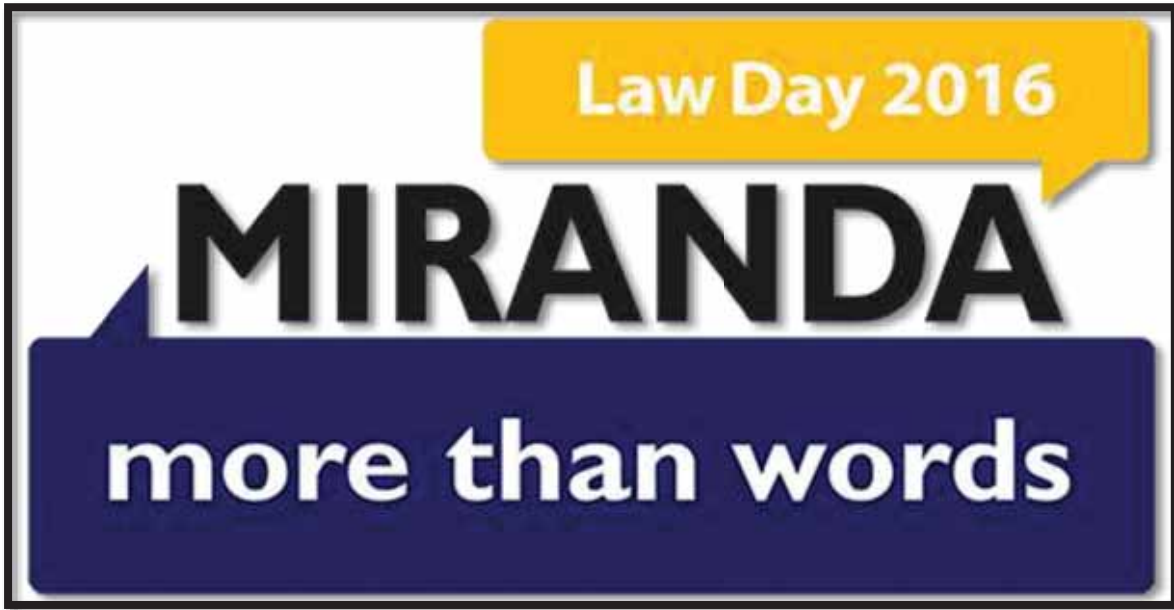


Resource Packet for Teachers

LAW DAY 2016

MIRANDA: More Than Words



What is Law Day?

In 1961, Congress passed a joint resolution designating May 1 as the 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.

What is the 2016 theme?

"Miranda: More Than Words." In 2016, the nation marks the 50th anniversary of the well-known U.S. Supreme Court case, *Miranda v. Arizona*. The *Miranda* warning has become ingrained in law enforcement and has permeated popular consciousness through countless recitations in films and television shows.

Why is the theme important?

Studying *Miranda* leads to deeper exploration of our rights as guaranteed in the U.S. Constitution and of how these rights are safeguarded by the courts. On the 50th anniversary of this important decision, use this resource packet to explore the legacy of *Miranda* and its application and relevance today.

For more information about the theme and the activities that follow, please visit the Law Day webpage of the American Bar Association at www.LawDay.org

See www.JudicialLearningCenter.org/law-day-lesson-plans/ for a PDF version of this packet

Questions? Contact Rachel Marshall, Public Education and Community Outreach Administrator for the U.S. Courts at the Thomas F. Eagleton U.S. Courthouse, St. Louis, Missouri
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Do you have questions or comments? Email them to Rachel_Marshall@ca8.uscourts.gov

Thank you!

Activity for Elementary Students

Grade Level: K-5

- A. Activity: Two Sides to the Story
- B. Suggested Time: 1 class period
- C. Supply List:
- A copy of "The Three Little Pigs"
 - A copy of "The True Story of the 3 Little Pigs"
 - Optional – video projection equipment and an internet connection, to show these suggested videos:
 - <https://www.youtube.com/watch?v=iclocyPX3eg>
 - <https://www.youtube.com/watch?v=jgVCo7dWYJI>
 - Optional – Mock trial script available on this page:
 - http://www.americanbar.org/groups/public_education/initiatives_awards/lawday2016/lawdayguide.html
- D. Attachments:
- **Courtroom Diagram Handout**
 - **Courtroom Vocabulary**
- E. Step-By-Step Procedure:
1. Begin by asking students what they know about law. For example, why do we have laws? What are some things that are against the law? What happens when someone breaks the law? Could there be more than one side to the story? How do you find out who is telling the truth?
 2. Today, we'll look at a story you all probably know – "The Three Little Pigs," to learn what happens when someone is accused of breaking the law in our country.
 3. Read the classic version of "The Three Little Pigs." To save time, ask students to read on their own as homework and summarize.
 - a. Ask – Why did the wolf blow down the little pigs' house?
 - b. What was the wolf trying to do?
 - c. What crime do you think the wolf committed based on the story?
 - d. Do you think there is another side to this story?
 4. It just so happens that I have another account of the story, from the wolf's point of view. He has named his story "The True Story of the 3 Little Pigs!"
 5. Read the second version of the story. To save time, ask students to read or watch the You Tube video on their own. Or, consider showing the You Tube video in class.
 - a. Ask – Between the two stories, what was the same?
 - b. What was different?
 - c. In the second story, why did Mr. Wolf blow down the little pigs' houses?
 - d. What was the wolf trying to do?
 - e. How do we know if Mr. Wolf is telling the truth?
 6. Explain that our country has courts, judges, and juries to solve these kinds of problems. When someone is accused of a crime, a court will decide if they are guilty of the crime or not. A judge makes sure they have a fair trial, and a jury listens to all of the evidence before deciding if a person is guilty or not guilty.
 7. Use the characters from "The True Story of the 3 Little Pigs!," the **Courtroom Diagram Handout**, and the **Courtroom Vocabulary** sheet to discuss the roles of the players in the courtroom. Discuss what each person does, and identify the location in the courtroom.

8. Ask students to pretend they are members of the jury and to consider what they've heard in both stories. Do they believe Mr. Wolf is guilty? Why or why not?
9. If time allows, conduct a mock trial based on the stories. The mock trial was originally created by Middletown Public School District, Middletown, Connecticut.
10. Summarize and wrap up with the following questions:
 - a. Why is it important to listen to both sides of the story?
 - b. Why is it important for people to have a trial?
 - c. What does the judge do in a trial?
 - d. What does the jury do in a trial?

