the house by 10:30 p.m. Is this true?

A. Yes. The law says that if you are under 15 you cannot be on the streets unless accompanied by an adult after 10:30 p.m. any day of the week. As a practical matter, very few juveniles are arrested because they violate curfew regulations.

If you are picked up by the police they will probably deposit you safely at your home unless you are habitually out beyond the curfew. It is possible however, that the Superior Court could charge you as a CHINS.

- In addition, the news article (The Anchorage Times, / /76, p ), on the next page describes the Anchorage Curfew Law and its enforcement.

# Police Use Judgement In Enforcing Curfew Law

By ANN GABLER  
Times Staff Writer

Children under the age of 16 may rest assured that local officials are not going to lock them up and throw away the key if they are caught violating the municipality's curfew ordinance.

The ordinance says children under 16 "may not be in a public area or building, a place of amusement and entertainment, or unsupervised place, between 10 p.m. and 5 a.m."

Although the ordinance could be rigorously enforced, police and court officials interpret the purpose of the ordinance and their function in enforcing it as keeping youngsters off the streets, out of danger and out of court.

"It's a law which requires a lot of discrimination," said Sgt. Wade Lacey of the

Anchorage police department's juvenile division. When a child is found violating the ordinance, the officer uses judgment in deciding whether to bring the child down to the station and charge him or just take him home, he said.

There have been 11 reports of curfew violations so far this year and 17 children have been charged with the crime.

"Obviously, police have observed more than 17 kids out after the 10 p.m. curfew," Lacey said. "If a child under the age of 16 goes to a movie which gets out at 11 p.m. and he's walking home, we don't bust the kid."

"But if a juvenile is riding his bike after curfew, he is taken down to the station and his parents are called."

Lacey said curfew violations are usually an indication of a

lack of discipline at home. However, sometimes parents are not at fault. A child may climb out the window without the parents knowledge and later be picked up by police.

"The ordinance is one means for society to control children," Lacey said. "It enables Anchorage residents to keep kids off streets and it enables us to get hold of a child and advise parents of the child's whereabouts."

If a child is found violating curfew hours, the officer first determines why he is out after hours. If he is on his way home from a social activity the officer will usually just tell him to go home, Lacey said.

But if the child is 8 or 9 years old, police take the child home and inform parents of the violation and let them handle it. If a child is taken home and the parents or guardian are not there, the parents could be charged under this ordinance, Sgt. Lacey said. But that is seldom done.

If the child's parents are not home or the child refuses to go home, the child spends the night in the state juvenile facilities. Francis Milner, intake supervisor, said the child is returned home the next morning and if there are family problems, "we try to refer the family to a counseling agency in the community."

But if a child is charged with a curfew violation, his case is referred to Jay L. Warner, Alaska Superior Court intake officer. He decides whether the case should be handled informally through family counseling or formally in court.

Warner said he has never taken any formal court action involving a curfew-violation charge. "If the child is taken to court and the charge is proven, he could be placed under state custody for an indeterminate time not to exceed his 19th birthday," he said.

He said he considers that possibility a bit harsh for "really not what you'd call a heavy charge." So in Anchorage, curfew violators and their parents are counseled regarding the offense. Sometimes, further counseling is needed for another problem,

Warner said.

Forty-one children were charged with violating the curfew ordinance in 1974 and 94 were charged last year. Warner said these figures are meaningless because "everyone violates the ordinance" and "if curfew was vigorously enforced, it would get kids in trouble who wouldn't normally be."

"I don't know too many movies or hockey games that get out before curfew and most recreational activities end later than curfew," he said.

The Anchorage City Council was thinking the same thing when it extended the evening curfew to 10 p.m. from 9:30 in May 1973.

"It was felt that more time should be allowed for children to use the park and recreational programs which had expanded," said Anchorage Assembly president David Rose.

Lacey said he thinks the new hours are reasonable because they allow a child to begin a morning paper route or get an early start at the fishing hole. They also keep the child out of danger and off the streets after 10 p.m.

"I doubt a young kid has any business being out after that hour," he said.

Rose said feedback from parents over the years has been favorable toward the curfew ordinance. Parents have indicated that they "appreciate the fact that if Joey is loitering around the corner, he is brought home," he said.

Parents didn't have that security in 1923.

According to a council

memorandum written Dec. 19, 1923, lawyer J. A. Hurley asked city council if there were any ordinances in effect prohibiting the loitering of boys in pool halls because he had heard several complaints in this respect. Hurley was out of luck. He was old there were none.

But by 1947, the city had enacted a curfew ordinance which would have prohibited such loitering. The curfew was 9 p.m. to 5 a.m. However, council met that October to discuss the lack of enforcement.

Unlike the 1973 council that extended the evening curfew hour to permit children to engage in social and recreational activities, the 1947 council decided to ask district school officials to enact earlier closing hours on all weekend and social activities. It also requested community cooperation in enforcing the ordinance.



# MORE CLASSES AT THE POLICE ACADEMY

# LESSON 15

## YOU ARE THERE

### **Objective:**

**Students should gain a general understanding of what is involved in police training**

- Some students might enjoy these 3 activities related to obtaining EVIDENCE.

#### (1) Typewriter and Handwriting Analysis:

- A. Obtain samples of typewriting prepared on at least three different kinds of typewriters. By studying them carefully, try to determine differences between them that might help you to decide which piece of typing has been done on which typewriter. Pay particular attention to the shapes of the letters. Different typewriters use different letter shapes.
- B. Ask your teacher to help you assemble handwritten papers by various students. You should have at least three different writing samples from each of five or more students, and none of the samples should carry the student's name. By studying the samples, see if you can correctly group each student's writing together.

#### (2) Taking Fingerprints:

To do this task you will need the following items:

- A 4-inch roller.
- An ink pad
- A sheet of glass 6 inches by 8 inches.
- Soap and water
- Paper towels

You will also need a classmate willing to be fingerprinted by you.

First, roll the roller across the ink pad until it is fully covered with ink. Then, roll it across the sheet of glass until a smooth, uniform coating of ink has been applied to the glass. Glass is used because it is very smooth and will hold a coating of ink.

Next, instruct the person being fingerprinted to roll her or his sleeves up so that there is no risk of getting ink on them. The subject should also be told to remove any rings, bracelets, or other items which could get in the way.

Take the person's thumb on the right hand and roll the thumb from left to right on the inked glass plate. Hold the person's thumb or wrist gently but steadily. The fingers are rolled so that ink will cover the edges of the fingers as well as the centers. The ink has now been applied uniformly to the person's thumb, and is ready to be transferred to the fingerprint form.

Using steady, even pressure, roll the thumb of the person from left to right in the appropriate space on the form. Be sure that a clear print is taken. Now repeat this process for each finger and the other thumb. Take a print of all four fingers on each hand at the same time.

