Law Day: Distance Learning Resource

The Administrative Office of the U.S. Courts has launched a distance learning page with educational outreach [resources that are particularly well-suited to the distance learning space](https://www.uscourts.gov/news/2020/03/25/online-tools-make-civics-accessible-teachers-parents-and-teens).  In addition, a [distance learning page for Law Day – and beyond](https://www.uscourts.gov/about-federal-courts/educational-resources/annual-observances/law-day) has been posted.

The page features videos that take a fresh look at the passage of the **19th Amendment** (the Law Day theme this year), and the latest version of **Court Shorts: Rule of Law** – an always relevant Law Day topic.

These distance-learning resources can be used invirtual classrooms during Law Day, or any time of the year. Please see the attached proposed agenda - an easy to follow agenda for a lively 50-minute class period.

**Description of Videos**

In a [five-minute video](https://www.uscourts.gov/news/2020/04/14/suffragist-sashes-black-armbands-law-day-distance-learning-focuses-role-courts), produced by the Administrative Office of the U.S. Courts for use in classrooms, courtrooms, and the distance-learning space, an unlikely connection is made between two, rights activists from different eras. Suffragist Virginia Minor and Vietnam war protester Mary Beth Tinker were separated by almost 100 years, but their passions came together in the legal history of the nation and St. Louis, where they each worked through the courts to make social change. Both cases were decided – with different outcomes -- by the Supreme Court of the United States. The video asks students to consider the role of the courts and the extraordinary impact ordinary people can have if they persist.

The video can be shown with the Annenberg Classroom’s video [The 19th Amendment – A Woman’s Right to Vote](https://www.annenbergclassroom.org/resource/the-19th-amendment-a-womans-right-to-vote/).  In the 25-minute piece, Justice Ruth Bader Ginsburg gives a colorful explanation of Virginia Minor’s case, starting at the 11:50-minute point.

*Flexible Agenda*

**Law Day or Any Day -- Distance Learning Agenda**

Use this proposed agenda as it is or modify it for a 50-minute class period.

The facilitator uses the discussion starter modules provided for the 19th Amendment video *(5 minutes)* and/or the Court Shorts: Rule of Law video *(5 minutes)* to establish common ground for the conversation with students.

The facilitator uses the discussion starter questions to encourage students to share their thoughts and opinions. Their responses are a springboard for the teacher/judge to listen and respond to the issues and questions raised by the students. At the end of the session, the teacher can assign a discussion starter question as a writing assignment after the class.

**Proposed Format**

1. The facilitator shows the 5-minute, 19th Amendment video.
2. The facilitator opens the floor by asking a discussion-starter question.
3. When a student responds, the facilitator builds on the comment to teach about the point or topic raised by that student.

*Optional, Second Video*

1. The facilitator may decide to show the second video -- the 5-minute Court Shorts: Rule of Law piece. He/she can select questions from the discussion starter modules.
2. After the video(s) and conversation, the facilitator opens the floor to questions on any topic.
3. In the last five or 10 minutes, the facilitator may assign a discussion starter question as a writing prompt for homework.
4. The facilitator closes the class period the allotted time has expired.