This activity is adapted from the American Bar Association Law Day 2016 Planning Guide, at: http://www.americanbar.org/groups/public_education/initiatives_awards/lawday2016.html

F. Bibliography and Resources for Elementary Teachers:

American Bar Association Law Day 2016

http://www.americanbar.org/groups/public_education/initiatives_awards/lawday2016.html

American Bar Association Elementary Lesson Plans

http://www.americanbar.org/groups/public_education/resources/lesson-plans/elementary.html

U.S. Courts Law Day 2016

<http://www.uscourts.gov/about-federal-courts/educational-resources/annual-observances/law-day>

U.S. Courts *Miranda v. Arizona* Podcast

<http://www.uscourts.gov/about-federal-courts/educational-resources/supreme-court-landmarks/miranda-v-arizona-podcast>

The Judicial Learning Center in St. Louis Law Day 2016

<http://judiciallearningcenter.org/law-day-lesson-plans/>

Activity for Middle School Students

Grade Level: 6-8

- A. Activity: Tracing Our Rights
- B. Suggested Time: 30-60 minutes
- C. Supply List:
- Projection equipment (optional)
 - Powerpoint Presentation "Middle School – Tracing Our Rights" (optional) -
 - http://www.americanbar.org/groups/public_education/initiatives_awards/lawday2016/lawdayguide.html
- D. Attachments:
- [The Miranda Warning Worksheet](#)
 - [U.S. Supreme Court Decision Excerpts](#)
 - [Bill of Rights Excerpts](#)
- E. Step-By-Step Procedure
1. Begin by asking students if they know the *Miranda* warning. Ask students to recite it and list the specific rights mentioned. Ask students if they happen to know where the language of the warning comes from.
 2. Distribute a copy of [The Miranda Warning Worksheet](#)
 3. Project or distribute a copy of this excerpt from the 1966 U.S. Supreme Court decision in *Miranda v. Arizona*.

Our holding will be spelled out with some specificity in the pages which follow, but, briefly stated, it is this: ... Prior to any questioning, the person must be warned that he has a right to remain silent, that any statement he does make may be used as evidence against him, and that he has a right to the presence of an attorney, either retained or appoint-ed. The defendant may waive effectuation of these rights, provided the waiver is made voluntarily, knowingly and intelligently. If, however, he indicates in any manner and at any stage of the process that he wishes to consult with an attorney before speaking, there can be no questioning...
 4. Ask students to show the connections between the 5 warnings in the *Miranda* Warning (#1-5 on the worksheet) by numbering similar phrases in the Supreme Court decision excerpt. For example, label the following phrase with the #1 "he has a right to remain silent."
 5. Use the following questions to lead a discussion:
 - a. What rights does the Supreme Court say must be told about prior to questioning?
 - b. Why do you think the Court considered these rights important to protect?
 - c. Why do you think the Court felt it was important to make Miranda aware of these rights?
 - d. What is the origin of these rights?
 6. Project or distribute the following excerpts from the Bill of Rights, or ask students to refer to the Bill of Rights they may already have in their possession:
 - FIFTH AMENDMENT - *No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, ... nor shall any person be ... compelled in any criminal case to be a witness against himself, ...*
 - SIXTH AMENDMENT - *In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury ... and to have the Assistance of Counsel for his defence.*

7. Use the following questions to lead a discussion on the Bill of Rights excerpts:
 - a. What rights do these amendments guarantee?
 - b. Why do you think these rights are specifically listed in our American Bill of Rights?
 - c. What similarities are there between these two Amendments, the Supreme Court decision, and the *Miranda* Warning?
8. Discuss and summarize. Conclude with the following questions:
 - a. If the Bill of Rights was already in place, why did the Supreme Court rule that people must be specifically warned in certain situations?
 - b. Before *Miranda*, if a person confessed while in custody, could the confession be used at trial? (yes, it was assumed that they knew their rights)
 - c. After *Miranda*, if a person confesses while in custody, can the confession be used at trial...
 - i. If they are warned? (yes, they chose to confess after being warned)
 - ii. If they are NOT warned? (no, it can't be assumed they understood their rights without being told, confession must be thrown out.)
9. If time allows, consider listening to the podcast at this link:
<http://www.uscourts.gov/about-federal-courts/educational-resources/supreme-court-landmarks/miranda-v-arizona-podcast>
Or
Watching the video at this link:
<http://www.annenbergclassroom.org/page/the-right-to-remain-silent-miranda-v-arizona>

This activity is adapted from the American Bar Association Law Day 2016 Planning Guide, at:
http://www.americanbar.org/groups/public_education/initiatives_awards/lawday2016.html

G. Bibliography and Resources for Middle School Teachers:

American Bar Association Law Day 2016

http://www.americanbar.org/groups/public_education/initiatives_awards/lawday2016.html

U.S. Courts Law Day 2016

<http://www.uscourts.gov/about-federal-courts/educational-resources/annual-observances/law-day>

U.S. Courts *Miranda v. Arizona* Podcast

<http://www.uscourts.gov/about-federal-courts/educational-resources/supreme-court-landmarks/miranda-v-arizona-podcast>

The Judicial Learning Center in St. Louis Law Day 2016

<http://judiciallearningcenter.org/law-day-lesson-plans/>

Annenberg Classroom – *Miranda v. Arizona* video

<http://www.annenbergclassroom.org/page/the-right-to-remain-silent-miranda-v-arizona>

Activity for High School Students

Grade Level: 9-12

Theme: *Miranda v. Arizona*. The Miranda Warning – More Than Words.

Activity Summary: 2016 marks the 50th anniversary of the *Miranda v. Arizona* decision of the U.S. Supreme Court. These lessons will ask students to explore the principles found in the decision and apply the principles to new and current situations. This packet includes four lessons for high school students.

