

LAW DAY 2015

MAGNA CARTA

SYMBOL OF FREEDOM UNDER LAW



PLANNING GUIDE

PLANNING CALENDAR

February 2015

- Convene a planning committee and customize a program suitable for your target audience to support Law Day 2015 theme;
- Draft publicity campaign, including announcing on social media;
- Select activities and other materials to be used in classroom or community presentations;
- Confirm funding sources for Law Day programming;
- Coordinate volunteers for Law Day programming;
- Go to www.lawday.org to register your event;
- **Order Law Day merchandise by February 28 in order to take advantage of a 10% early bird discount.**

March 2015

- Assemble planning committee and continue customizing a Law Day program;
- Implement publicity campaign;
- Finalize funding for Law Day programming;
- Finalize volunteers to support individual Law Day activities;
- Arrange for photographer for the various events and activities;
- Design and print all materials needed for Law Day activities;
- Visit www.lawday.org to discover Law Day programming around the country;
- **Order Law Day materials by March 14 to receive a 5% early bird discount.**

Early April 2015

- Finalize Law Day programming with planning committee;
- Finalize publicity arrangements and announce on social media;
- Distribute materials to the volunteers for advance preparation for Law Day programming;
- Finalize arrangements for photographer;
- Invite state or local officials, bar association officers, or dignitaries to participate in Law Day programming;
- Visit www.lawday.org to make any updates to your event listed on the site;
- **Order Law Day Merchandise by April 18 to guarantee delivery by Law Day.**

Late April 2015

- Convene planning committee and volunteers for final review of all aspects of the Law Day 2015 programming;
- Follow up with media contacts, and promote on social media;
- Enjoy 2015 Law Day programming!

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2015



Standing Committee on Public Education

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Cover Photo: A stained glass window in the Massachusetts State House depicting the commonwealth's seal from 1775–1780. The seal, prominently featuring Magna Carta, was designed by Paul Revere.



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MAGNA CARTA

CONTENTS

2 An Introduction to Law Day

- 2 About the Law Day 2015 Theme
- 3 What Is Law Day?
- 4 Message from the ABA President
- 5 Message from the National Law Day Chair

6 Talking Points

8 Timeline of Magna Carta History

10 Notable Quotes

12 Planning Your Event

- 12 Understanding Magna Carta's Legacy
- 14 Programming Ideas
 - 16 Law Students
 - 17 College and University Students
 - 18 Grades K–12
 - 19 General Public

20 Publicizing Your Event

22 Suggested Resources

25 Magna Carta Traveling Exhibit

26 Lesson Plans for Grades K–12

- 26 Playing by the Rules—Elementary School
- 27 The Faces of King John—Middle School
- 28 Do You Have a Right to Travel?—Middle/High School
- 29 Be a Hit in the Classroom!
- 30 Magna Carta, the Federalists and the Antifederalists—High School

32 Law Day Activity Awards

- 32 2014 Winners
- 35 2015 Awards Criteria

36 What's Online?

Back Cover: Post-Law Day Checklist

Magna Carta:

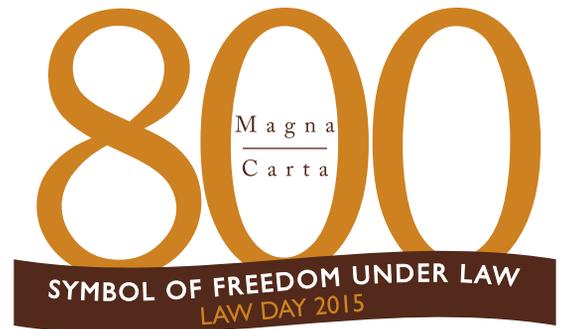
Symbol of Freedom Under Law



Perhaps more than any other document in human history, Magna Carta has come to embody a simple but enduring truth: No one, no matter how powerful, is above the law. In the eight centuries that have elapsed since Magna Carta was sealed in 1215, it has taken root as an international symbol of the rule of law and as an inspiration for many basic rights Americans hold dear today, including due process, habeas corpus, trial by jury, and the right to travel. As we mark the 800th anniversary of Magna Carta, join us on Law Day, May 1, 2015, in commemorating this “Great Charter of Liberties,” and rededicating ourselves to advancing the principle of rule of law here and abroad.



What Is Law Day?



Law Day, May 1, annually, 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 this democracy and the importance of jury service to maintaining the integrity of the courts.

How did Law Day begin?

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

When is Law Day celebrated?

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

How is Law Day celebrated?

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

Why is a theme selected?

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

Who conducts Law Day programs?

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

Are additional Law Day resources available?

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

Whom can I contact with Law Day questions?

Chandra Fitzpatrick, outreach manager for the ABA Division for Public Education, will be happy to assist you with any additional Law Day questions you may have.

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

ABA President's Law Day Message:

One of the most iconic moments in world legal history is the issuance of Magna Carta at Runnymede in 1215. That moment has been memorialized on monuments, murals, paintings, and friezes, and it even appears on the bronze doors of the United States Supreme Court. Magna Carta has inspired and been cited by our nation's founders, jurists, and Civil Rights leaders. Magna Carta has rightly earned a prominent place in the pantheon of cherished documents of freedom.

The 2015 Law Day theme—"Magna Carta: Symbol of Freedom Under Law"—celebrates the contributions of the Great Charter of Liberty. The words of the Law Day theme are drawn from the inscription on the Magna Carta Memorial at Runnymede, which the ABA erected in 1957. That granite memorial stands today as a tangible reminder of our commitment to the rule of law, the connections between Magna Carta and the political and legal history of the United States, and the continuing symbolic significance of Magna Carta in the worldwide struggle for rights.

While much of the text of Magna Carta is dedicated to long-forgotten feuds and obscure legal doctrines, it contains provisions that have withstood the test of time and, in the words of United States Chief Justice John Roberts, "laid the foundation for the ascent of liberty." Magna Carta's most oft-cited provision, Chapter 39, declares, "No free man shall be seized or imprisoned, or stripped of his rights or possessions ... except by the lawful judgment of his equals or by the law of the land." Inspired by this provision, we have come to associate the early roots of our cherished due process rights with Magna Carta.

Over the centuries Magna Carta has become the embodiment of the principle that no person, no matter how powerful, is above the law. Colonists took with them to America the idea that the sovereign must recognize and respect the rights of the individual. During the American Revolution, Magna Carta was cited for its symbolic significance by Thomas Paine, Benjamin Franklin, and Thomas Jefferson, among many others.

Magna Carta continues to inform our thinking about rights and liberty. When Eleanor Roosevelt introduced the Universal Declaration of Human Rights to the United Nations Assembly in 1948, she referred to it as an international Magna Carta for all humanity. Nelson Mandela cited Magna Carta in his eloquent Statement from the Dock in the Rivonia trial in 1964. The United States Supreme Court has referenced Magna Carta in its opinions more than 170 times. In short, Magna Carta has transcended its original time and place and has become an enduring worldwide symbol of liberty and the rule of law.

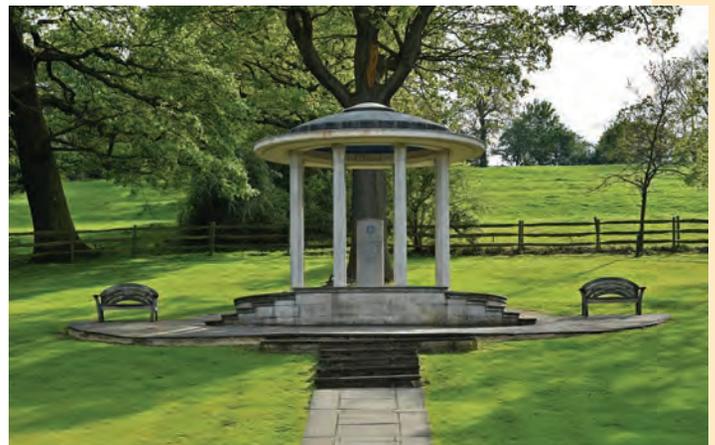
As we celebrate Law Day on May 1, 2015, let us commemorate this Great Charter of Liberty and rededicate ourselves to advancing the rule of law at home and abroad.



William C. Hubbard
ABA President



ABA President William Hubbard



In 1957, the American Bar Association dedicated a memorial at Runnymede "To Commemorate Magna Carta—Symbol of Freedom Under Law." It was designed by Sir Edward Maufe, and consists of eight columns surrounding a rotunda. A granite pillar is in the center of the rotunda. Photos courtesy of the American Bar Association.

National Law Day Chair's Message:



Magna Carta turns 800 years old in 2015. Many events and activities will mark this auspicious occasion. For example, the Library of Congress is sponsoring a Magna Carta exhibit in Washington, D.C., that will run through January 19, 2015; the American Bar Association, in cooperation with

the Law Library of Congress, has produced a traveling exhibit that will be displayed at various locations around the country; several new Magna Carta books have been published, including two titles with the direct involvement of the ABA; Magna Carta-themed video and essay contests have been announced; and a new Magna Carta website (www.iconofliberty.com) will soon launch. The commemoration will culminate in June, when the ABA Magna Carta memorial at Runnymede will be rededicated before thousands.

In a year of so many Magna Carta-related events across the globe, what will a Magna Carta-themed Law Day in the United States add? In a word, plenty. On Law Day, May 1, 2015, schools, community organizations, judges, lawyers, courts, and bar groups throughout the nation will engage in grassroots efforts to educate the public on the continuing importance of Magna Carta as a symbol of freedom under law and a source of inspiration for other great documents of liberty.