Finally, give the person whose prints you took soap, water, and paper towels for removing remaining ink from the fingers.

- The students who take part in the fingerprinting might also want to visit a police laboratory to see how fingerprinting is done. OR,

Using library references, prepare a report on how fingerprints are used in the police force's fight against crime.

### (3) Making a Plaster Cast of a Footprint:

Making a plaster cast is a method of copying certain kinds of evidence that cannot be moved. The most common use by police of the cast is in reproducing footprints and tire tracks found in soil or sand. Obviously, there is no way to lift a footprint and preserve it. Yet, if the print matches the shoe of a suspect, it could be a crucial piece of evidence. A plaster cast of the print, therefore, is made. Even after the print itself has washed away or disappeared, the cast will remain, showing exactly what the print was like. A police officer always photographs a footprint before casting it. That way the photograph is available if something goes wrong and the cast doesn't turn out. The photograph is also needed to support the evidence of the cast. This is optional.

To perform this task you will need the following materials:

- A box approximately 12 inches by 18 inches.
- Soft, packable soil, such as that used for potting plants--enough to fill the box to a depth of 3 inches.
- A five pound bag of plaster of Paris compound.
- A gallon pail
- Running water
- A spatula
- A small square of cardboard
- A spray can of shellac
- A long strip of cardboard
- A paper clip
- A piece of gauze or wire
- A pencil

First, fill the box with the soil to a depth of 3 inches. Then, place one foot on the surface of the soil and put your weight on it. Without moving that foot, shift your weight to the foot outside the box. Then take your foot out of the box. There should be a clear impression of your shoe on top of the soil in the box. You are now ready to proceed with the task itself.

If you want to photograph the footprint, now's the time. Place a 12 inch ruler next to it so that people looking at the photograph will be able to tell the size of the footprint. Also, be sure the footprint is lighted from every angle so that you don't get shadows in your picture.

Next, mix the plaster of Paris according to the directions on the package. Use the pail, spatula, and as much of the water as you find you need.

Next, the footprint must be prepared for the plaster of Paris. If the soil is too loose, the plaster of Paris will compact it, destroying the footprint's value as evidence. To prevent this from happening, spray shellac onto the small sheet of cardboard. Hold the cardboard above the footprint in such a way that only a mist of shellac drifts from it onto the footprint.

In soft soil or sand, it may be necessary to apply five or six coats of shellac mist to make a surface hard enough to hold the plaster of Paris. Be sure that each coat is dry before you apply the next coat. A good way to tell if the shellac is dry is to touch it lightly in an area away from the footprint. If the surface still feels sticky, wait for it to dry.

Next, you will need to make a small ridge around the footprint with a strip of cardboard and a paper clip. This should be about three inches away from the footprint on all sides. This ridge will hold the wet plaster of Paris in place and prevent it from leaking out of the box.

The footprint is now ready for the plaster of Paris. Pour the mixture onto the spatula; and let it run off of the spatula into the footprint. This will help prevent the plaster of Paris from hitting the footprint with such force that it ruins the print. Pour slowly. This will prevent damage to the footprint. Use the spatula to direct the plaster gently into all parts of the impression. When the impression is half filled, stop pouring. Lay a strip of gauze or wire across the plaster to strengthen it. Then, continue to pour the plaster gently until the impression is filled. Add more plaster into the area surrounding the footprint, until you have a thickness of at least  $\frac{3}{8}$  of an inch on top of the surface. Allow the cast to dry. When the cast is dry, write the location where it was made, the date, the time of the casting, and your name on it with a pencil. Make sure you do this before you remove the cast.

When the plaster cast is completely dry and hard--this will take at least half an hour--you can remove it. Gently loosen the plaster cast with your hands, first on one side and then on the other. There will be a certain amount of dirt which will stick to the cast. This can be removed by holding the cast under a gently running faucet of cool water and brushing it with your hand.

## LESSON 15-cont'd.

Working in a police crime laboratory requires many skills. You need to be able to work well with your hands, and you need to be able to operate many different kinds of laboratory equipment. Much of the work requires advanced scientific knowledge. The work requires patience, attention to detail and extremely precise and careful methods of work. Imagination is also a useful characteristic, as it can help you figure out ways to solve very difficult problems.

# HOW MUCH SHOULD CITIZENS HELP ENFORCE LAWS?



## Objective:

**Students should realize that the citizen has responsibility for law enforcement and should discuss what the extent of that responsibility should be.**

- After discussing the story of Mr. Jenkins, you might want to change some of the facts and ask your students if their responses have changed to reflect these new facts. Sometimes, just substituting one word for another will alter a story significantly. For example:

This boy is stealing A bike. What do you think should happen to him?

This boy is stealing YOUR bike. What do you think should happen to him?

THIS BOY is stealing a bike. What do you think should happen to him?

YOUR FRIEND is stealing a bike. What do you think should happen to him?

# VALUES CLARIFICATION

The following information is intended to help those of us who had little personal experience with Values Clarification as a classroom teaching strategy. It has been adapted from

Personalizing Education: Values Clarification and Beyond, by Leland and Mary Howe, Hart Publishing Company, Inc., N.Y., 1975.

## I. WHAT IS VALUES CLARIFICATION?

Values Clarification is not an attempt to teach students "right" and "wrong" values. Rather, it is an approach designed to help students prize and act upon their own freely chosen values. Thus, Values Clarification is concerned with the process by which students arrive at their values rather than the content of these values. To implement the Values Clarification approach in the classroom, the teacher uses strategies which help students learn to:

1. Choose their values freely.
2. Choose their values from alternatives.
3. Choose their values after weighing the consequences of each alternative.
4. Prize and cherish their values.
5. Share and publicly affirm their values.
6. Act upon their values
7. Act upon their values repeatedly and consistently.

These seven steps have come to be known as the valuing process of choosing, prizing, and acting. For a detailed discussion of this valuing process and the Values Clarification approach which grows out of it, consult Values and Teaching by Raths, Harmin, and Simon or Readings in Values Clarification by Kirschenbaum and Simon.

Why is it that Values Clarification is an important teaching strategy for lawrelated education?

Because, when confronted with legal problems and issues which

reflect several different sets of social values, the students are likely to experience varying degrees of confusion and conflict regarding their own values.....so, the time is right to do some clarifying exercises.