1. Understanding *Miranda v. Arizona* (with Essay Contest)
2. Tracing Our Rights
3. Looking at *Miranda*: The Right to Remain Silent
4. Your Rights When in Police Custody

A. Activity 1 – Understanding *Miranda v. Arizona*

This activity is adapted from an Annenberg Classroom lesson plan found at the following link:

<http://www.annenbergclassroom.org/Files/Documents/LessonPlans/MirandaLesson.pdf>

Suggested Time: 30-60 minutes

Supply List:

-Video projection equipment

-Internet connection or downloaded video from Annenberg Classroom -

<http://www.annenbergclassroom.org/page/the-right-to-remain-silent-miranda-v-arizona>

Attachments:

- **Video Guide Handout**

- **Answer Key**

Step-By-Step Procedure:

1. Introduce the activity by asking students - What do you know about *Miranda* rights? Who can recite the *Miranda* warning? Do you know the origin of the practice of reading *Miranda* rights?
2. Introduce the video and **Video Guide Handout**. Allow students to read over the questions first.
3. If time allows, you might want to show the video twice, allowing students to watch once without writing. Instruct students to complete the handout during the second viewing. To save time, the video could be assigned as homework. As a modification, students can watch individually in the computer lab or on tablets, if available.
4. Discuss the answers and summarize. Conclude with the following questions:
 - a. What is the significance of the *Miranda* case?
 - b. Why does the law make it the responsibility of the police to inform custodial suspects? Police aren't required to inform individuals of their other rights. Is there a difference?
 - c. Why be concerned if a confession is given voluntarily or not? A confession is a confession whether given voluntarily or when under duress. Isn't the goal to get the truth?
 - d. How do you create a system that gives the government the power it needs to have to punish wrongdoers without giving the government the power to be abusive?

B. Activity 2 – Tracing Our Rights

This activity is adapted from the American Bar Association Law Day 2016 Planning Guide, at: http://www.americanbar.org/groups/public_education/initiatives_awards/lawday2016.html

Suggested Time: 20 minutes

Supply List:

-Projection equipment (optional)

- Powerpoint Presentation “Middle School – Tracing Our Rights” (optional) -

http://www.americanbar.org/groups/public_education/initiatives_awards/lawday2016/lawdayguide.html

Attachments:

- **The Miranda Warning Worksheet**

- **U.S. Supreme Court Decision Excerpts**

- **Bill of Rights Excerpts**

- **False Confessions Fact Sheet**

Step-By-Step Procedure:

1. Begin by reviewing the *Miranda* warning. Ask students to recite it and list the specific rights mentioned. Ask students if they recall where the language of the warning comes from.
2. Distribute a copy of the **The Miranda Warning Worksheet**
3. Project or distribute a copy of this excerpt from the 1966 U.S. Supreme Court decision in *Miranda v. Arizona*:
Our holding will be spelled out with some specificity in the pages which follow, but, briefly stated, it is this: ... Prior to any questioning, the person must be warned that he has a right to remain silent, that any statement he does make may be used as evidence against him, and that he has a right to the presence of an attorney, either retained or appoint-ed. The defendant may waive effectuation of these rights, provided the waiver is made voluntarily, knowingly and intelligently. If, however, he indicates in any manner and at any stage of the process that he wishes to consult with an attorney before speaking, there can be no questioning...
4. Ask students to show the connections between the 5 warnings in the *Miranda* Warning (#1-5 on the worksheet) by numbering similar phrases in the Supreme Court decision excerpt. For example, label the following phrase with the #1 “he has a right to remain silent.”
5. Use the following questions to lead a discussion:
 - a. What rights does the Supreme Court say must be told about prior to questioning?
 - b. Why do you think the Court considered these rights important to protect?
 - c. Why do you think the Court felt it was important to make Miranda aware of these rights?
 - d. What is the origin of these rights?
6. Project or distribute the following excerpts from the Bill of Rights, or ask students to refer to the Bill of Rights they may already have in their possession:
 - FIFTH AMENDMENT - *No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, ... nor shall any person be ... compelled in any criminal case to be a witness against himself, ...*
 - SIXTH AMENDMENT - *In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury ... and to have the Assistance of Counsel for his defence.*

7. Use the following questions to lead a discussion on the Bill of Rights excerpts:
 - a. What rights do these amendments guarantee?
 - b. Why do you think these rights are specifically listed in our American Bill of Rights?
 - c. What similarities are there between these two Amendments, the Supreme Court decision, and the *Miranda* Warning?
8. For further discussion, distribute the **False Confessions Fact Sheet**. Ask students/groups to read it over before moving on to the final discussion below.
 - a. AS AN EXTENSION: Consider assigning students to write an essay, opinion paper, or news article on the topic.
9. Discuss and summarize. Conclude with the following questions:
 - a. If the Bill of Rights was already in place, why did the Supreme Court rule that people must be specifically warned in certain situations?
 - b. Before *Miranda*, if a person confessed while in custody, could the confession be used at trial? (yes, it was assumed that they knew their rights)
 - c. After *Miranda*, if a person confesses while in custody, can the confession be used at trial...
 - i. If they are warned? (yes, they chose to confess after being warned)
 - ii. If they are NOT warned? (no, it can't be assumed they understood their rights without being told, confession must be thrown out.)

c. Activity 3 – Looking at Miranda: The Right to Remain Silent

This activity is adapted from the American Bar Association Law Day 2016 Planning Guide, at: http://www.americanbar.org/groups/public_education/initiatives_awards/lawday2016.html

Suggested Time: 45 minutes

Supply List:

- Projection equipment (optional)
- Powerpoint Presentation “High School – Looking at Miranda” (optional) - http://www.americanbar.org/groups/public_education/initiatives_awards/lawday2016/lawdayguide.html

Attachments:

- **Case Study Outline**
- **Case Studies for Activity 3**

Step-By-Step Procedure:

1. Begin by reviewing the *Miranda* warning and the specific rights listed in it, with their origins.
2. Since the 1966 Supreme Court decision in *Miranda v. Arizona*, giving the *Miranda* Warning has become standard practice for police, in certain situations. Ask students if they know specifically when the *Miranda* Warning is required?
3. Explain that there are two key concepts related to *Miranda* warnings. Introduce the following two terms, and ask students to work in pairs to come up with definitions.
 - a. CUSTODY (or IN CUSTODY)
 - b. INTERROGATION
4. Ask for volunteers to share. Give the following definitions and ask students to take notes.