The nationwide success of Law Day critically depends upon local leaders like you. Thankfully, that success is only three steps away. To assist you in taking the first step, the ABA's Division for Public Education presents its Law Day Planning Guide, which contains valuable resources, programming ideas, and tips on how to reach different types of audiences. Whether your group is developing a Law Day program for schools, adult education classes, bar groups, courts, community groups, or civic organizations, this guide provides it with the materials you need to plan, publicize, and implement a successful Law Day program.

Utilization of the ABA's Law Day website, www.lawday.org, is the second step. There you will find many more Law Day materials and resources, including a calendar that allows you not only to see how others in your area are marking Law Day, but also to post your own Law Day activities to increase public awareness. Visit www.lawday.org frequently; it is constantly being updated with additional resources and information.

Step three is to take advantage of the wide array of fine Law Day products to help increase public awareness, engagement, and excitement. You can once again turn to www.lawday.org for details.

The Division for Public Education wishes you all the best for your 2015 Law Day planning and stands ready to help if your group requires any further assistance. Whether you are holding a single program or have a month of activities planned, the Division for Public Education will help you get started.



Sincerely,

A handwritten signature in black ink that reads "Stephen J. Curley". The signature is written in a cursive style.

Stephen J. Curley

National Law Day Chair, American Bar Association

Talking Points

The story of Magna Carta begins at Runnymede in England in 1215, but it does not end there. It is a story that runs eight hundred years forward and is still unfolding. It is the story of our rule of law tradition and of how our American system of government is derived from our English legal heritage.

- The document that became known as Magna Carta was first issued in June 1215. It resulted from negotiations, culminating in a meeting at Runnymede, between King John and rebellious English aristocrats on the brink of civil war.
- The 1215 charter was handwritten in Latin on a single piece of sheepskin parchment approximately 18 inches square—about the same surface area as a 27" computer monitor or TV screen. Its text runs less than 4,000 words—somewhat shorter than that of the original 1787 U.S. Constitution.
- The last line of the 1215 charter refers to a specific place and time of its issue: “in the meadow that is called Runnymede between Windsor and Staines on the fifteenth day of June in the seventeenth year of our [King John’s] reign.” Runnymede represented neutral turf between parties in conflict.
- The most persistent misconception about Magna Carta is that King John “signed” the document at Runnymede in 1215. Rather, to signify his assent and granting of the charter to his subjects, the king’s seal was affixed, after the Runnymede meeting, to more than 40 documents produced by his royal chancery or writing office. They were then distributed to counties throughout the realm of England.
- A would-be peace treaty between the king and the rebellious nobles, the 1215 charter did not survive its year of issue. Pope Innocent III annulled the charter within 10 weeks of its issuance. In the midst of virtual civil war, King John suddenly died in October 1216. The charter was then reissued on behalf of the new king, John’s nine-year-old son, Henry III. This Magna Carta was substantially revised and shortened to about 2,500 words. A second reissue was made in 1217 and a third in 1225. The 1225 issue was the version incorporated into English law in 1297.
- “Magna Carta” means “Great Charter” in Latin. After it was first revised in 1216, a separate charter of the forests, spun off and expanded from the 1215 document, was issued. To differentiate the first charter from the second, the former became known, in 1218, as Magna Carta Libertatum (Great Charter of Liberties) or, simply, Magna Carta.
- There are multiple Magna Carta manuscripts that can claim to be “originals.” Why this is so is a matter of historical circumstance, tradition, and scholarly conventions. In addition to the four 1215 first issues, there survive one from 1216 and four more each from 1217, 1225, and 1297. Just two of these seventeen are outside England, both dating to 1297. They are in the national capitals of Australia (Canberra) and the United States—the latter is publicly displayed at the National Archives in Washington, D.C.
- After 1300, Magna Carta was not reissued—physically produced and disseminated across the realm—but simply “confirmed.” English kings confirmed Magna Carta dozens of times in the centuries following the thirteenth, corroborating its status as an exemplary written charter of good governance and recognition of the lawful liberties of English subjects.

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SYMBOL OF FREEDOM UNDER LAW
LAW DAY 2015



- In the seventeenth century, English jurist Edward Coke interpreted Magna Carta to be part of an “ancient Constitution” that preserved the rights of English subjects, protected by a representative parliament, against the claims of absolutist monarchs. By the eighteenth century, the uncoded British Constitution was seen as including not only key texts from the prior century (1628 Petition of Right, authored by Coke; Habeas Corpus Act 1679; 1689 English Bill of Rights), but also Magna Carta itself—invoked to trace back the deep roots of British constitutionalism.
- The eighteenth-century English jurist William Blackstone developed a numbering convention for Magna Carta, which we follow today. By tradition, the various short sections are commonly called “chapters.” The 1215 Magna Carta has 63 chapters and the shorter 1225, just 37. The famous, oft-cited clause that begins “No free man shall be seized or imprisoned,” which appears in all issues, is numbered chapter 39 in the 1215 Magna Carta and 29 in the abbreviated 1225 issue.
- The 1215 issue of Magna Carta from Lincoln Cathedral became the first charter to travel outside the United Kingdom in 1939, when it came to the United States for display at the New York World’s Fair and then remained in Washington, D.C., for safekeeping throughout World War II.
- Magna Carta has been cited in over 170 U.S. Supreme Court opinions, according to American University law professor Stephen Wermiel, who analyzed 224 years of U.S. Reports of Supreme Court decisions. Of these 170 cases, 28% concern due process of law; 13%, trial by jury; 8% concern how Magna Carta influenced American constitutionalism; 6% each treat antitrust matters and habeas corpus; 5% concern other civil rights and liberties; and 4% each treat cruel and unusual punishment and excessive fines.
- Unlike no other historical document, Magna Carta symbolizes our deep-rooted tradition of constitutional governance and its associated “rule of law” values. These are commonly understood to mean that “no ruler is above the law” and, often, the granting of political and legal rights in writing. Rule of law is often contrasted with rule that is capricious, unprincipled, and inconstant.

Timeline of Magna Carta History

1215

A group of English barons rebels against King John in the meadow at Runnymede, England, and persuades him to affix his seal to a document called the “Charter of Liberties.” The articles established a committee of 25 barons to oversee the king’s adherence to the document’s provisions. In all, there are 63 chapters. An unknown number of copies are sent to officials. Three months later, Pope Innocent III declares the document invalid.

1217

Following the First Barons’ War and the Treaty of Lambeth, the Charter of Liberties (known in Latin as *carta libertatum*) is reissued. The 42 chapters are expanded to 47 chapters. During the same year, a fragment of the Charter of Liberties serves as the basis for a second charter, the Charter of the Forest.

1297

King Edward I reissues the 1225 version of Magna Carta. Constitutionally, this version is the most significant. It is still included today, in part, in English statutes.

1423

Magna Carta is confirmed by King Henry VI following decades of successive generations petitioning the English throne to reaffirm the document.

1216

King John dies, and his 9-year-old son, Henry III, ascends to the throne of England. In order to avert a war between Henry’s supporters and usurper Prince Louis’s supporters, the charter is reissued, sealed by a papal representative, Guala Bicchieri, and the king’s regent. It substantially revises the 1215 document. This charter has 42 chapters instead of 63.

1225

King Henry III is called upon to reaffirm the Charter of 1217, now known as *Magna Carta*. This document has 37 chapters and is the first version of the charter to be entered into English law.

1354

Under King Edward III, Magna Carta’s benefits are extended from “free [men]” to “[men], of whatever estate or condition he may be,” and the phrases “due process of law” for “lawful judgment of his peers or the law of the land” are introduced.

1628

Sir Edward Coke, the first respected jurist to write seriously about Magna Carta, drafts the Petition of Right, which becomes, along with Magna Carta, part of the uncoded British Constitution.



1687

William Penn publishes *The Excellent Privilege of Liberty and Property: being the birth-right of the free-born subjects of England*, which contained the first copy of Magna Carta printed in the American colonies.

1791

Thomas Paine, in his book, *Rights of Man*, argues that Magna Carta does not guarantee rights because it was not a properly ratified written constitution.

1829

Chapter 26 of Magna Carta becomes the first chapter to be repealed under English law.

1941

Magna Carta is secured at Fort Knox, in Kentucky, along with the U.S. Declaration of Independence and Constitution, for most of World War II.

1969

Chapters 1, 9, and 29 are the only three of the 1225 issue chapters from Magna Carta that have not been repealed under subsequent statutes of English law.

2015

The world commemorates Magna Carta's 800th anniversary with special exhibits, programs, and events.

1759

Sir William Blackstone creates a numbering system that is applied to the clauses of Magna Carta, which is still used today.

1816

John Whittaker, an English bookbinder, produces a deluxe gold-blocked edition of Magna Carta in celebration of its 600th anniversary (one year later).

1939

An original Magna Carta travels to the United States for the first time as part of the New York World's Fair.

1965

United States Postal Service issues stamps in honor of the 750th anniversary of Magna Carta.

2007

The only surviving 1297 copy of Magna Carta in private hands is sold for \$21.3 million to American David Rubenstein at auction. It becomes part of a permanent exhibit at the National Archives and Records Administration in Washington, D.C.



Notable Quotes

“The Magna Carta is one of the great symbols, to all English-speaking peoples, of liberty within the law.”

Archibald MacLeish (“Deposit of Magna Carta,” November 28, 1939)

“We must never cease to proclaim in fearless tones the great principles of freedom and the rights of man which are the joint inheritance of the English-speaking world and which through Magna Carta, the Bill of Rights, the Habeas Corpus, trial by jury, and the English common law find their most famous expression in the American Declaration of Independence.”