## II. GUIDELINES FOR USING THE STRATEGIES:

The following guidelines must be followed if the strategies are to be used successfully:

1. The teacher must be accepting and non-judgmental of student responses. Nothing kills personal inquiry quicker than verbal or non-verbal indications that the teacher is looking for and willing to accept only "right answers." The teacher must never use values clarification strategies to moralize or teach "correct values."
2. The teacher must encourage other students to be accepting and non-judgmental, thus promoting a climate of respect, trust, openness, and diversity in the classroom.
3. The teacher must respect, and demand that others respect, individual privacy. He must allow students to "pass" or not participate in any personal inquiry and values activities.
4. The teacher must not grade students on the personal or values content of their written and verbal responses.
5. The teacher must respect and protect the confidentiality of student responses and not report personal information gained via the strategies to individuals outside the classroom.
6. The teacher must model the behavior he hopes to elicit from students and be willing to open himself to personal inquiry even if the questions that students ask are difficult. Of course, the teacher also has the right to "pass." The teacher should participate in the strategies whenever possible. Frequently, particularly in the lower grades, she may need to wait until all the students have answered before giving her own answer, because many students will have trouble accepting the idea that the teacher is not necessarily supplying the "right" answer. The teacher may need to repeat each time she answers, "This is my value but it doesn't have to be your value. I believe that each person has a right to hold his own values, even if they are very different from mine."

## III. QUESTIONING STRATEGY:

Frequently, the value of the classroom activity will depend on the quality of the questions asked during the follow-up of the activity. Your questions must be neutral. That is, they must not suggest a "right" value; they must not lead the student



to a value decision predetermined by the teacher. Consequently, the ways in which questions are asked -- the actual words chosen -- become very important. The kinds of questions you will want to ask are those which will help the student:

1. Express his values, attitudes, beliefs, and viewpoint;
2. Clarify his position or feelings;
3. Examine the reasons for his views;
4. Consider the alternatives;
5. Analyze the consequences related to his position and other alternatives;
6. Make decisions about what is "right" or "good."

Now, we all know that it's "easier said than done." We have to get down to the real nittus-grittus (that's legal latin for "nitty-gritty") and figure out how to ask those sorts of questions. Below is a little chart which provides samples of how you might begin each of the types of questions described above:

Expression of Position:	Where do you stand? How do you feel about....?
Definition/Clarification of Position:	What do you mean by....? Could you explain that further?
Reasons for Position:	Why do you think you feel that way? How do you think you arrived at that view?
Alternatives to Position:	What are some alternative to your position? How might this be approached in another way?
Consequences of Position:	What might be the result if...? What effect might that have upon...?
Evaluation of Position	Which appears most desireable? functional? Why?

Below are sample sets of questions which may help to give you an idea of how to phrase the follow-up questions to your activity.

Set #1:

How do you feel about the (choice, action, situation) faced  
by \_\_\_\_\_?

What other ways could \_\_\_\_\_ (have acted/solved  
his problem)?

What would you have done?

Have you ever faced a similar problem?

What did you do?

What were the consequences of your action?

Set #2:

How do you feel about what took place?

Do you think such things happen often? Why?

What different attitudes do people have toward this problem?

What is your attitude?

Is there anything you can do about it? Is there anything you want to do?

What might happen if you did something?

Set #3:

What problem or problems are brought out or dramatized in this selection/picture? Which of these problems is your greatest concern to you?

Think of all the different possible ways that there are to solve or cope with this problem. List them.

Which of these alternatives do you think are the best solutions to the problem? Do your feelings support your thinking? If not, can you explain this?

Have you ever done anything about this problem in the past? Was it consistent with what you now think and feel is the best solution?

What were the consequences of what you did?

Can you think of anything you would want to do concerning this issue?

Others:

What are the consequences of the decisions we have made and the actions we have taken?

What are some alternative ways we could have handled that?

Are we making decisions and taking action that we want to take?

Are we proud of our actions?

Are we proud of our city?

Are we choosing freely?

What do our actions say about what we value?

Are our decisions and actions contradictory?

Is this really the kind of city we had in mind?

What are the problems we face?

What have we learned?

How do we feel about what is going on?

# ROLE PLAYING

The following information is intended to help those of us who have have little personal experience with Role Playing as a classroom teaching strategy. It has been adapted from

Three Teaching Strategies for the Social Studies, by  
Bruce Joyce, Marsha Weil and Rhoads Wald, Science  
Research Associates, Inc., 1972

## DESCRIPTION OF THE STRATEGY:

In role playing as a teaching strategy, students explore human relations problems by enacting or improvising problem situations and then discussing the enactments. Role playing gives participants a rich sample of human interaction to analyze in order to clarify behavioral alternatives, values, and conflicts. At the same time, because it is role-playing rather than a realistic situation, the participants can analyze their own behavior and submit their behavior to criticism without the punitive consequences likely to occur when a real conflict is explored. For example, in a role playing situation one can behave dishonestly and then carry on a discussion of honesty and dishonesty and one's own feeling about it. Through role playing one can also enter into unfamiliar roles. The class bully or leader can experience how it feels to be left out, shy, or made fun of. Role playing may also be considered a general process in which social problems are dealt with through action. Students define the problem, delineate alternatives, experience the consequences through role playing, and analyze the consequences. As a process, role playing develops inquiry skills and provides practice in decision making.

Role playing is not likely to be successful if one simply suggests it to the students, tosses out a problem situation, persuades a few children to act it out, and then conducts a discussion about their enactment. One well-developed model of role playing suggests that the activity consists of nine steps.\*

1. Warm up the group;
2. Select the participants;
3. Prepare the observers;
4. Set the stage;
5. Enact;
6. Discuss and evaluate;
7. Reenact;
8. Discuss and evaluate;
9. Share experiences and generalize.

These steps are described in a chart on the following pages.

This particular role playing model was developed by Fannie and George Shaftel.

STEP	ACTIVITY
1. Warm up the group	<p>Identify or introduce problem with a</p> <ul style="list-style-type: none"><li>● simple, narrative, description</li></ul> <p>Make problem explicit</p> <ul style="list-style-type: none"><li>● use examples</li><li>● ask student for examples</li></ul> <p>Speculate on or interpret story</p> <ul style="list-style-type: none"><li>● "How might the story end?" or "What is Sam's problem and what can he do about it?"</li></ul>
2. Select participants	<p>Describe roles</p> <ul style="list-style-type: none"><li>● ask students what the character look like, what they feel like and what they might do.</li></ul> <p>Choose role players</p> <ul style="list-style-type: none"><li>● volunteers only</li><li>● avoid child who will give "adult-oriented, socially acceptable" interpretation .....it dampens discussion.</li></ul>
3. Set the stage	<p>Get inside the problem</p> <ul style="list-style-type: none"><li>● Give students a few (2-3) minutes to plan their actions. No need to plan dialogue. (Pre- pare observers during this time)</li></ul> <p>Restate Roles</p> <ul style="list-style-type: none"><li>● Ask players to introduce them- selves to the class.</li></ul> <p>Set line of action</p> <ul style="list-style-type: none"><li>● When they return to the class, ask a few questions; e.g., where the enactment is taking place, whether anyone else is present, etc. Be sure the stu- dents in the class have all their questions answered so that they understand the role play.</li></ul>

4. Prepare the Observers

Assign observation tasks

- "Now when you watch, consider..  
Is it realistic?  
Which actions helped and  
which actions hurt?  
What alternatives might have  
been enacted?  
How did X-actor feel?"