- a. CUSTODY (or IN CUSTODY) - means formal arrest or the deprivation of freedom to an extent associated with formal arrest. People in custody are not free to leave.
 - b. INTERROGATION - means explicit questioning or actions that are reasonably likely to elicit an incriminating response. The police do not need to give the *Miranda* warnings before making an arrest, but the warning must be given before interrogating a person while in custody.
5. Discuss and summarize:
- If someone is in custody, and being interrogated, they must be warned before the questioning begins.
 - If someone is in custody, but the formal interrogation has not yet begun, they do not have to be warned AND anything they say in this time period can be documented and used again later.
 - If someone is in custody, is being interrogated, and is not warned, any statements made cannot be used as evidence to prove guilt.
6. Explain that the *Miranda* decision is still relevant today. Divide the class into 6 small groups. Assign a case study to each group. Pass out copies of the case study handout, or ask students to find information about the case using internet sources. As another option, you could project the cases one at a time, and work through them as a class. To save time, this could be assigned as homework.
7. Instruct students/groups to read and discuss the assigned case study, and answer the following questions. **Case Study Outline** is provided.
- a. Case name:
 - b. Case year:
 - c. Facts of the case:
 - d. What was the question the Court needed to decide?
 - e. What was the Court's ruling?
 - f. What factors did the Court take into consideration when making this decision?
 - g. How does the ruling affect *Miranda* rights? Does it expand rights or limit rights? In what way?
 - h. Thoughts or comments?:

Six Case Studies

1. *Greenwald v. Wisconsin (1968)*
 2. *Oregon v. Mathiason (1977)*
 3. *New York v. Quarles (1984)*
 4. *Maryland v. Shatzer (2010)*
 5. *Howes v. Fields (2011)*
 6. *Salinas v. Texas (2013)*
8. Discuss each case and summarize. Conclude with the following questions:
- a. What factors did the court look at in determining whether or not a person is "in custody" and being "interrogated"? (Language used to summon, confrontation with evidence of guilt, location/surroundings, duration of interaction, degree of pressure, other factors such as ____ ? = TOTALITY OF CIRCUMSTANCES)
 - b. Would you be able to apply these principles to a new situation?

D. Activity 4 – Your Rights When in Police Custody

This activity is adapted from the United States Courts Law Day 2016 Page, at:
<http://www.uscourts.gov/about-federal-courts/educational-resources/annual-observances/law-day>

Suggested Time: 30 minutes

Supply List:

-Internet connection (optional)

Attachments:

-*J.D.B. v. North Carolina Case Summary*

-*The People v. Brandon Salinger Fictional Scenario*

- *Comparing J.D.B. and B.Salinger*

-Answer Key

Step-By-Step Procedure:

1. Review the *Miranda* warning and the concept of “custodial interrogation.”
2. Ask - Are juveniles – like adults – entitled to be advised of their *Miranda* rights when they are in police custody? If so, at what point during a police interaction should juveniles receive a *Miranda* warning?
3. Ask students to read the case summary of *J.D.B. v. North Carolina*. (Initials are used because J.D.B. is a minor). Pass out the case summary handout or direct students to the following web page: <http://www.uscourts.gov/educational-resources/educational-activities/facts-and-case-summary-jdb-v-north-carolina>
4. Discuss:
 - a. What was the question the Court needed to decide?
 - b. What was the Court’s ruling?
 - c. What factors did the Court take into consideration when making this decision?
 - d. How does the ruling affect *Miranda* rights? Does it expand rights or limit rights? In what way?
5. Divide the class into small groups. Ask each group to read the fictional case scenario of *The People v. Brandon Salinger*. Pass out the fictional scenario handout or direct students to the following web page: <http://www.uscourts.gov/educational-resources/educational-activities/fictional-scenario-jdb-v-north-carolina>
6. Instruct students to look for factors that courts take into consideration to determine if someone is in police custody: 1) Language used to summon, 2) Confrontation with evidence of guilt, 3) Location/surroundings 4) Duration of interaction, 5) Degree of pressure, physical or otherwise 6) Other factors such as ____ ? = TOTALITY OF CIRCUMSTANCES
 - a. Within each small group, members take turns reading the paragraphs in the fictional scenario. As they go through the reading, they should underline and discuss information that might indicate one of the factors to be considered.
 - b. Each group is to complete **Comparing *J.D.B. v. North Carolina* and *The People v. Brandon Salinger***.
 - c. Ultimately each group should decide, considering the totality of circumstances, whether or not Brandon Salinger was in custody.
7. Discuss the answers and summarize. Conclude with the following questions:

- a. What impact does the Supreme Court's decision in *J.D.B. v. North Carolina* have on juveniles like Brandon – and you?
- b. What factors should be considered in determining whether a juvenile is in custody and is entitled to a *Miranda* warning?
- c. Among the factors considered in determining whether a juvenile is in custody, should age be one of the factors?
- d. Does it matter if J.D.B. and Brandon were in custody at the time they were questioned? Why or why not?
- e. If J.D.B. and Brandon had been given a *Miranda* warning, what would the police have said to them?

E. Bibliography and Resources for High School Teachers:

American Bar Association Law Day 2016

http://www.americanbar.org/groups/public_education/initiatives_awards/lawday2016.html

American Bar Association Insights Magazine, Fall 2015 – *Miranda v. Arizona*

http://www.americanbar.org/publications/insights_on_law_and_society/15/fall-2015.html

U.S. Courts Law Day 2016

<http://www.uscourts.gov/about-federal-courts/educational-resources/annual-observances/law-day>

U.S. Courts *Miranda v. Arizona* Podcast

<http://www.uscourts.gov/about-federal-courts/educational-resources/supreme-court-landmarks/miranda-v-arizona-podcast>

The Judicial Learning Center in St. Louis Law Day 2016

<http://judiciallearningcenter.org/law-day-lesson-plans/>

Annenberg Classroom – *Miranda v. Arizona* video

<http://www.annenbergclassroom.org/page/the-right-to-remain-silent-miranda-v-arizona>

Annenberg Classroom Student Speak out – Miranda Warnings

<http://www.annenbergclassroom.org/speakout/what-is-the-importance-of-the-miranda-warning-2>