Winston Churchill (“Sinews of Peace,” March 5, 1946)

“Magna Carta ... is often claimed to be the cornerstone of English liberty, law and democracy, and its legacy has been its enduring worldwide influence... . It has become an icon for freedom and democracy throughout the world.”

UNESCO (Memory of the World inscription, 2009)

“Centuries ago, when kings, emperors, and warlords reigned over much of the world, it was the English who first spelled out the rights and liberties of man in the Magna Carta.”

Barack Obama (Speech to UK Parliament, May 25, 2011)

“Our later freedoms were gestating in the [Great] Charter. Establish the rule of law—the idea that the authorities can’t make up the rules as they go along—and everything else will eventually follow.”

Daniel Hannan (“Magna Carta is the birthright of all English-speakers,” June 16, 2014)

“Magna Charta is such a fellow, that he will have no sovereign.”

Edward Coke (Second Part of the Institutes of the Laws of England, 1642)

“In this country, written constitutions were deemed essential to protect the rights and liberties of the people against the encroachments of power delegated to their governments, and the provisions of Magna Charta were incorporated into Bills of Rights. They were limitations upon all the powers of government, legislative as well as executive and judicial.”

Stanley Matthews (Opinion of the Court, Hurtado v. California, 1884)





“The Magna Carta, the Petition of Rights, and the [English] Bill of Rights are documents which are held in veneration by democrats throughout the world.”

Nelson Mandela (Rivonia Trial Speech from the Dock, April 20, 1964)

“Magna Charta as a great instrument of liberty was the creation not only of its own age, but of later ages that strove for the idea that government is something greater than the naked exercise of power.”

Alfred H. Knight (The Life of the Law: The People and Cases That Have Shaped Our Society, From King Alfred to Rodney King, 1996, p. 25)

“The first eight amendments to our Federal Constitution, our explicit Bill of Rights, owes its parentage to Magna Carta; and Americans regard the enforcement of those amendments as the Supreme Court’s most important and demanding responsibility.”

William Brennan (1985 Rededication Speech at ABA Memorial at Runnymede)

“Magna Carta decreed that no man would be imprisoned contrary to the law of the land. Important as the principle was, the Barons at Runnymede prescribed no specific legal process to enforce it. Holdsworth tells us, however, that gradually the writ of habeas corpus became the means by which the promise of Magna Carta was fulfilled.”

Anthony M. Kennedy (Opinion of the Court, Boumediene v. Bush, 2008)

“Magna Carta has risen above its uncertain beginnings. It has been a crucial influence on the development of the rule of law, first in England and then around the world.”

Sandra Day O’Connor (Magna Carta and the Rule of Law, 2014, p. xiv)

“Magna Carta has had a profound effect on popular culture. King John, his discontented barons, and the Great Charter remain well-known even as other aspects of English medieval history have faded into comparative obscurity. Magna Carta continues to transcend its times.”

Carolyn Harris (University of Toronto, prepared for Insights on Law & Society, American Bar Association, 2014)

“Magna Carta was for England, and later for people around the world, what President Lyndon Johnson said Lexington and Concord were for the American Revolution and Selma was for the American civil rights movement—a turning point—where “history and fate meet at a single time, in a single place to shape a turning point in man’s unending search for freedom.”

Roger Gregory, (Judge, Fourth Circuit Court of Appeals, prepared for Insights on Law & Society, American Bar Association, 2014)

“Magna Carta is a shining symbol of our shared legal heritage and of the rule of law as a foundation for freedom and human rights. Today, the story of Magna Carta we should tell is not merely of Runnymede in 1215, but of the Great Charter’s enduring significance in the eight hundred years since.”

William C. Hubbard, 2014–2015 ABA President (Magna Carta: The Foundation of Freedom 1215–2015, 2014, p. 10)

Planning Your Event



Understanding Magna Carta's Legacy

Magna Carta was arguably the most significant early influence in the evolution of constitutional law. Some of the most basic principles of the United States Constitution, including the right to a trial by jury, can be traced to **Magna Carta**.

As you plan your program, it is important to think through how to make the connection between this year's theme, **Magna Carta: Symbol of Freedom Under Law**, and the legal issues relevant to your community today. Here are four different lenses through which to look at **Magna Carta's** enduring legacy as it shapes our modern constitutional system.



Trial by Jury

Magna Carta provides that a free man cannot be deprived of life, liberty, or property “except by lawful judgment of his equals or by the law of the land.” The idea of a verdict rendered by one’s equals (or peers) is evident today in the constitutional right of every U.S. citizen charged with a serious crime to have a trial by jury.

Topics to Consider for Your Law Day 2015 Program

- Magna Carta’s Influence in Criminal Law and Legal Representation
- Contemporary Issues of Trial by Jury in an Age of Social Media-Digital
- Preservation of Trial by Jury
- The Disappearance of Civil Jury
- Defining a “Jury of your Peers”

Right to Travel

Magna Carta provides for a basic right of free men to travel in and out of the kingdom. In a 1958 case, *Kent v. Dulles*, the U.S. Supreme Court cited Magna Carta to demonstrate the ancient roots of the right to travel freely. The Court went on to find: “The right to travel is a part of the ‘liberty’ of which a citizen cannot be deprived without the due process of law of the Fifth Amendment.”

Topics to Consider for Your Law Day 2015 Program

- National Security v. Personal Liberty
- Do We Need Border Protection?
- The Documents of Citizenship
- Are We Living in a Borderless World? The Impact of Globalization on Borders
- Significant Supreme Court Cases: *Kent v. Dulles*, *Edward v. California*

Individual Rights

Because Magna Carta included a recitation of certain basic rights to be accorded all free men, it has over the years become shorthand for any declaration of human rights. For this reason, in introducing the Universal Declaration of Human Rights to the United Nations, Eleanor Roosevelt referred to it as a Magna Carta for all mankind.

Topics to Consider for Your Law Day 2015 Program

- Magna Carta v. Bill of Rights
- What Rights Are Universal?
- The Bill of Rights Today—How Has Our Digital Life Shaped Our Expectations?

Due Process

Magna Carta provides guarantees against arbitrarily denying “free men” of their life, liberty, or property without legal process. This basic, but important principle, is the foundation of the U.S. Constitution’s guarantees of the right to due process, a speedy trial, trial by jury, and representation by counsel. It is also the basis of constitutional protections against unreasonable searches and seizures, excessive fines, and cruel and unusual punishment.

Topics to Consider for Your Law Day 2015 Program

- Habeas Corpus and the War on Terror
- Magna Carta as Precedent—The U.S. Supreme Court’s Use of the Great Charter
- Discipline and Education—Exploring Student Due Process
- Right to Counsel: When Does it Apply?
- Searches, Seizures, and Modern Technology

Law Day Programming Ideas

Law Day provides an excellent opportunity to engage a variety of audiences from throughout the community in lively, interactive discussions about Magna Carta: Symbol of Freedom Under Law. Look for opportunities to hold events, invite speakers, form partnerships, and engage the entire community. The following are program and activity ideas for Law Day planners.



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

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

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

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

- **Ask-a-lawyer programs**—Allow members of the community to ask questions of legal professionals about the law, legal process, or possible legal issues that they may be encountering. Radio or television call-in shows, as well as public open houses, have been successful for many local communities. Also consider a web-based chat or

tweetup to reach your audience. Simply set a time, publicize the event, and provide the service of sharing information.

- **Court tours**—The courts can be a fascinating place for members of the community. Consider holding a court open house, where attendees might tour the courthouse, see a courtroom, and explore. Take an opportunity to connect the space to the legal process, and offer explanations about the rule of law or legal processes to the tours.
- **Information fairs**—Law Day provides an opportunity not only to share information about the Law Day theme, but other important legal literacy essentials, such as how courts work, what courts do, jury service, and locating lawyers. Consider holding an information fair at community outlets such as government offices, community centers, churches, libraries, coffee shops, malls, or grocery stores.
- **Advocate awards and recognition**—Law Day 2015 is an excellent opportunity to hold state or local ceremonies noting the special accomplishments of advocates for individual rights. Lawyers, judges, or other persons whose contributions may normally go unheralded might be nominated by, or introduced to, the community.

Implementing the Law Day Theme

The following types of programs might be used to implement the Law Day theme with many audiences, including the legal community, law students, college and university students, K–12 students, youth groups, and the general public.

- **Mock trials**—Who doesn't enjoy a good legal drama? Mock trials can take many forms. They might be organized as public performances for people who want to learn more about the legal system. Legal professionals might also lead mock trials with students or members of the community.
- **Speakers bureaus**—This is a traditional Law Day activity that allows professionals from the legal community to speak to other members of the community in service clubs, religious groups, senior citizen groups, and after school programs. Speaker presentations can take many forms, ranging from public conversations among community members and leaders, a single speaker making a focused presentation, a debate on a particular topic, or a moderated panel discussion.
- **Fund-raisers**—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.

1. Mock Trials

Mock trials may take many forms. They might be structured experiences for students, teaching about due process and the right to a jury. Law students might participate in moot court simulations. They can also be organized as public performance for people who want to learn more about the legal system.

2. Public Forums

This is a traditional Law Day activity that allows professionals from the legal community to speak to other members of the community in community meetings, service clubs, religious groups, senior citizen groups, and after school programs. Public forums featuring speakers can range from conversations among community members and leaders, a single keynote speaker, a moderated debate, or a panel discussion. Each format should include an opportunity for audience interaction.