5. Enact

Begin Role Play

Maintain role play

Break role play

- whenever one alternative has  
been "played out."

6. Discuss and evaluate

Focus on action in role play

- behaviors and consequences

Shift to alternative proposals

- expected consequences

7. Reenact

Play revised roles, suggested next  
steps or behavioral alternatives

- this is the time when the stu-  
dents can try out their alter-  
natives, safely, to determine  
what the consequences might be.

8. Discuss and evaluate

As in step 6

9. Share experiences and  
generalize

Share similar experiences

Formulate general principles of  
conduct.

# CASE-STUDY

## I. WHAT GOOD IS IT?

The CASE STUDY approach

- encourages student thinking at the higher cognitive levels of analysis, synthesis and evaluation;
- is appropriate for teaching concepts;
- lends itself to a variety of teaching styles and uses.

## II. ANATOMY OF A LEGAL CASE:

1. Title of case; name of story.
2. Facts - a description of the circumstances which occurred that raised the legal question.
3. Issues - The legal problem(s) which result from the factual situation - posed as a question.
4. Arguments - The different reasons presented by the two adversaries for resolving the issues in favor of their respective sides.
5. Decision - How the Court answered the issue. The conclusion they came to.
6. Reasoning - What factors the Court took into consideration in reaching their decision on the issue.

## III. MATERIALS:

"Cases" can be actual court opinions, hypothetical stories, real stories (non-legal), films and filmstrips, incidents from literature (e.g., the Ugly Duckling, Aesop's Fables), newspaper stories, historical narratives.

# COMMUNITY RESOURCES

## - MEDIA -

The materials contained in local newspapers and other community publications can be very useful in a law studies program. The editorials and letters to the editor usually provide a wide range of viewpoints on current controversies and issues at the local, state and national levels, and are particularly useful in encouraging students to compare and contrast various points of view on a subject and to formulate conclusions based on reason and critical analysis.

The politically and socially oriented cartoons frequently appearing in newspapers can also be used by the law studies teacher to promote classroom discussion and to develop visual analysis skills in students.

An approach developed by the New York State Education Department\* to encourage VISUAL ANALYSIS of graphic materials by students relies upon five types of questions asked in the following sequential order:

- 1) *Identification Questions*—focus on the elements in the visual.
- 2) *Relationship Questions*—establish associations between or among the elements in the visual.
- 3) *Analysis Questions*—center on interpreting the central theme or meaning of the visual.
- 4) *Application Questions*—seek to apply the main idea in the visual to different situations and/or new settings.
- 5) *Personalization Questions*—promote student expression and reflection upon their own beliefs and values as they relate to the central theme of the visual.

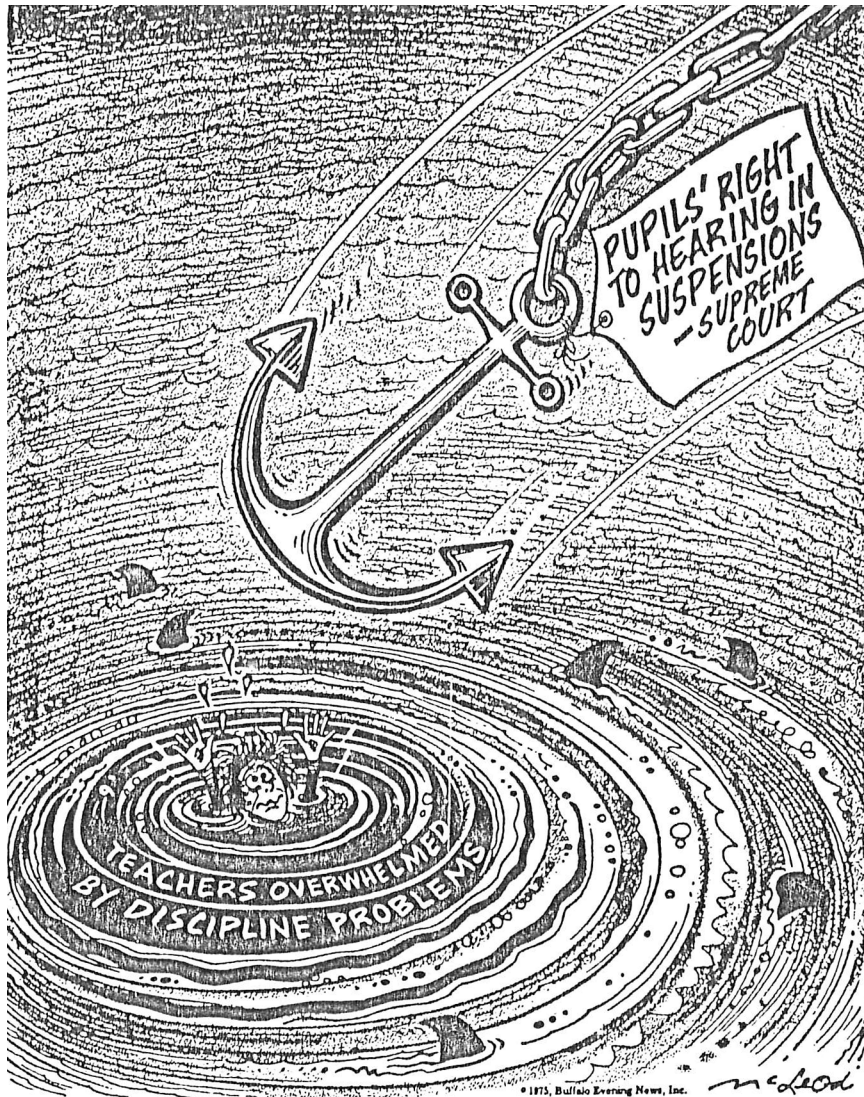
These questions are sequenced so that each successive type of question is highly dependent upon those which have preceded it. This approach may be used with pictures, charts, graphs, maps, cartoons, and any other visuals.

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\* This approach is fully discussed in Teaching About the Law, by Ronald Gerlach and Lynne Lamprecht, W.H. Anderson Co., 1975.



SAMPLE APPLICATION OF THIS QUESTIONING APPROACH:



'Catch!'

The following discussion guide represents an application of the questioning approach described above, to the cartoon appearing here.

- 1) Identification Question
  - Describe all the things you see in the drawing.
- 2) Relationship Question
  - How are the things contained in the drawing related to each other?

anchor—tag  
sharks—person  
whirlpool—sharks  
whirlpool—person

[MORE]

3) Analysis Questions

- What point is the artist attempting to make through the drawing?
- What is the central theme of the drawing?

4) Application Questions

- Do you think this would apply to our school?
- Can you think of other situations that might be similar to this one?  
—in the school setting? —in the community?