C-Span Landmark Cases – *Miranda v. Arizona*

<http://landmarkcases.c-span.org/Case/11/Miranda-V-Arizona>

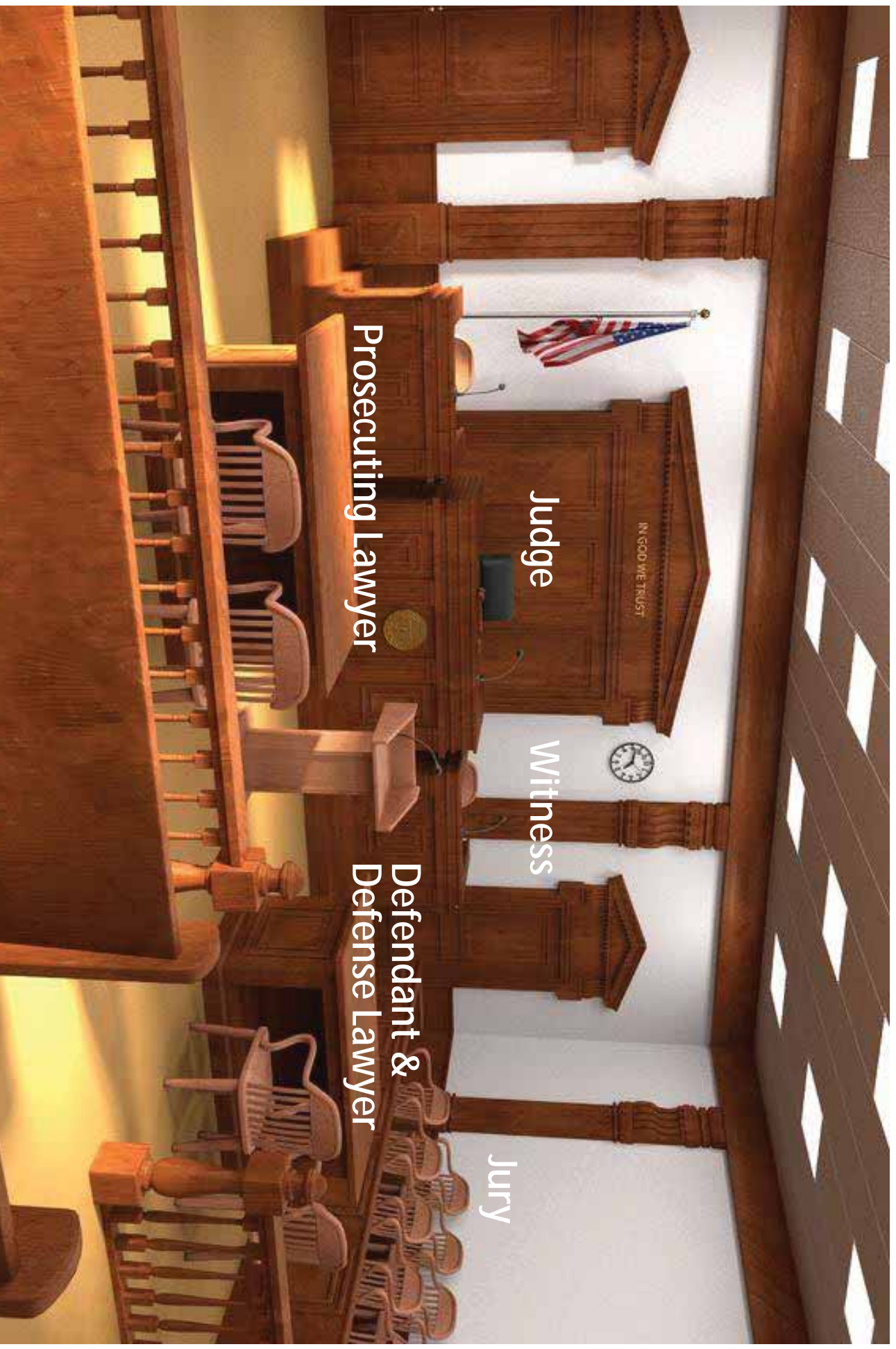
Street Law Landmark Cases – *Miranda v. Arizona*

http://landmarkcases.org/en/landmark/cases/miranda_v_arizona

Street Law – Supreme Court Lessons and Teaching Methods

http://www.streetlaw.org/en/Page/37/Supreme_Court_Lesson_Plans_Teaching_Methods

The Trial of Alexander T. Wolf Courtroom Diagram



Where would Mr. Wolf sit in the courtroom if he went to trial?

Law Day 2016

Courtroom Vocabulary Grades K-2

Crime- something that is against the law

Defendant- the person being charged with a crime

Defense Attorney- the lawyer representing the person charged with a crime

Guilty- judged in court to have committed a crime

Judge - a public official who hears cases in a courtroom and makes sure that trials are fair

Jury - a group of people chosen to listen to the evidence in a trial in order to decide if someone is guilty of committing a crime

Law - the rules that people must follow in our country

Lawyer - a person whose job is to give advice on law

Prosecuting Attorney – the lawyer who tries to prove the defendant did the crime

Courtroom Vocabulary Grades 3-5

Court- a place where legal trials are held

Crime- something that is against the law

Defendant- the person being charged with a crime

Defense Attorney- the lawyer representing the person charged with a crime

Evidence - something that shows, proves, or gives reason for believing

Guilty- judged in court to have committed a crime

Judge - a public official with power to hear cases in a court

Jurors - members of the jury

Jury - a group of people chosen to listen to the evidence in a trial, and then to reach a decision, or verdict

Law - the rules that tell people what they must or must not do, made by our government

Lawyer - a person whose job is to give advice on law, or act for others in lawsuits, and advocate for a party in front of a judge or jury.