3. Art Events or Contests

Law Day art events and contests can take a variety of forms. Exhibits of illustrations of the Law Day theme, poetry slams, flash mobs, speech competitions, or theater performances are just a few examples. Consider sharing videos on YouTube, or hosting events at school or public gallery spaces. You may also want to explore the ABA Icon of Liberty Under Law website, which catalogs public representations of Magna Carta through multimedia resources such as images, video interviews with scholars and curators, and short essays to interpret the featured images and places. It invites visitors to propose their own ideas for imagined commemorative art and memorials that recognize Magna Carta's contributions to our law, culture, and governance.

<http://www.iconofliberty.org>

4. Book Discussion of Movie Night

Select a book or movie for discussion with a group of students or community members. Discussion can take place during a formal meeting or through online chat and message groups. See pages 22–24 for suggestions on books and movies to further your Law Day 2015 discussions.

5. Essay Contest

Develop a provocative question related to individual rights, due process, habeas corpus, trial by jury, the right to travel, or another Law Day 2015 concept, and allow students to respond. Contests may be structured for K–12, college and undergraduate, and law students accordingly. The American Bar Association is hosting a number of essay and video contests asking students to think creatively about Magna Carta and its legacy. For more information on these contests, please visit www.lawday.org.

6. Community Awareness Campaign

Consider a Law Day public awareness campaign about the rule of law. Utilize traditional media outlets, such as the local news. Also think about billboards, broadsides, street signs, community bulletin boards, or sidewalk chalking. Student audiences may be especially poised to lead such campaigns. Consider working with your local radio stations to launch a radio-based public service awareness (PSA) campaign. Radio PSA scripts, highlighting the importance of this year's Law Day theme, can be found at [lawday.org](http://www.lawday.org).

Planning Your Event

Law Students



As law students are learning about the legal ins and outs of the history of individual rights and our constitutionalism, 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 spring term. Investigate the academic calendar (which can be found on the law school's website) when planning your events and attempting to contact students.

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

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

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

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

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

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

- **Public forum**—Host an open discussion on the legacy of Magna Carta 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 a variety of careers that help solidify the legacy of Magna Carta. Introducing law students to the diverse work being done should inspire them and possibly open new career avenues.
- **Awards program**—Work with the law student government, alumni association, and/or local bar association to create an awards program to recognize law students or alum who are doing important work ensuring and protecting equality in individual rights. Awards can be given out during a luncheon or dinner program.
- **Book discussions or movie night**—Select a movie or book for discussion within a law school community as a whole. Discussion can take place during a formal meeting or through online chat and message groups. (See Suggested Resources section for suggestions on movies and books to further your Law Day 2015 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 that engages the campus community. Colleges and universities have many channels to connect to students interested in this year's theme, Magna Carta: Symbol of Freedom Under Law.

Possible starting points include:

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

Students at community colleges and four-year or research institutions can work with faculty, community groups, and the legal community to develop programs and events that allow diverse audiences to learn about and discuss the meaning of the legacy of Magna Carta.

- **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.
- **Book or film discussion**—Books and films can provide a common and easy entry into discussions about very provocative issues related to equality and discrimination. For suggested books and films, see the Suggested Resources section.
- **Poetry slam**—Poetry can serve as a creative outlet for discussion of complicated issues and engage groups of people who might otherwise avoid certain conversations.

- **Film contest**—Encourage students to put their moviemaking skills to work. Students might develop Law Day–related public service announcements that air on the campus television station, or film original documentaries. Consider allowing the campus community to vote on the winners.
- **Essay contest**—Develop a provocative question related to Magna Carta, and allow students to respond. Highlight essays by sharing them on a special website, or print winning essays in a regular alumni publication.
- **Campus conference or poster sessions**—Allow students to showcase their research or problem solving ideas on issues related to the legacy of Magna Carta.
- **Art exhibit**—Curate an art or photography exhibit related to the theme of Magna Carta. Display the exhibit in a campus museum or other public area and invite the public to view it.
- **Theater or other arts programming**—Plays, dramatic readings, dances, flash mobs, or other coordinated programs can highlight issues, or provide a starting point for provocative discussion.
- **Sidewalk chalking event** (if it's permitted on campus)—Perhaps you simply want to spread a message about the rule of law. Do not overlook the very charming, straightforward, and effective method of sidewalk chalk.



Planning Your Event

Grades K–12

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

- **Poetry slam or spoken word night**
- **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, Magna Carta: Symbol of Freedom Under Law.

- **Student mock trial**—You can find mock trial scripts at: <http://goo.gl/Ru6Lp>.
- **Student journalism contest**—Students submit stories that feature various human rights topics happening in their communities or how the rights and legacies associated with Magna Carta are explored around the world.
- **Compose a global map of human rights**—Have students compare human rights 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.
- **Art contest**—To illustrate the Law Day theme, Magna Carta: Symbol of Freedom Under Law, students can be asked to showcase their talents in one or more of the following creative activities: photography, drawing, painting, printing, silk-screen T-shirts, or collage.
- **Building a toolbox**—Students can create a toolbox citizenship to encourage personal connections between these historic ideas and current events. <http://www.facing.org/resources/strategies/toolbox-project>

While coming up with a topic for an engaging Law Day contest for students may seem daunting for someone who has never done something like that, it's actually relatively easy.

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



General Public

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

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

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

Some successful program ideas include:

- **Town hall meeting or public debate**— Law Day is an opportunity to raise awareness, have conversations, or explore issues related to equality and the law. Look for ways to reach out to a variety of organizations or members of the legal community. Look for opportunities to hold events that encourage lively interactive discussion. Plan engaging programs that allow members of the audience to learn about issues related to the legacy of Magna Carta, interact with one another, and express their opinions.
- **Community awareness campaign**—Consider a Law Day public awareness campaign about individual rights in your community. Utilize traditional media outlets, such as the local news, but also think about billboards, roadside panels, street signs, or community bulletin boards as places to share a message.



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



- **Community survey**—Develop a survey related to the Law Day theme. Questions about the right to travel, human rights, and due 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.

Publicizing Your Event

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

Send Out Media Releases

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

Write Letters to the Editor

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

Submit Articles for Publication

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

Address Community Groups

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

Tap Your Contacts

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

Court the Media

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

Make Your Event Newsworthy

It's not just who you know, but also what you do that determines if you get media coverage. Inviting a prominent speaker or conducting an interesting and innovative Law Day activity are two ways of getting the media interested.

If you have a Law Day contest (e.g., an essay competition), prepare a release publicly announcing the winner and ask local media outlets if they would be interested in publishing the top entries.

Take Photos

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

Prepare PSAs

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

Use Social Media

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

A Timeline for Publicizing Your Event



Before the Event:

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

The Day of the Event:

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

After the Event:

- Create a postevent news release with information about the event, including how many people attended, what of interest transpired, and the name of a media contact to discuss the event and/or arrange interviews;
- Send the release, as well as photographs of the event, to everyone on your media contact list;
- Collect clippings from and take note of the coverage your event receives so that you can later document its success for your various constituencies;
- Send a thank-you note to all journalists who attended, whether or not they write a story;
- Keep a file of what strategies worked and what didn't to refine your media outreach for next year's Law Day.

Suggested Resources

to help you explore the 2015 Law Day theme

Books

***1215: The Year of Magna Carta* by Danny Danziger and John Gillingham**

This book documents the life of Medieval England as it takes readers back eight centuries to the events leading up to King John's setting his seal to the famous document at Runnymede in June 1215. The narrative describes everyday life from castle to countryside, from school to church, and from hunting in the forest to trial by ordeal.

***Inventing Freedom: How the English-Speaking Peoples Made the Modern World* by Daniel Hannon**

This book traces the birth of the ideas and institutions Americans consider essential to maintaining and preserving their freedoms to tenth-century England.

***King John: England's Evil King?* by Ralph Turner**

Before his death in 1216, King John's desperate exploitation of his subjects for ever more money had turned him into the mythical monster of Hollywood legend. This book looks at the early rule of King John and the series of events that led to the revolt of the English baronage and resulted in his grant of Magna Carta.

***Magna Carta, 2nd ed.,* by J. C. Holt**

This is a fully revised and extended edition of Sir James Holt's classic study of Magna Carta, the Great Charter, which sets the events of 1215 and the charter itself in the context of the law, politics, and administration of England and Europe in the twelfth and thirteenth centuries.

***Magna Carta: A Very Short Introduction* by Nicholas Vincent**

This book includes a full English translation of the 1215 Magna Carta, introduces the document to a modern audience, and traces the significant role that it played thereafter as a symbol of the subject's right to protection against the absolute authority of the sovereign. It demonstrates why Magna Carta remains hugely significant today.

***Magna Carta and the Rule of Law* by Roy Edmund Brownell II, Daniel B. Magraw Jr., and Andrea Martinez**

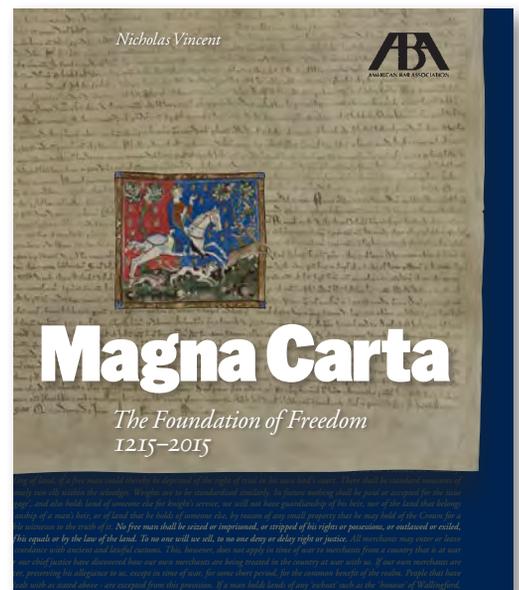
Written by a distinguished international group of scholars, this book marks the 800th anniversary of the signing of the Magna Carta with an exploration of its background and the profound impact it has had on various important issues and the rule of law.