5) Personalization Questions

- How do you feel about the artist's viewpoint? Do you agree or disagree with it?
- What, if anything, do you think should be done concerning this subject? How? Why?

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LAW-RELATED FILMS

# LAW-RELATED FILMS

BELOW ARE ALL THE FILMS LISTED IN THE ANCHORAGE SCHOOL DISTRICT

INSTRUCTIONAL MEDIA CATALOG, WHICH SEEM TO DEAL WITH LAW-RELATED EDUCATION.

ON THE PREVIOUS PAGE, THESE FILMS ARE ARRANGED BY TOPIC; HERE, THEY ARE  
ARRANGED BY NUMBER.

- R. B.

F-110  
POLICEMAN WALT LEARNS HIS  
JOB  
BFA, 1958 P-I  
10 min. Color  
Shows a young police "Rookie" going through basic training with other policemen and his first day on the job.

F-118  
HOW A BILL BECOMES A LAW  
FLEET, 1960 S  
15 min. B&W  
Shows each step involved in making a bill a law. Covers all possible ways of creating new laws, illustrating them with drawings, maps, graphs and charts and actual scenes of government groups in action.

F-121  
T-MEN OF THE TREASURY DEPT.  
MOT, 1948 I-S  
18 min. B&W  
Dramatizes the duties of the T-Men of the Treasury Department. Tells the story of the six law enforcement agencies and depicts the close cooperation that prevails among the enforcement units. Shows smugglers and "scratchers" trying to outwit the T-Men.

F-122  
CONSTITUTION OF THE U.S.  
EBF, 1956 I-S  
22 min. Color  
Shows the personalities, the differences and the needs which create the compromises out of which the United States constitution emerged.

F-166  
WHY WE RESPECT THE LAW  
Coronet, 1950 S  
14 min. B&W  
Explains the importance of law in keeping order in a society. Shows that respect for the law is developed by a realization that law represents accumulated wisdom, that it is in harmony with laws of nature and that it is necessary to prevent trouble.

F-602  
STATE LEGISLATURE  
ACA, 1948 I-S  
22 min. B&W  
Illustrates the work of the state legislature by tracing the progress of a bill. Shows how a bill originates, is passed through the legislature and is signed by the governor. Includes a sequence showing the law being tested in the state supreme court.

F-617  
A LAW IS MADE  
McGraw-Hill, 1961 S  
28 min. B&W  
An animated chart explains the steps through which a bill becomes a law. Follows the housing act of 1959 from its genesis to its approval by the president. Narration by Senator Joseph Clark of Pennsylvania.

F-620  
F.B.I. (FEDERAL BUREAU OF INVESTIGATION)  
McGraw-Hill, 1957 I-S  
27 min. B&W  
Describes the history, personnel training methods and laboratory techniques of the F.B.I. under the leadership of Edgar Hoover. Shows how certain famous cases have been solved.

F-655  
THE POLICEMAN  
EBF, 1955 P-I  
11 min. Color  
Follows a policeman on his regular day's work. Explains the use of the two-way radio communication on motorcycles and cars. Illustrates pedestrian and vehicular traffic safety, rescue work and apprehension of a speeding driver.

F-758  
THE TRUE STORY OF AN  
ELECTRON  
CF, 1962 S  
56 min. Color  
Follows an actual congressional election campaign from the primaries to the post election evaluations. Discusses volunteer workers financial support, registration, publicity and get out the vote projects.

F-795  
SPEAKER OF THE HOUSE  
JOU, 1964 S  
21 min. Color  
Examines responsibilities and activities of the speaker of a typical state assembly during the course of a legislative day. Speaker is shown fulfilling his double role as politician and lawmaker.

F-827  
THE SUPREME COURT  
EBF, 1954 S  
18 min. B&W  
Discusses history and function of the supreme court. Relates how the court gained its power to determine the constitutionality of federal and state laws. Indicates supreme court procedure in making decisions.

F-1235  
EQUALITY UNDER LAW: Lost  
Generation of Prince Edward County  
EBF, 1967 S  
25 min. Color

When Prince Edward County, Va. closed its public schools rather than integrate them, a generation of Negro children lost four years of education. The Prince Edward case was fought in state and federal courts; a Supreme Court injunction reopened the schools and 99% of the white children continued to attend private school.

F-1236  
JUSTICE UNDER LAW: The Gideon  
Case  
EBF, 1966 S  
23 min. Color

Shows the concept of justice in terms of the case of Gideon vs. Wainwright (1963). Designed to encourage student inquiry and class discussion.

F-1244  
INTERROGATION AND COUNSEL  
CF, 1967 S  
22 min. Color

The first film is an introduction to one of the profound conflicts of a free society, how a government is to enforce order while providing justice and a maximum of freedom to the individual.

F-1463  
BILL OF RIGHTS IN ACTION:  
Freedom of Religion  
BFA, 1966 I-S  
21 min. Color

In an emergency hearing lawyers argue the constitutional issues in a transfusion case in which the life of an unborn child is threatened because of the beliefs of the parents. This dramatic film is opened.

F-1466  
JUSTICE BLACK & THE BILL OF  
RIGHTS  
BFA, 1969 S  
32 min. Color

Associate Justice Hugo M. Black, of the Supreme Court, has been called the Court's philosopher. In this interview with CBS News Correspondents Eric Sevareid and Martin Agronsky, Justice Black discusses the possible conflict between constitutional law and morality; freedom of speech; and police powers versus the right of the accused.

F-1487  
DAYS OF WHISKEY GAP  
NFBC, 1966 S  
29 min. B&W

Film tells the story of the Northwest Mounted Police and how they tamed the wild Canadian West. Illustrated with rare photographs, artists' sketches, and interviews with oldtimers and veterans of the original force.

F-1620  
JUSTICE, LIBERTY AND LAW  
CF, 1971 S  
22 min. Color

The first film is an introduction to one of the profound conflicts of a free society, how a government is to enforce order while providing justice and a maximum of freedom to the individual. The film sets the Bill of Rights in historical perspective and introduces the specific amendments.

F-1632  
GOVERNING THE STATE  
McGraw-Hill/Con, 1970 S  
11 min. Color

The Governor's role and the role of the state legislature are examined as they formulate, discuss and pass legislation for the good of the people living in the state.

F-1655  
WHY WE HAVE LAWS  
LCA, 1971 K-P  
10 min. Color

An animated story introducing the basic concept of laws. Concludes that no one can live peacefully without rules and that if people help make their own laws they will usually make fair ones.

F-1657  
SHEPPARD CASE: FREE PRESS  
VS FAIR TRIAL BY JURY  
EBF, 1970 I-S  
26 min. Color

A study of the trial of Dr. Sam Sheppard in 1954. Documentary footage of key figures and reenactment of the crime reveal the conflict between freedom of the press and the right of the accused. Also included are excerpts from the Supreme Court's decision in 1961, reversing the original verdict.