Oath - a serious promise that one will speak the truth

Prosecutor – a lawyer representing the government in a criminal case

Testimony - a statement made by one who testifies, tells, or gives proof

Trial - the act of hearing a case in a court to decide whether a claim or charge is true

Verdict – the decision reached by a jury in a law case

Witness - a person who gives evidence in a court

From:

http://www.americanbar.org/groups/public_education/initiatives_awards/lawday2016/lawdayguide.html



<h1>The Miranda Warning</h1>	
1	YOU HAVE THE RIGHT TO REMAIN SILENT.
2	ANYTHING YOU SAY CAN AND WILL BE USED AGAINST YOU IN A COURT OF LAW.
3	YOU HAVE THE RIGHT TO TALK TO A LAWYER AND HAVE THE LAWYER PRESENT WITH YOU WHILE YOU ARE BEING QUESTIONED.
4	IF YOU CANNOT AFFORD A LAWYER, ONE WILL BE APPOINTED TO REPRESENT YOU BEFORE ANY QUESTIONING IF YOU WISH.
5	YOU CAN DECIDE AT ANY TIME TO EXERCISE THESE RIGHTS AND NOT ANSWER ANY QUESTIONS OR MAKE ANY STATEMENTS.
6	DO YOU UNDERSTAND EACH OF THESE RIGHTS AS I HAVE EXPLAINED THEM TO YOU?
7	HAVING THESE RIGHTS IN MIND, DO YOU WISH TO TALK TO US NOW?

This activity is adapted from the American Bar Association Law Day 2016 Planning Guide, at: http://www.americanbar.org/groups/public_education/initiatives_awards/lawday2016.html

U.S. Supreme Court Decision excerpts from *Miranda v. Arizona*:

Our holding will be spelled out with some specificity in the pages which follow, but, briefly stated, it is this: ... Prior to any questioning, the person must be warned that he has a right to remain silent, that any statement he does make may be used as evidence against him, and that he has a right to the presence of an attorney, either retained or appointed. The defendant may waive effectuation of these rights, provided the waiver is made voluntarily, knowingly and intelligently. If, however, he indicates in any manner and at any stage of the process that he wishes to consult with an attorney before speaking, there can be no questioning...

Bill of Rights excerpts

FIFTH AMENDMENT - No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, ... nor shall any person be ... compelled in any criminal case to be a witness against himself, ...

SIXTH AMENDMENT - In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury ... and to have the Assistance of Counsel for his defence.

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False Confessions and Miranda Rights – Fact Sheet

- A false confession is "an admission to a criminal act...that the confessor did not commit." ⁵
- One of the leading causes of wrongful convictions is police-induced false confessions. Since the late 1980s, research has recorded approximately 250 interrogation-induced false confessions. ²
- Police-induced false confessions occur more often in more serious offenses, such as homicides and other felonies. False confessions are the leading cause of wrongful convictions in homicides. ²
- More than 2/3 of the cases which were exonerated by DNA evidence in homicide cases were a result of false confessions. ²
- In the U.S., there have been 317 post-conviction cases which were exonerated by DNA evidence. In about 30% of these cases, defendants confessed, made incriminating statements, or pled guilty. ²
- More than 25% of people wrongfully convicted and later exonerated by DNA evidence made false confessions or incriminating statements. ³
- In 13% of all known exonerated cases, defendants made false confessions. Of these exonerated cases, 22% were homicides, making up the largest category. ⁹
- Youth may be more susceptible to falsely confess to crimes they did not commit. 38% of exonerations for crimes allegedly committed by individuals under 18 in the past 25 years involved false confessions compared with 11% for adults. ¹
- There are more than 800 variations in wording for Miranda warnings, which also range from 53 to 450 words in length, used by law enforcement in the U.S. ⁶
- An estimated 318,000 people per year give up their Miranda rights without consulting legal counsel. ⁶
- Research suggests that approximately 10% of cases experience issues with Miranda warnings. ⁷
- About 80% of suspects waive their rights and submit to police questioning. ⁴
- The Salem Witch Trials of 1692 is one of the earliest known examples of wrongful convictions due to false confessions. ⁴

References for False Confessions Fact Sheet

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9. University of Michigan Law School. [Graph illustrations % Exonerations by Contributing Factor and % Exonerations by Contributing Factor and Type of Crime from April 4, 2016.] The National Registry of Exonerations. Retrieved from <http://www.law.umich.edu/special/exoneration/Pages/ExonerationsContribFactorsByCrime.aspx#>

Video Guide Handout

Instructions: Before watching the video, read over each question first. Watch the Annenberg Classroom video "The Right to Remain Silent: *Miranda v. Arizona*" found at the following link: <http://www.annenbergclassroom.org/page/the-right-to-remain-silent-miranda-v-arizona> and answer the questions that follow.

1. Identify the amendment and quote the relevant part that is the focus of the video.

Explain what the phrase means in practical terms.

2. Write down the Miranda warnings shown in the video.

Which Miranda warning relates to the phrase you quoted when answering Question #1?

3. What are the Miranda warnings?
4. In the opening scenes of the video, a suspect is being read the Miranda warnings. Explain why the narrator said, "It's like watching the Bill of Rights go to work."
5. Give the two reasons Miranda was considered the most controversial criminal procedure decision ever.
6. Explain these statements:
 - a. "The Miranda warnings are a staple of popular culture."
 - b. "Miranda is really one of our iconic Supreme Court decisions."
 - c. "... the right that says you can't be forced to confess or testify against yourself is a fundamental protection of our liberty."
 - d. "Interrogation rooms can be the ultimate home court advantage."
 - e. "Silence is a vacuum that humans don't like."

Over ↓

7. Define self-incrimination.
8. Explain what happened in the Star Chamber in 1637 and how it relates to us today?
9. When it comes to the criminal justice system, what problem did the framers face, and what was their solution?
10. Identify the fundamental principle of our criminal justice system.
11. Explain how our adversarial system of justice works in a criminal trial? Give specifics.
12. Why does the law allow the accused to not answer any questions?
13. Explain the significance of a confession for the police and for the accused.
14. Identify the legal problem with Miranda's confession.
15. At the time of *Miranda* . . .
What rights did the accused have when he/she went to trial?

What rights did the accused have in the interrogation room?
16. When police departments finally got started in the middle of the 19th century, the local police didn't care about the U.S. Constitution. Explain why. Identify the problem.
17. How were the states forced to comply with the Bill of Rights?
18. Discuss the circumstances that led to the creation of the Wickersham Commission. What was learned through the commission's report?

Instructions: Before watching the video, read over each question first. Watch the Annenberg Classroom video “The Right to Remain Silent: *Miranda v. Arizona*” found at the following link: <http://www.annenbergclassroom.org/page/the-right-to-remain-silent-miranda-v-arizona> and answer the questions that follow.