***Magna Carta Text & Commentary* by A. E. Dick Howard**

A classic reference since its 1964 publication, this volume offers the full text of Magna Carta in English, as well as a chapter-by-chapter discussion of its history and provisions.

Magna Carta: The Foundation of Freedom 1215–2015 (ABA Edition)

In this richly illustrated volume, Nicholas Vincent, Professor of Medieval History at the University of East Anglia, is joined by a range of leading experts on Magna Carta from across the world to reflect on the circumstances of its genesis and its enduring importance through subsequent centuries.



Multimedia

ABA Magna Carta Commemoration

This web page from the Office of ABA President William Hubbard features information on Magna Carta–related events that the ABA is involved in throughout 2014 and 2015.

www.ambar.org/magnacarta

Bell Ringer: 1297 Magna Carta, Video, Grades 9–12

This video from C-SPAN Classroom includes a brief history and discussion about Magna Carta at the unveiling of an original copy on public display at the National Archives in Washington, D.C. Vocabulary terms and discussion questions are provided for the classroom (4 minutes).

<http://www.c-spanclassroom.org/Lesson/898/Bell+Ringer+1297+Magna+Carta.aspx>

Icon of Liberty Under Law

This website catalogs public representations of Magna Carta through multimedia resources such as images, video interviews with scholars and curators, and short essays to interpret the featured images and places. It invites visitors to propose their own ideas for imagined commemorative art and memorials that recognize Magna Carta’s contributions to our law, culture, and governance.

<http://www.iconofliberty.org>

“In Our Time” Magna Carta Episode

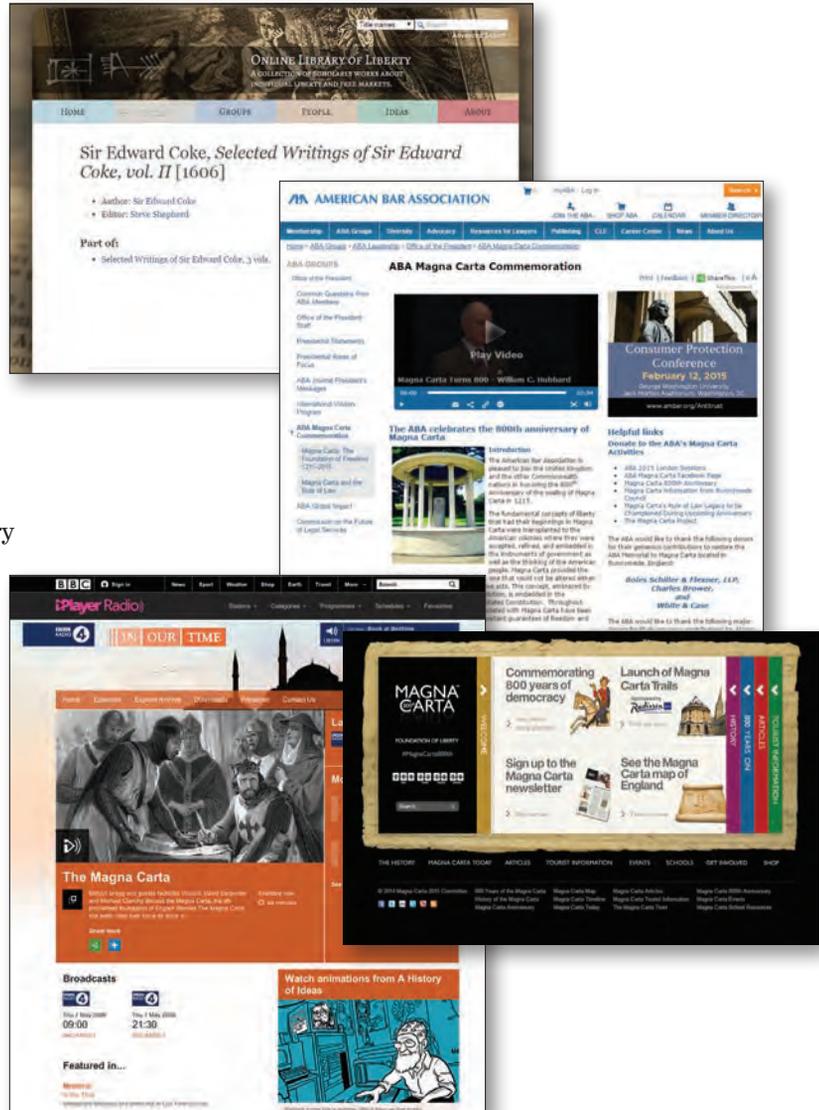
The BBC Radio series, hosted by Melvyn Bragg, explores the history of ideas. In this 45-minute podcast, Bragg hosts guests Nicholas Vincent, David Carpenter, and Michael Clanchy to discuss the history of Magna Carta and the ideas associated with it today.

<http://www.bbc.co.uk/programmes/b00k4fg7>

Library of Congress, Magna Carta: Muse and Mentor

This web page provides information on the exhibition that opened at the Library of Congress on November 6, 2014.

<http://www.loc.gov/today/pr/2014/14-027.html>



Magna Carta 800th Anniversary Activities

This website focuses on the commemoration activities surrounding the 800th anniversary of Magna Carta and a digital map of exemplifications and charter towns.

<http://magnacarta800th.com/>

Magna Carta British Library Website

Examine collection items such as the British Library’s 1215 copy of Magna Carta together with a translation in modern-day English. Read an introduction to Magna Carta, learn more about the context of its creation, the people involved, or explore a timeline of its legacy.

<http://www.bl.uk/magna-carta>

Suggested Resources

Magna Carta: Cornerstone of the U.S. Constitution

Unit of three lessons offered by the National Endowment for the Humanities' EDSITEment! offers background to Magna Carta, explores its evolution, and considers its influence on the U.S. Constitution.

<http://edsitement.neh.gov/lesson-plan/magna-carta-cornerstone-us-constitution>

Magna Carta MOOC

Developed by Royal Holloway at the University of London, this introductory course, offered via Coursera, examines the historical roles that Magna Carta has played and the importance of Magna Carta today.

<https://www.coursera.org/course/magnacarta>

The Magna Carta Project

This website is an investigation into Magna Carta 1215 and Magna Carta 1225. It features text, translations, and expert commentary along with itineraries and original charters of King John of England.

<http://magnacarta.cmp.uea.ac.uk/>

National Archives Magna Carta Encasement Project

This web page features a short informative video on the 1297 Magna Carta Encasement Project in which National Archives conservators performed an intensive examination and conservation treatment of Magna Carta in 2011 (5:44 min).

<http://www.archives.gov/press/press-kits/magna-carta/>

Selected Writings of Sir Edward Coke, vol. II (1606)

Available at the Online Library of Liberty

<http://oll.libertyfund.org/titles/912>

The South Carolina Chapter of ABOTA James Otis Lecture: Magna Carta

Speakers include The Honorable Sir Stephen Silber, Justice of the High Court of England and Wales, who speaks on "The Differing Perceptions of the Magna Carta—The United Kingdom versus The United States," and Sir Robert Worcester, Emeritus Chancellor of the University of Kent and Chair of the 800th Anniversary Celebration of the Magna Carta Committee whose topic will be "The Magna Carta, 'Foundation of Liberty,' and Its Relevance in the 21st Century." Recorded on September 19, 2014, and available for viewing at:

<http://scetv.org/otislecture/>

Treasures of the Bodleian—Magna Carta

The Bodleian has four of the seventeen surviving pre-1300 'engrossments' of Magna Carta, three of which date from 1217 and one from 1225. The website features a short video introduction of the documents.

<http://treasures.bodleian.ox.ac.uk/Magna-Carta>

For Younger Audiences

King John and the Magna Carta Project of the BBC, Grades 5–7

Online readings, activities, and quiz on the creation, consequences, and interpretations of Magna Carta from Bitesize, a project of the BBC.

http://www.bbc.co.uk/bitesize/ks3/history/middle_ages/king_john_magna_carta/revision/1/

The Magna Carta: Cornerstone of the Constitution (Documenting U.S. History) by Roberta Baxter, Grades 3–6

Students learn about Magna Carta, an English charter that had great influence on the United States Constitution and the Bill of Rights, as they read about those who were involved in its creation and why studying this primary source is so important.

Magna Carta (Documents That Shaped America) by Janey Levy, Grades 3–5

Short chapters explain the historical development of Magna Carta, the people involved with its creation, and the effects it has had on the course of history.

Magna Carta—*Timelines.tv History of Britain*, Grades 6–8

How did medieval kings share power with their barons? The story of King John and the signing of the Magna Carta is revealed (6 minutes).

<https://www.youtube.com/watch?v=FfAq0Lp-AmA>

MAGNA CARTA

Enduring Legacy

1215 ~ 2015

An American Bar Association Traveling Exhibition Curated by the Law Library of Congress

In commemoration of the 800th anniversary of the granting of Magna Carta, the Library of Congress is presenting the exhibition **Magna Carta: Muse and Mentor** from November 6, 2014, to January 19, 2015. At the heart of the exhibition will be Lincoln Cathedral's magnificent 1215 manuscript of King John's Magna Carta—one of only four surviving original exemplifications from 1215.