F-1706  
FREEDOM TO SPEAK: PEOPLE  
OF NEW YORK VS IRVING  
FEINER  
EBF, 1967 S  
23 min. Color

Based on the case of Feiner vs. New York, this case study examines and investigates the basic freedom of expression. The case of a college boy convicted of disorderly conduct is followed by an analysis of the majority and dissenting opinions of the justices.

F-1707  
SPEECH AND PROTEST  
CF, 1969 S  
22 min. Color

Third in a series on the Constitution. The film presents enacted episodes with provision to stop the projector for discussion between sequences. For the teacher who is prepared to encourage inductive learning.

F-1761  
THE STRUGGLE FOR WOMEN'S  
RIGHTS  
SND, 1972 I-S  
15 min. B&W

A pictorial cavalcade of the people, places and events that have given impetus and leadership to the struggle for women's rights.

F-1819  
WHY WE HAVE ELECTIONS --  
THE KING OF SNARK  
LCA, 1973 P  
9 min. Color

A tale set in a mythical kingdom demonstrates the concept of holding elections to select government officials.

F-1856  
CAUGHT!  
CC, I-S  
25 min. Color  
A new and unique film with an impactful message: "Shoplifters and thieves beware...you're going to get caught!"

F-1883  
NO WALLS: A PRISON FILM  
CF, 1972 S  
26 min. Color

A mountain prison camp where the men work on the roads and hillsides. A film about their feelings on doing time, on society and rehabilitation.

F-1986  
SERVANTS OF THE PEOPLE  
SND, 1974 S  
52 min. Color

Four members of the U.S. House of Representatives give insight into the workings of one of the most powerful legislative bodies.

F-1998  
HERITAGE IN BLACK  
EBF, 1972 I-S  
27 min. Color

A 200 year panorama that stretches from the first struggles of black people to be free of chains to today's struggles to be free of invisible bonds. Reveals the black man's intense participation in American life--fighting for other people's freedom and making important contributions to science, industry, education, music, labor movement, sports.

F-2054  
CHANGING THE LAW  
BFA, 1968 P-S  
23 min. Color

Illustrates that two major antithetical forces are being applied in attempts to change law. One is outside the law, one is responsive to law.

F-2096  
WHY WE HAVE TAXES: THE  
TOWN THAT HAD NO POLICE-  
MAN LCA, 1970 P  
7 min. Color

The simple idea of taxation to accomplish a common goal is shown. The film concludes with examples of modern services provided by taxes.

F-2097  
WHY WE HAVE LAWS: SHIVER,  
GOBBLE AND SNORE  
LCA, 1970 P  
7 min. Color

Using a humorous trio of characters, this film shows why rules are necessary, and goes on to develop the concept of laws.

F-2099  
TROUBLE WITH THE LAW  
LCA, 1973 I-S  
16 min. Color

A college student involved in an auto accident rejects the standards by which the court finds him guilty, and decides that justice has not been served by the legal process.

THE BILL OF RIGHTS AND OTHER  
AMENDMENTS TO THE U. S. CONSTITUTION

On the next page you will find a copy of the Bill of Rights plus some other amendments, all of which have been re-written so that they are more "readable" to your kids. Throughout each of the different books we're using, references are made to various amendments, and the kids are supposed to flip to the back of the book and read the amendments in order to complete the lessons. In their original language, the amendments to our Constitution are pretty tough reading. . . .to kids they're nearly impossible to understand. Although I have not come close to achieving a re-write on the 5th or 6th grade level, I hope I've cleared up the mess a little. Some comments you should keep in mind if you intend to use the "revised" Amendments:

- I've made them easier to read partly by choosing words which the kids might be more familiar with, but also by simply cutting out much of the detail. You should familiarize yourself with the original wording of the particular amendment so that you know what parts of it I've left in and what parts of it I've left out.
- Don't forget that the original wording is still available in the back of your books. (for Lawmaking and Police). Perhaps you might want to use the re-write first, and when your kids have a basic understanding of what the amendment says, go to the full amendment for the details.
- If you can contribute by revising what I've written. . . even just a little bit. . . please do.
- I've left some of the terms which might appear at first to be "technical," from the students' viewpoint, e.g., "due process" and "equal protection." This is because your students should become familiar with these concepts; they are important phrases.
- The Bill of Rights includes the first 10 amendments. I also included the 14th Amendment because of its importance, and the 26th Amendment and the proposed Equal Rights Amendment because of their recent history.

# BILL OF RIGHTS AND AMENDMENTS TO THE U. S. CONSTITUTION

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United States citizens have these freedoms:

**1 st:** .religion  
.speech  
.press  
.to gather together peacefully  
.to ask the government to correct injustices.

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**2 nd:** United States citizens have the right to keep and use firearms for national security.

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**3 rd:** Soldiers denied lodging in citizens' homes.

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**4 th:** United States citizens have the right to privacy for themselves, their houses and their belongings. All searching and taking of possessions must be reasonable. A search warrant is required. It must list the place to be searched and what is taken.

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**5 th:** United States citizens have the right to refuse to testify against themselves.

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**6 th:** United States citizens have the right to:  
.a speedy and public trial  
.a jury trial in a criminal case  
.face their accusers.

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**7 th:** United States citizens have the right to a jury trial in civil matters.

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**8 th:** United States citizens have the right to reasonable bail, fines and punishment.

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**9 th:** United States citizens have more rights than those that appear here.

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**10 th:** Some powers are given to the Nation. Other powers are reserved for the States.

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**14 th:** United States citizens have the right to equal protection of the laws. No one should lose their life, liberty or property without due process of law.

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**26 th:** United States citizens have the right to vote if they are 18 years old or older.

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PROPOSED AMENDMENT: "EQUAL RIGHTS AMENDMENT" (ERA)

United States citizens have the right to be free from discrimination because of sex.

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# GLOSSARY

- ACQUIT . . . . . To be found not guilty
- ACQUITTAL . . . . . In a criminal case, a finding that the defendant is not guilty.
- ADMENDMENT \* . . . . . An addition or change to a bill, statute or constitution.
- ALLEGE . . . . . To make or state an accusation.
- APPEAL . . . . . Take a case to a higher court for review.
- ARRAIGN. . . . . To bring a prisoner to the bar of the court to answer the matter charged upon him.
- ARRAIGNMENT. . . . . The bringing of the accused before a judge to hear the complaint so the accused may enter a plea of guilty or not guilty. The judge may decide to set bail during the arraignment.
- ARREST . . . . . Taking a person under control by lawful authority.
- ASSAULT. . . . . An intentional threat which would reasonably make the person threatened feel in danger of physical harm.
- ATTORNEY . . . . . Lawyer, counsel
- AUTHORITY. . . . . Legal right to control--power.
- BAIL . . . . . Money that the judge makes the accused person pay to the court to make sure the accused will show up at the trial. The bail money is usually lost if the accused does not show up at the trial. People who can not pay bail must stay in jail until their trial. Bail is returned after trial.
- BAILIFF. . . . . An officer of the court who has charge of the accused person while he or she is in the courtroom.
- BATTERY. . . . . An intentional and unprovoked harmful physical contact by one person with another person.
- BILL . . . . . A proposed law presented to a lawmaking body.