1. Identify the amendment and quote the relevant part that is the focus of the video.
Fifth Amendment, “No person . . . shall be compelled in any criminal case to be a witness against himself.”

Explain what the phrase means in practical terms.

Example: The words you say can't be used as evidence against you in a court.

2. Write down the Miranda warnings shown in the video.
 1. Do you understand that you have a right to remain silent?
 2. Do you understand that anything you say can and will be used against you in a court of law?
 3. Do you understand that you have a right to talk to a lawyer and have one present with you while you are questioned?
 4. Do you understand that if you cannot afford to hire a lawyer, if you wish one, one will be appointed to represent you free of charge?
 5. Do you understand each of these rights I have explained to you?

Which Miranda warning relates to the phrase you quoted when answering Question #1?

Warning #1: Do you understand that you have a right to remain silent?

3. What are the Miranda warnings?
Rights read to suspects when they are under arrest and facing interrogation.
4. In the opening scenes of the video, a suspect is being read the Miranda warnings. Explain why the narrator said, “It’s like watching the Bill of Rights go to work.”
Miranda warnings are based on amendments that are part of the Bill of Rights.
5. Give the two reasons Miranda was considered the most controversial criminal procedure decision ever.
 - The right that says you can't be forced to confess or testify against yourself, which is a fundamental protection of our liberty
 - Seemed as if it might interfere with convicting criminals
6. Explain these statements: *Answers will vary*
 - a. “The Miranda warnings are a staple of popular culture.”
 - b. “Miranda is really one of our iconic Supreme Court decisions.”
 - c. “. . . the right that says you can't be forced to confess or testify against yourself is a fundamental protection of our liberty.”
 - d. “Interrogation rooms can be the ultimate home court advantage.”
 - e. “Silence is a vacuum that humans don't like.”

7. Define self-incrimination.
Saying something that establishes or indicates your guilt
8. Explain what happened in the Star Chamber in 1637 and how it relates to us today?
The Star Chamber is an English court that met in secret and sentenced religious opponents of the King to torture. Individuals were tortured until the court got the answers it wanted. John Lilburn stood his ground against government power and refused to incriminate himself. His response was popular with the people and became a fundamental right in the U.S. Constitution.
9. When it comes to the criminal justice system, what problem did the framers face, and what was their solution?
Challenge: How do you create a system that gives the government the power it needs to have to punish wrongdoers without giving the government the power to be abusive?
10. Identify the fundamental principle of our criminal justice system.
Solution: They loaded the Bill of Rights with protections for the accused—4th, 5th, 6th, & 8th Amendments place limits on what our government can do to people as they go through the criminal justice system.
11. Explain how our adversarial system of justice works in a criminal trial? Give specifics.
There are two sides—the prosecutor and the defense. In a criminal trial, the prosecution (government) must make its case and the defense has the option of making its case or doing nothing. The defense doesn't have to argue to the jury, call witnesses, cross-examine the government witnesses. The defendant doesn't have to testify or say anything.
12. Why does the law allow the accused to not answer any questions?
It's totally up to the government to prove its case.
The Fifth Amendment privilege against self-incrimination means that the accused has the right to remain silent. ("No person . . . shall be compelled in any criminal case to be a witness against himself.")
13. Explain the significance of a confession for the police and for the accused.
Police: It's pretty much all the evidence the state needs to convict. It's the most powerful tool for law enforcement. It saves the police and the court a lot of work. It saves time and money because the trial is shorter.
Accused: It's self-incriminating evidence because a confession is an admission of guilt.
14. Identify the legal problem with Miranda's confession.
Miranda had been arrested and questioned by police in an interrogation room. While under interrogation, he wrote out his confession. Was he "compelled" by outside pressures to confess or was his confession voluntary? It was difficult to say. There were no guidelines.
15. At the time of *Miranda* . . .
What rights did the accused have when he/she went to trial?
 - Sixth Amendment right to counsel : "In all criminal prosecutions, the accused shall enjoy the right . . . to have the Assistance of Counsel for his defence"
 - Fifth Amendment right to say nothing and "Take the Fifth"

This activity is adapted from an Annenberg Classroom lesson plan found at the following link:
<http://www.annenbergclassroom.org/Files/Documents/LessonPlans/MirandaLesson.pdf>

Case Study Outline for Activity 3

Instructions: Read over the summary of your assigned case, and any other information available about the case, as instructed by your teacher. Fill in the information below, and be prepared to discuss in class.

1. Case name:
2. Case year:
3. Facts of the case:

4. What was the question the Court needed to decide?

5. What was the Court's ruling?

6. What factors did the Court take into consideration when making this decision?

7. How does the ruling affect Miranda rights? Does it expand rights or limit rights? In what way?

8. Thoughts or comments?:

This activity is adapted from the American Bar Association Law Day 2016 Planning Guide, at: http://www.americanbar.org/groups/public_education/initiatives_awards/lawday2016.html

Case Studies for Activity 3

Greenwald v. Wisconsin (1968): Mr. Greenwald was arrested on suspicion of burglary and interrogated at a police station. Over the course of 24 hours, he was denied medication, sleep, and food. He made no incriminating statements to police, and repeatedly denied guilt, but later provided a written confession. According to his testimony, Greenwald confessed because "I knew they weren't going to leave me alone until I did." In a 6-3 decision, the U.S. Supreme Court stated that under the "totality of the circumstances" surrounding petitioner's confession that it was not voluntary. Greenwald was not given counsel, and was denied food, sleep, and medication; and was not given adequate warnings as to constitutional rights. "Considering the totality of these circumstances, we do not think it credible that petitioner's statements were the product of his free and rational choice.

Oregon v. Mathiason (1977): Mr. Mathiason was invited to a police station to answer questions about a burglary. He came freely and was told he was not under arrest. Mathiason confessed to the crime and later claimed it should not be used at trial because he had not been properly Mirandized. In a 6-1 decision, the U.S. Supreme Court ruled that since the questioning took place in a context where Mathiason's freedom to depart was not restricted in any way, he came voluntarily to the police station, and was informed that he was not under arrest, he was not in police custody at the time of his confession, so Miranda rules did not apply.