To raise awareness about Magna Carta's enduring legacy and to complement the Library's onsite exhibition, the American Bar Association Standing Committee on the Law Library of Congress joined with the Law Library of Congress to develop the traveling exhibition, **Magna Carta: Enduring Legacy 1215–2015**. The exhibition shares images of objects from Library of Congress collections that illustrate Magna Carta's influence throughout the centuries and explain the document's long history.

Bring the Traveling Exhibition to Your Community

For information, please contact the Standing Committee at LawLibrary@americanbar.org or 202-662-1691.

Follow the Traveling Exhibition on Facebook

"Like" us at [Facebook.com/ABAMagnaCarta](https://www.facebook.com/ABAMagnaCarta).

Visit Us Online

View the Traveling Exhibition, including the companion video, at ambar.org/mctravelingexhibit.

American Bar Association

1050 Connecticut Avenue, NW, Fourth Floor
Washington, DC 20036
americanbar.org



Lesson Plans

Elementary School

Playing by the Rules

Grades: K–5

Time: 30 minutes

Materials Needed: “Passable” object (e.g., eraser, ball, stuffed animal, beanbag) to allow students to pass back and forth during the game

This is a modern adaptation of a classic law-related education game known as the “Eraser Game.” This game allows students to actively think about the importance of rules in the classroom or in a community setting and what makes rules fair and legitimate. Students reflect on their ability to shape rules and then apply these concepts to laws in society.

Procedure

1. Tell students that they will play a game. Do not say anything else, and do not give them any rules. Ask them to form two lines. *Note: The students will probably look confused and ask you, “How do you play it?” or “What are we supposed to do?”*
2. Tell the first person in each line to begin the game. Explain that the rule for playing is that the person at the front of each line should pass the object to the person behind him or her, and each person behind him or her should do the same.
3. After the object has been passed to a couple of students, interrupt the game and declare, “Oh wait, you are supposed to pass with your eyes closed. Let’s start the game over and follow these new directions.”
4. After a minute or so, interrupt again and explain, “Actually, you are supposed to pass the eraser with your left hand.” Once again, start the game from the beginning. Continue to periodically interrupt the game with new “rules,” making the game start over with each new direction.
5. Continue the pattern of changing directions and restarting the game until students begin to seem annoyed, exasperated, or ask for clarification of the rules. Once students begin to express dissatisfaction with the process of the game, end the game.

Debriefing the Game

6. Once the game has stopped, review the problems with the students. Ask them if they had any difficulties with the game. Ask them to explain what problems they experienced. *Help them understand that they had difficulties because of the way that the rules were given. Lack of agreement about the rules and constant changes of direction lead to confusion.*
7. Brainstorm with the students to develop a clear set of rules for the game. List the students’ suggestions for rules of the game. Ask the entire class to take an oath: “I agree to follow the posted rules of the game, as we have agreed upon this day.”
8. Ask students to discuss their experiences and the list of rules:
 - Do you think it is important that we all understand what the rules are for the game? Why?
 - Why do you think we wrote the rules? Was this helpful?
 - What do you think it meant when you took an oath to follow the rules? When everyone took an oath?
 - Do you think that it was fair for you to ask for the rules? Do you think you deserved to know the rules? Why?
9. Wrap up the activity by asking students to discuss other times when knowing the rules was important, or when they asked for clarification of rules. Encourage students to think about knowing rules in society—laws—and why it is important that everyone understand and follow laws.

Extension Activity

Students could discuss or examine other lists of “rules” that govern society, including school codes, city regulations, state laws, the U.S. Constitution, and the Bill of Rights. They might also identify rights contained in the Bill of Rights.

Middle School

The Faces of King John

Grades: 6–8

Time: 30 minutes

Materials Needed: Images 1 and 2,
as handouts or projected

Images of the scene at the June 15, 1215, sealing of Magna Carta at Runnymede depict King John in a variety of ways, with each providing clues to the artist and the history that they are sharing. This image analysis activity asks students to compare depictions of King John at Runnymede and discuss what the similarities and differences might mean.

Students analyze Images 1 and 2 using the following discussion questions. Ask students to discuss what they see in each image and then compare the two. Handout and presentation-ready copies of both images are available at www.lawday.org.

Discussion Questions

1. What is happening in Image 1? Image 2?
What do you notice most in the picture?
2. Who is shown in each image? How are they dressed? Are they holding weapons? What does their social status or function appear to be?
3. What is the setting in each image? What is in the background? Foreground?
4. How are the faces in Image 1 similar or different to the faces depicted in Image 2? What feelings do you think King John is expressing in each image?
5. How is the document on the table, Magna Carta, similar or different in each image?
6. What tone does each image create, based on colors, faces, and other elements?
7. What story about the sealing of Magna Carta do you think each image tells?
8. What do you think the intent of the artist was for Image 1? Image 2? Where do you think these images appeared?



Image 1: "King John Signing Magna Carta," by James Edmund William Doyle in *Chronicle of England*, 1864.



Image 2: "Magna Carta being signed by King John, 1215," by John Leech, 1875.

Middle/High School

Do You Have a Right to Travel?

Grades: 6–12

Time: 60 minutes

Materials Needed: Copies of Right to Travel quotes, available at www.lawday.org

One of the very straightforward rights addressed in Magna Carta is the right to travel freely. It is discussed in Chapters 41 and 42 in numbered translations, which declare that “it shall be lawful for any man to leave and return to our kingdom unharmed and without fear.” This lesson explores expressions of the freedom to travel in Magna Carta, America’s founding documents, Supreme Court jurisprudence, and international law.

1. Ask students to discuss any trips that they may have taken within the United States:
 - Have you traveled to another state?
 - How did you travel—by car, train, plane, etc.?
 - If you drove, did you notice when you crossed a border into a new state? What indicators told you that you had entered a new state? What was different?
 - Were you required to stop at the state border or present any identification upon entering the new state?
 2. Ask students to compare their travel within the United States to travel outside of the United States:
 - Have you, or someone you know, traveled to another country?
 - How was that different from traveling to another state within the United States?
 3. Next, ask students to consider their freedom to travel:
 - Do you think that you are free to travel? Why?
 - Do you think that you have a right to travel? Do you think this right is protected by the law?
 4. Explain to students that they will examine several quotes about the freedom to travel from a variety of legal sources. Organize students into six small groups and distribute one Right to Travel quote to each group. Ask each group to read their quote and discuss the following questions:
 - Where does this quote come from—i.e., name and type of document or court case?
- What does this quote say about the right to travel? Why is it a “right”?
 - What significant statements are being made about the right to travel? What are the key words and concepts in the quote? What do they mean?
5. Wrap up discussion by asking students to answer the lesson’s initial question: Do you have a right to travel? Why might a right to travel be important to citizens of a country?

Right to Travel Quotes

Quote 1: Magna Carta (1215)

Chapters 41 and 42

(41) All merchants may enter or leave England unharmed and without fear, and may stay or travel within it, by land or water, for purposes of trade, free from all illegal exactions, in accordance with ancient and lawful customs. This, however, does not apply in time of war to merchants from a country that is at war with us. Any such merchants found in our country at the outbreak of war shall be detained without injury to their persons or property, until we or our chief justice have discovered how our own merchants are being treated in the country at war with us. If our own merchants are safe they shall be safe too.

(42) In future it shall be lawful for any man to leave and return to our kingdom unharmed and without fear, by land or water, preserving his allegiance to us, except in time of war, for some short period, for the common benefit of the realm. People that have been imprisoned or outlawed in accordance with the law of the land, people from a country that is at war with us, and merchants—who shall be dealt with as stated above—are excepted from this provision.

Quote 2: Articles of Confederation (1781):

... the free inhabitants of each of these states ... shall be entitled to privileges and immunities of free citizens in the several states; and the people of each state shall have free ingress and regress to and from any other state, ...

Quote 3: Chief Justice Melville Fuller, in *Williams v. Fears* (1900):

... Undoubtedly, the right of locomotion, the right to remove from one place to another according to inclination, is an attribute of personal liberty, and the right, ordinarily, of free transit from or through the territory of any State is a right secured by the Fourteenth Amendment and by other provisions of the Constitution. ...

Quote 4: Justice Robert Jackson, Concurring Opinion in *Edwards v. California* (1941):

... The right of the citizen to migrate from state to state ... is not, however, an unlimited one. In addition to being subject to all constitutional limitations imposed by the federal government, such citizen is subject to some control by state governments. He may not, if a fugitive from justice, claim freedom to migrate unmolested, nor may he endanger others by carrying contagion about. These causes, and perhaps others that do not occur to me now, warrant any public authority in stopping a man where it finds him and arresting his progress across a state line quite as much as from place to place within the state.

Quote 5: Universal Declaration of Human Rights (1948):

Chapter 13

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

Quote 6: Justice William Douglas, *Kent v. Dulles* (1958):

... The right to travel is a part of the “liberty” of which the citizen cannot be deprived without due process of law under the Fifth Amendment. ... Freedom of movement across frontiers in either direction, and inside frontiers as well, was a part of our heritage. Travel abroad, like travel within the country, may be necessary for a livelihood. It may be as close to the heart of the individual as the choice of what he eats, or wears, or reads. Freedom of movement is basic in our scheme of values. ...



Be a Hit in the Classroom!