BOND . . . . . A promise to pay a sum of money if the terms of bail are not faithfully performed.

BRIBE. . . . . To give or promise something in order to induce someone to do something illegal.

BURGLARY . . . . . The breaking and entering the premises of another with the intent to commit a crime.

CAMPAIGN . . . . . The organized effort by different political candidates or organizations for the special purpose of getting someone elected to a government office or some item approved by the voters, such as a tax levy.

CHAMBERS . . . . . A place where a judge hears matters not requiring action in court.

CHARGE . . . . . 1) An instruction given to the jury by the judge;  
2) An accusation made by legal authorities.

CITIZEN. . . . . A person is a citizen of a state or nation if he or she is born there, or chooses to become a citizen of that state or nation. Citizenship gives certain rights, but also imposes some responsibilities.

CIVIL CASE . . . . . A lawsuit to enforce a right or gain payment for a wrong (other than a criminal offense) done to a person or party by another person or party.

CIVIL LAW. . . . . The rules which regulate legal affairs between private persons, such as contracts and other agreements.

CLERK. . . . . Court official who keeps court records, official files, etc.

CLIENT . . . . . A person who engages the services of a specialist or an institution.

COMPLAINT. . . . . The first paper filed in a lawsuit which states the wrong done to the plaintiff by the defendant and a request for a remedy by the court.

CONCEIVABLE. . . . . Believable; imaginable

CONFESSION . . . . . Owning up; telling one's mistakes or wrongdoings.

CONFRONTATION. Meeting face to face.

CONSTITUENT. The basic plan and principles according to which a state or country is governed.

CONTEMPT. A willful disregard or disobedience of the court. Any act calculated to embarrass, hinder, or obstruct the court in the administration of justice.

CONTINUANCE. The adjournment or postponement to a subsequent day of an action pending in a court.

CONTRACT. An agreement between two or more persons where one makes a promise in exchange for something of value.

CONVICTION. In a criminal case, a finding that the defendant is guilty.

CONTRIBUTORY NEGLIGENCE. Negligence on the part of the plaintiff that helped cause his or her injury.

COP A PLEA. To plead guilty to a crime that carries a lesser penalty.

COUNSEL. Lawyer.

COURT. Place where judges hear lawsuits, where lawyers represent each side and witnesses give testimony for the jury to reach a verdict and the judge to make a judgment.

COURT INJUNCTION. An order requiring the person or persons to whom it is directed to do or (more commonly) not to do a particular thing.

CRIME. Any act considered harmful to the general public that is forbidden by law and punishable by a fine, imprisonment, or death.

CRIMINAL CASE. A lawsuit by the government to try to find an accused person guilty of committing a crime.

CROSS-EXAMINE. To examine, through questioning, a witness called by the opposing side, usually with the purpose of disproving his testimony: The defense counsel cross-examines witnesses called by the prosecuting attorney.

CURFEW. . . . . A time set by the authorities after which certain persons (usually juveniles) are not allowed to be out on the streets or in public places. Sometimes exceptions are made such as when juveniles are accompanied by an adult. They may then be allowed to be out after the curfew time.

CUSTODIAL

ARREST. . . . . An arrest which involves holding a person to answer a criminal charge; the mere issuance of a ticket for a simple traffic violation would not ordinarily be a custodial arrest.

CUSTODY. . . . . In the keeping of the police or court.

DAMAGES. . . . . Money that a court orders paid to a person or party (usually the plaintiff) who has suffered a loss by another person or party who caused the loss (usually the defendant).

DANDER . . . . . Anger; temper.

DEFENDANT. . . . . A person against whom a legal action is brought.

DEFENSE. . . . . The evidence offered by the party against which a legal action is brought.

DEFENSE

ATTORNEY . . . . . The lawyer who defends the defendant or the accused person.

DEGRADING. . . . . Disgraceful or debasing; dragging down one's moral character.

DEHUMANIZING . . . . . Depriving of human qualities.

DELINQUENCY. . . . . A term used in place of the word "crime" when youths, or juveniles under a certain age are involved (the age varies from state to state).

DEPOSITION . . . . . Statements a lawyer gets from witnesses before a trial.

DETENTION. . . . . The act or state of keeping in custody; confinement.

DETERENCE. . . . . A way to discourage or prevent a person from committing a crime.

DISORDERLY

CONDUCT. . . . . Acts against the public peace defined by law as disorderly and injurious to the rights of others.

DIVULGE. . . . . To reveal, or make public.

DUE PROCESS. . . . . Fair treatments.

ENDEMIC. . . . . Characteristic of a place or people; prevalent among a group of people.

ENFORCE. . . . . To require obedience to a rule or a law.

EVIDENCE . . . . . Facts; proof; a statement or a thing that makes clear something is true or happened.

FACT . . . . . Something that exists and is real.

FARCE. . . . . Something that is absurd, ridiculous, or has no meaning.

FELONY . . . . . A very serious crime such as murder, armed robbery, etc. where imprisonment is usually for more than one year.

FORNICATION. . . . . Unlawful sexual intercourse.

FRISK. . . . . A pat-down given by police on the outside of a suspect's clothes in search of weapons:

GRAFT. . . . . Taking advantage of one's position to gain something dishonestly; anything acquired by such illegal methods.

GRAND JURY . . . . . A jury which hears complaints and accusations of a crime and which can make formal accusations or indictments after which the accused is tried in court.

GRAND LARCENY. . . . . Theft of property worth more than a certain amount of money as set by law.

GRIEVANCE. . . . . A complaint about a real or imagined wrong.

GUILLOTINE . . . . . An instrument for beheading, with a heavy blade that slides down between two vertical guides.

HEARING. . . . . A listening (A meeting between the judge or the examiner, parents, and the accused juvenile where each side is presented in a fair manner in order to make the decision about what will happen to the juvenile.)

HERESY . . . . . A belief opposed to church doctrine or dominant opinion.

HOLE . . . . . Isolation; a small room without windows where a prisoner is confined for extraordinary punishment.

IMMORTALITY. . . . Everlasting life.

IMMUNITY . . . . A privilege granted to a person, making him or her exempt from legal prosecution or punishment concerning a particular case.

IMPARTIAL. . . . Fair; without prejudice.

INCORRIGIBLE . . . So bad that it is believed one can't change for the better.

INDETERMINATE SENTENCE . . . . A prison sentence for an unspecified number of years.