The following are a few tips for making classroom presentations on Law Day (or any day):

- **Going into a classroom seems overwhelming; where to begin?**—Talk with the teacher before you plan your presentation. Let him or her know what you plan to do and provide background materials. Ask what the class has been studying, and integrate your session with what they have been doing. Clearly establish a date, time, and place for your visit.
- **Kids don’t see what your topic has to do with them**—Make connections between your topic and the students.
- **A sea of blank looks ... you’re losing them**—Remember not to lecture to students. Use direct language that they can understand. Talk with them, not at them.
- **Now the kids are so interested that their ideas are multiplying and the discussion has gone off topic**—Be prepared for the unexpected and try to keep the discussion on topic by guiding it back to the lesson.
- **Several overeager students dominate the conversation**—Encourage other students to participate in the discussion.
- **A student asks a question that you don’t have the answer to**—That’s okay! Be honest with the students. Acknowledge that it’s a good question, but that you’re not sure of the answer.
- **The kids are out of control**—Leave all discipline to the teacher and look to the teacher for support in this situation.

High School

Magna Carta, the Federalists, and Antifederalists

Grades: 9–12

Time: 45–60 minutes

Materials Needed: Federalist 84 & Brutus 2 excerpts, available at www.lawday.org

Mention of Magna Carta appears in both Federalist and Anti-Federalist papers discussing ratification of the new U.S. Constitution. This exercise uses primary source excerpts from these documents to explore the framers' 18th century references to Magna Carta and what would become the Bill of Rights.

In this exercise, students read and study the excerpts and answer discussion questions. Handout-ready versions of the two excerpts are available at www.lawday.org.



Federalist 84

In the course of the foregoing review of the Constitution, I have taken notice of, and endeavored to answer most of the objections which have appeared against it. ...

The most considerable of the remaining objections is that the plan of the convention contains no bill of rights.

...

It has been several times truly remarked that bills of rights are, in their origin, stipulations between kings and their subjects, abridgements of prerogative in favor of privilege, reservations of rights not surrendered to the prince. Such was MAGNA CARTA, obtained by the barons, sword in hand, from King John. Such were the subsequent confirmations of that charter by succeeding princes. Such was the *Petition of Right* assented to by Charles I., in the beginning of his reign. Such, also, was the Declaration of Right presented by the Lords and Commons to the Prince of Orange in 1688, and afterwards thrown into the form of an act of parliament called the Bill of Rights. It is evident, therefore, that, according to their primitive signification, they have no application to constitutions professedly founded upon the power of the people, and executed by their immediate representatives and servants. Here, in strictness, the people surrender nothing; and as they retain every thing they have no need of particular reservations. “WE, THE PEOPLE of the United States, to secure the blessings of liberty to ourselves and our posterity, do *ordain* and *establish* this Constitution for the United States of America.” Here is a better recognition of popular rights, than volumes of those aphorisms which make the principal figure in several of our State bills of rights, and which would sound much better in a treatise of ethics than in a constitution of government.

...

I go further, and affirm that bills of rights, in the sense and to the extent in which they are contended for, are not only unnecessary in the proposed Constitution, but would even be dangerous. They would contain various exceptions to powers not granted; and, on this very account, would afford a colorable pretext to claim

more than were granted. For why declare that things shall not be done which there is no power to do? Why, for instance, should it be said that the liberty of the press shall not be restrained, when no power is given by which restrictions may be imposed?

Brutus 2 (Antifederalist)

When a building is to be erected which is intended to stand for ages, the foundation should be firmly laid. The constitution proposed to your acceptance, is designed not for yourselves alone, but for generations yet unborn. The principles, therefore, upon which the social compact is founded, ought to have been clearly and precisely stated, and the most express and full declaration of rights to have been made—But on this subject there is almost an entire silence.

...

Those who have governed, have been found in all ages ever active to enlarge their powers and abridge the public liberty. This has induced the people in all countries, where any sense of freedom remained, to fix barriers against the encroachments of their rulers. The country from which we have derived our origin, is an eminent example of this. Their magna charta and bill of rights have long been the boast, as well as the security, of that nation. I need say no more, I presume, to an American, than, that this principle is a fundamental one, in all the constitutions of our own states; there is not one of them but what is either founded on a declaration or bill of rights, or has certain express reservation of rights interwoven in the body of them.

...

It has been said, in answer to this objection, that such declaration[s] of rights, however requisite they might be in the constitutions of the states, are not necessary in the general constitution, because, “in the former case, every thing which is not reserved is given, but in the latter the reverse of the proposition prevails, and every thing which is not given is reserved.” It requires but little attention to discover, that this mode of reasoning is rather specious than solid. The powers, rights, and authority,

granted to the general government by this constitution, are as complete, with respect to every object to which they extend, as that of any state government—It reaches to every thing which concerns human happiness—Life, liberty, and property, are under its controul. There is the same reason, therefore, that the exercise of power, in this case, should be restrained within proper limits, as in that of the state governments.

...

This will appear the more necessary, when it is considered, that not only the constitution and laws made in pursuance thereof, but all treaties made, or which shall be made, under the authority of the United States, are the supreme law of the land, and supersede the constitutions of all the states. The power to make treaties, is vested in the president, by and with the advice and consent of two thirds of the senate. I do not find any limitation, or restriction, to the exercise of this power. The most important article in any constitution may therefore be repealed, even without a legislative act. Ought not a government, vested with such extensive and indefinite authority, to have been restricted by a declaration of rights? It certainly ought.

Discussion Questions

1. What is the purpose of each document? When were they written?
2. Who are the authors? What do the “federalists” and “antifederalists” represent?
3. What arguments do the documents present for and against a Bill of Rights with the new Constitution?
4. How does each author refer to Magna Carta? What do you think each author is trying to accomplish in referencing Magna Carta?
5. Which author do you find most persuasive? Why?
6. Of course, our Constitution includes a Bill of Rights. How does the Bill of Rights protect individual rights, or limit government?

Law Day Activity Awards

Three Programs and One Honorable Mention Receive Top Honors for 2014

The 2014 Law Day theme, “American Democracy and the Rule of Law: Why Every Vote Matters,” focused on the right for all Americans to have the opportunity to participate in our democracy. Hundreds of programs were held around the nation and dozens of impressive award nominations were received. After a thorough review by the Law Day Awards Committee, the following organizations were given top honors for 2014.



Law Day 2014 Dream Team

The collaboration of 14 legal and civil rights organizations, enabled widespread Law Day participation throughout the state of Georgia. More than 250 high school students from 11 Atlanta Public Schools participated in Youth Talk, with voting exercises including a mock election, voter registration drive, voting trivia, and even the process of undergoing a literacy test. Students from Savannah and Tifton (a town nearly 200 miles away), joined Atlanta students via video conference, to hear from a civil rights activist on the importance of the right to vote. In an effort to also engage adults within the community, the Dream Team hosted a public program and CLE on voting rights history, the challenges of maintaining a democracy, and perspectives on voting rights and enforcement.

Participants included the Secretary of State, State's Attorney, and Presidential Medal of Freedom recipient. The Dream Team partners are: Atlanta Bar Association, Atlanta Public Schools, Chief Justice's Commission on Professionalism, Fulton County Superior Court, Gate City Bar Association, Georgia Asian Pacific American Bar Association, Georgia Association for Women Lawyers, Georgia Association of Black Women Attorneys, Georgia Hispanic Bar Association, Multi-Bar Leadership Council, National Center for Civil & Human Rights, South Asian Bar Association of Georgia, State Bar of Georgia, and Stonewall Bar Association.

<http://www.gabar.org/lawday.cfm>



Thomas F. Eagleton U.S. Courthouse

Through extensive Law Day outreach, the Thomas F. Eagleton U.S. Courthouse in St. Louis, Missouri, engaged over 5,000 people. To garner support for Law Day 2014, a voting fact sheet and call to volunteer was distributed to hundreds of court employees, resulting in participation from the Judiciary and Department of Justice. They visited 35 classrooms in two underserved school districts, creating and teaching lessons for nearly 900 elementary, middle, and high school students. Court volunteers gave each of the classes in the two districts a book about Freedom Summer and supplies for their Law Day art contests.

A curriculum resource packet was crafted and given to each participating teacher in the partner schools, as well as emailed to hundreds of teachers via the state social studies ListServe. A copy of the resource packet was also made available online and given to all schools that toured the courthouse. On Law Day, May 1, the classes visited the courthouse, which had a floor dedicated to voting rights, including the Freedom Summer traveling exhibit. On May 6, a public program was held in conjunction with the traveling exhibit and CLE credit was offered. The following day, the traveling exhibit moved to an area high school, where court volunteers held a program on nonviolent voter activism in conjunction with the school's peace rally.

<http://judiciallearningcenter.org/freedom-summer-traveling-exhibition>



Baton Rouge Bar Foundation

Having a positive and lasting impact on the community throughout the year, beyond Law Day, is a strength of the Baton Rouge Bar Foundation. Earlier in the year, select students from two area elementary schools were inducted as new members to the Bar Foundation's Junior Partners Academy (JPA), which educates young people interested in law and pairs them with bar member mentors. During Law Day, 185 JPA students participated in mock trials,

Law Day Activity Awards

Recognition of Law Day 2014 Outstanding Activity Awards Finalists

A great deal of hard work and creativity went into planning and implementing Law Day activities. Therefore the Law Day Awards Committee would like to recognize the awards finalists for 2014.