INDICTMENT . . . . A formal accusation of the commission of a crime against a person by a grand jury.

INTERPRET. . . . To make clear the meaning of.

JOY-RIDING . . . . Stealing a car with the intent to return it after taking a ride. Some state laws make a distinction between joy-riding and outright auto theft, but most do not.

JUDGE. . . . . A person appointed or elected to hear and decide questions of law in court cases, and to make certain that fair procedures are used.

JURISDICTION . . . The geographical area in which a court can hear and decide legal matters.

JURY. . . . . A group of people (usually twelve), chosen by law and satisfactory to both sides of a lawsuit, to decide the facts of a case.

JUVENILE COURT . . . A court of summary jurisdiction which without a jury hears cases and determines punishments of youthful delinquents.

LARCENY. . . . . Theft of any kind.

LAW. . . . . A system of rules made by a government to protect society; a statute or act passed by the legislature.

LAWYER . . . . . A person who has been licensed to represent others in legal matters.

LEGISLATURE. . . . A body of elected representatives of the people which passes, or refuses to pass, bills introduced by members of the legislature.

LENIENT. . . . Mild, not harsh or severe.

LIABILITY. . . . A legal responsibility, obligation, or debt.

LITIGATION . . . . A lawsuit; the process of making a lawsuit; the process of making a claim in court.

LOBBYIST . . . . Person who tries to influence the members of a legislative body to stop or to push through bills.

LOITERING. . . . Standing around idly without any real purpose or goal. Just hanging around.

MALICE . . . . An intentional doing of a wrongful act without good cause, with intent to do injury. Evil intent.

MANDATORY. . . . Obligatory; required.

MANSLAUGHTER . . . The unlawful killing of another without malice, which may be either voluntary or involuntary.

MIRANDA WARNINGS The warnings law enforcement officials are required to give suspects before questioning can begin, as specified by the Supreme Court ruling in the case Miranda v. Arizona.

MISDEMEANOR. . . A less serious crime such as resisting arrest or petty larceny (property of small value), where the imprisonment cannot be for more than one year.

MOCK . . . . Make believe.

MURDER . . . . The unlawful killing of another person that is planned in advance with evil intent (malice aforethought).

ORDINANCE. . . . A local law or regulation issued by a municipality or other local government authority.

PENALTY. . . . Punishment.

PENANCE. . . . An act that is performed to make up for wrongdoing.

PENITENTIARY . . . A state or federal prison for those convicted of serious crimes.

PERJURY. . . . Lying which under oath.

PETIT (PETTY)  
 JURY . . . . . A trial jury which decides questions of fact in a court case.

PETIT LARCENY. . . . Theft of property worth less than a certain amount of money as set by law.

PETITION . . . . . Ask earnestly (Citizens can sign a petition to make a formal request to do something).

PLAINTIFF. . . . . The person or party who files a complaint and brings a legal action against another person or party.

PLEA . . . . . An accused person's answer to an indictment.

PLEA BARGAIN . . . . An informal arrangement between the prosecution and defense, approved by a court, in which a criminal defendant pleads guilty to lesser charges than those brought against him or her by indictment.

POLITICS . . . . . The study of how government operates.

PRECEDENT. . . . . Using previous court decisions for guidance in deciding questions of law in a similar case.

PREDICT... . . . . Forecast or tell beforehand.

PRE-TRIAL  
 HEARING. . . . . A presentation of testimony and arguments to the judge occurring before the trial.

PROBABLE CAUSE . . . . Reasonable grounds for belief, required by the Fourth Amendment to the Constitution, before any search of the area protected by that amendment can be made.

PROBATION. . . . . A method of treating juvenile delinquents by releasing them in care of their parents or other guardian, but under certain specified conditions, including supervision by an officer of the court, called a probation officer.

PROSECUTOR . . . . . Lawyer who defends the interest and the rights of the people of the state against the defendant in a criminal trial.

PUNITIVE . . . . . Relating to punishment; inflicting punishment.



RECIDIVISM . . . . . Repetition of criminal acts by one person.

RECOGNIZANCE \* \* \* An obligation entered into before the court to do some particular act; release on personal recognizance (rather than bond) would be a release on a defendant's personal promise to appear before the court when required.

RECORD . . . . . The official written report on proceedings in a court of law.

REHABILITATE \* \* \* Making over to a good condition.

REPEAL . . . . . To take back an existing law.

REPORTER \* \* \* \* The court reporter records court proceedings and later makes good copies of some of them. Good records are important when a case is appealed to a higher court.

RESIST . . . . . To oppose by using direct action or some kind of force.

RESPONSIBILITY \* Having an obligation.

RETRIBUTION. . . . . The act of giving or receiving punishment that is regarded as equal in severity to the crime committed.

REVENGE/  
VENGEANCE \* \* \* \* Injury or punishment that is inflicted in return for an injury or insult.

SEARCH . . . . . An examination of a person or that person's personal property, house, or other premises in order to locate anything that could be used as evidence in a legal proceeding.

SEARCH  
WARRANT. \* \* \* \* A court order authorizing the police to make a search in a certain place.

SENTENCE . . . . . The punishment or penalty given by the judge to a person convicted of a crime after the jury has given the verdict.

SHOPLIFTING. . . . . Stealing goods which are displayed for sale in a store.

STATUTE. . . . . A law passed by a state legislature or the Congress of the United States.

STEREOTYPE . . . To lump people together in one group or category and then to believe that everyone in that group or category is exactly alike,

SUBPOENA . . . A court order to appear in court to give testimony.

TAKE INTO CUSTODY. . . Placed under the physical control of (not necessarily meaning arrested).

TESTIMONY. . . Evidence given by a witness under oath.

TORT . . . A wrong done to another person other than a criminal act.

TRANSCRIPT . . . A written copy.

TRIAL. . . A legal case in a court decided by a judge and jury.

TRIAL JURY . . . A group of citizens that listens to the evidence presented in a courtroom and gives its verdict; also called petit jury.

TRUANCY. . . Unauthorized absence, usually from school.

VANDALISM. . . Deliberate defacement or destruction of property.

VERDICT. . . The decision made by the jury during a trial.

VIOLATE. . . Break.

VOIR DIRE. . . The questioning of possible jurors by the judge and the lawyers to decide whether they are acceptable to decide the case.

WAIVER . . . . A written statement giving up some right, interest, or the like: He signed a waiver on his piece of property.

WARRANT. . . . A written document, issued by a judicial officer, authorizing a law enforcement officer to make an arrest, seize property, make a search, or carry out a judgment.

WITNESS. . . . A person who has information as to what he or she has seen or otherwise observed about a case.

WRIT OF HABEAS

CORPUS . . . Used to find out if the detaining or imprisonment of a person is unlawful.

ZONING

ORDINANCE. . . A public regulation specifying the kind of structure which can be built in a particular area.