- Commonwealth of the Northern Mariana Islands
- Guam Bar Association, Judiciary of Guam, and the District Court of Guam
- Long Beach Branch NAACP and Keesal, Young & Logan
- Louisiana Circuit Court of Appeal, Fourth Circuit
- U.S. Air Force, Davis-Monthan AFB
- Luke Air Force Base, Staff Judge Advocate

as well as planned and executed JPA presidential campaigns. Students identified candidates, crafted speeches, created campaign posters and commercials, and finally held schoolwide elections. Volunteer Bar Foundation members and law students made classroom presentations to over 800 elementary, middle, and high school students about voting. To make the importance of voting relevant to students, they imposed a hypothetical new law on the schools citing that it was illegal to listen to Pit Bull, Jay Z, and other contemporary music artists. The only way to reverse the law was by casting their vote. The music ban exercise introduced a discussion about the Civil Rights Act of 1964 and Voting Rights Act of 1965. With support from the Louisiana Secretary of State, students participated in a mock election that focused on whether or not felons should have the right to vote. The Bar Foundation's Pro Bono Project hosted 20 outreach clinics in May for over 250 citizens, offering a range of legal assistance. A CLE credit seminar was also conducted, as well as more traditional activities such as naturalization ceremonies and poster and essay contests for the schools.

<http://www.brba.org>



Honorable Mention

Hialeah Gardens Middle School

This honorable mention commends the efforts of a dedicated Law Studies middle school teacher in Florida, who without the assistance of a bar association partner or court program affiliate, conducted Law Day activities for her students. She focused her lessons on constitutional amendments that addressed voting rights and eligibility, as well as engaged students in research about voter suppression throughout American history. After engaging in classroom curriculum about voting, the students were then assigned to inform their peers about their findings. They set up a voting scenario for the school and drafted petitions about equal voting rights. The classes also made an archway at the entrance to the voting area that read Rule of Law. As their classmates walked beneath the arch to vote, they told their peers that walking under the Rule of Law arch symbolized that no one is above the law and that we all have to obey the same set of rules.

<http://hialeahgardensmiddle.org>



Law Day 2015 Outstanding Activity Awards Criteria

Purpose of Law Day Awards

Highlight the best programs that promote public understanding of law and integrate the 2015 theme “Magna Carta: Symbol of Freedom Under Law” into innovative activities that serve the community.

Award Categories

- Best student/classroom program
- Best public/community program
- Most innovative program
- Best interpretation of the 2015 theme

Eligibility

Any individual or group who implements a Law Day 2015 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 keep the supporting materials to a maximum of 15 pages.** You may also include work products (programs, flyers, proclamations, releases, etc.) and photographs that help illustrate your program’s effectiveness. **Photographs are not counted as part of the 15-page supporting materials limit.** Therefore you can have up to 15 pages of supporting materials in addition to your photos. Send this email to us at publiceducation@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 and thanks, etc.
- Work Products
 - Programs/flyers
 - Press releases
 - Proclamations
 - Video of your activity, etc.
- Activity Photographs (electronic photos of your activity are strongly encouraged)

***Please note that entries will not be returned.**

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 2015 Law Day theme “Magna Carta: Symbol of Freedom Under Law”
- Whether there is an appropriate audience and how well the program engages the target audience(s)
- How well the program forged 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

Prizes

If you win, you will receive an inscribed plaque presented at the ABA Midyear Meeting in February 2016. You will also receive a gift certificate and be prominently featured in the 2016 Planning Guide and on the Law Day website as a winner and best practice program.

Deadline

Entries must be emailed or postmarked by **June 26, 2015**, to be considered.

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

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

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

What's ONLINE?

Law Day information at your fingertips



Explore the Law Day theme—

Read and watch background materials to help inform your understanding of this year's theme.



Stay informed on Law Day happenings—

Get updates about Law Day activities by registering for email alerts. You can also join the conversation, ask questions, and share ideas on Twitter using the hashtag #LawDay.



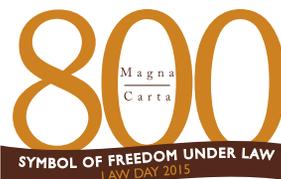
Reach out to your community—

Our collection of sample press releases, public service announcements, proclamations, social media posts, op-eds, and letters to the editor give you a starting point to create and publicize your Law Day event.



Report on your Law Day activities—

Share your Law Day successes with others and publicize what made Law Day special in your community.



Download graphics—

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



View prior awards and recognitions—

Be inspired by previous Law Day events that have won Outstanding Law Day Activity Awards.



Learn about the history of Law Day—

Read previous planning guides and research our archive of Law Day themes and presidential proclamations from Dwight D. Eisenhower to Barack Obama.



Purchase gifts, award ribbons and certificates, and other products—

The ABA offers both generic Law Day and theme-driven merchandise. The products, including giveaways, awards, and certificates, can help make your Law Day event truly memorable.



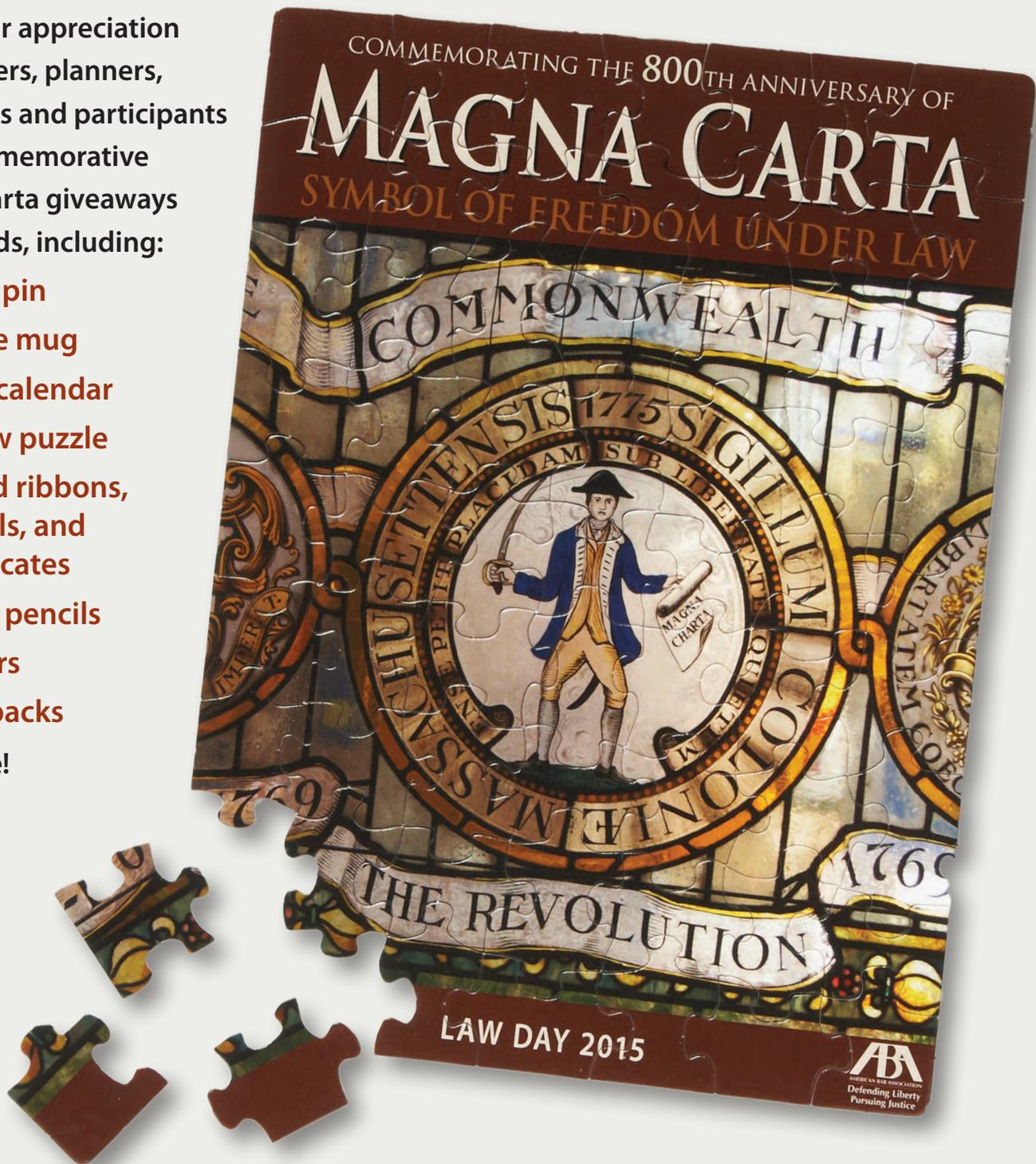
www.lawday.org

One-Stop **LAW DAY** Shopping

Show your appreciation for speakers, planners, volunteers and participants with commemorative Magna Carta giveaways and awards, including:

- Lapel pin
- Coffee mug
- Desk calendar
- Jigsaw puzzle
- Award ribbons, medals, and certificates
- Gavel pencils
- Posters
- Backpacks

And more!



Visit
www.lawday.org
for all of your Law Day giveaways

Post–Law Day Checklist

- ✓ Collect feedback from Law Day 2015 program participants;
- ✓ Convene the planning committee to assess all 2015 Law Day activities, and file information for access in future years;
- ✓ Perform a final check on the Law Day budget, making sure all expenses are accounted for;
- ✓ Send thank-you letters to all volunteers, sponsors, media, bar associations, schools, and other participating organizations or dignitaries;
- ✓ Share photos of your 2015 Law Day program at www.lawday.org;
- ✓ Submit your program as an entry for the 2015 Law Day Activity Awards, deadline June 26, 2015;
- ✓ **Remember that 2015 Law Day merchandise is available through September 2015.**