New York v. Quarles (1984): Mr. Quarles, a rape suspect, entered a supermarket, carrying a gun. Police arrested him, but did not find a gun on his person. Police asked Quarles where the gun was, and he gestured, "the gun is over there." The officer found the gun and read Quarles his *Miranda* warnings. Quarles later argued that his statement must be excluded because it was elicited before the police read him his *Miranda* warnings. In a 5-4 decision, the U.S. Supreme Court held that there is a "public safety" exception to the requirement that officers issue *Miranda* warnings to suspects. Since the police officer's request for the location of the gun was prompted by an immediate interest in assuring that it did not injure an innocent bystander or fall into the hands of a potential accomplice, a failure to read the *Miranda* warning did not violate the Constitution.

This activity is adapted from the American Bar Association Law Day 2016 Planning Guide, at: http://www.americanbar.org/groups/public_education/initiatives_awards/lawday2016.html

Maryland v. Shatzer (2010): Police interviewed Mr. Shatzer in 2003 regarding allegations that he had sexually abused his child. At the time, he was incarcerated on an unrelated offense, and during the interview, invoked his rights to counsel and to remain silent, so the interview was terminated. The investigation was subsequently closed, only to be reopened in 2006. During the 2006 interview, Shatzer confessed to abusing the child, but insisted his Miranda rights from three years earlier still applied.

In a unanimous decision, the Court held that because Shatzer experienced a break in *Miranda* custody lasting more than two weeks between the first and second attempts at interrogation, the Fifth Amendment does not mandate suppression of his 2006 statements. "That provides plenty of time for the suspect to get reacclimated to his normal life, to consult with friends and counsel, and to shake off any residual coercive effects of his prior custody."

Howes v. Fields (2011): While he was incarcerated, Mr. Fields was escorted from his cell to a conference room where armed law enforcement officers, who did not work for the prison, questioned him for seven hours regarding activities unrelated to his incarceration. Fields was told that he could request to go back to his cell whenever he wanted, and the door to the room was kept open during questioning. He eventually made incriminating statements, which he sought to exclude from trial because he was not read his Miranda rights at the time. In a 6-3 decision, the U.S. Supreme Court stated that investigators don't have to read *Miranda* rights to inmates during jailhouse interrogations about crimes unrelated to their current incarceration. "Imprisonment alone is not enough to create a custodial situation within the meaning of *Miranda*."

Salinas v. Texas (2013): Police officers spoke with Mr. Salinas during a homicide investigation. He agreed to accompany the officers to the police station, and answered every question until an officer asked whether the shotgun shells found at the scene of the crime would match the gun found in Salinas's home. He remained silent and "demonstrated signs of deception." He later objected when his silence was used during trial to suggest guilt. In a 5-4 decision, the U.S. Supreme Court held that a witness must expressly invoke the Fifth Amendment privilege against self-incrimination in order to benefit from it. This requirement ensures that the government is put on notice when a defendant intends to claim this privilege and allows the government to either argue that the testimony is not self-incriminating or offer immunity. The Fifth Amendment's privilege against self-incrimination does not extend to defendants who simply decide to remain mute during questioning.

J.D.B. v. North Carolina Case Summary

From - <http://www.uscourts.gov/educational-resources/educational-activities/facts-and-case-summary-jdb-v-north-carolina>

Background

In 1966, in the landmark case *Miranda v. Arizona*, the Supreme Court held that a person questioned by law enforcement officers after being "taken into custody or otherwise deprived of his freedom of action in any significant way" must first "be warned that he has a right to remain silent, that any statement he does make may be used as evidence against him, and that he has a right to the presence of any attorney, either retained or appointed." Statements made by a defendant when law enforcement has not complied with this rule may not be admitted as evidence of guilt in a criminal trial.

An officer's obligation to administer *Miranda* warnings attaches only where there has been such a restriction on a person's freedom as to render him "in custody." In determining whether an individual was in custody, a court must examine all the circumstances surrounding the interrogation in determining whether there was a "formal arrest or restraint of freedom of movement of the degree associated with a formal arrest."

Many Circuit Courts of Appeals have laid out a number of nonexclusive factors to consider in determining whether a defendant is in custody, such as (1) the language or tone used when initially confronting or later questioning the suspect; (2) the physical surroundings or location of the questioning; (3) the duration of the interview; (4) the extent to which the defendant is confronted with evidence of guilt; and (5) the degree of pressure applied to detain the individual, including whether the officers brandished weapons or touched the suspect.

In *J.D.B. v. North Carolina*, the Supreme Court was asked to decide whether the age of a child subjected to police questioning is also relevant to this custody determination.

Facts

J.D.B. was a 13 year-old student in the seventh grade when a uniformed police officer on detail at the school escorted him from his social studies classroom to a conference room where two school administrators and another police officer were waiting. In the closed-door room, Police Investigator Joseph DiCostanzo questioned J.D.B. for 30 to 45 minutes about some recent neighborhood break-ins. Among the items reported stolen was a digital camera that had been found at the school and seen in J.D.B.'s possession.

J.D.B. first denied his involvement. However, after the investigator pressed him for additional details about his presence in the neighborhood after one of the break-ins and confronted him with the stolen camera, and after the assistant principal urged him to tell the truth, J.D.B. asked whether he would "still be in trouble" if he returned the "stuff." Investigator DiCostanzo then warned J.D.B. that he may face juvenile detention. J.D.B. confessed. At that time, Investigator DiCostanzo told J.D.B. that he could refuse to answer questions and was free to leave. Asked whether he understood, J.D.B. nodded and provided further details, including the location of the stolen items. He also wrote a statement, at the investigator's request. When the school day ended, J.D.B. was permitted to leave.

Procedural History

The state of North Carolina charged J.D.B. with breaking and entering and larceny. The public defender who represented J.D.B. moved to suppress his statements and any evidence gathered as a result of those statements. The public defender argued on behalf of J.D.B. that J.D.B. was in custody at the time he was interrogated and that the police had failed to give him a *Miranda* warning. The state trial court ruled that J.D.B. was not in police custody and denied the motion to suppress the statements and evidence. The court adjudicated him delinquent, finding that J.D.B. had violated criminal laws.

J.D.B.'s public defender disagreed and appealed first to the North Carolina Court of Appeals and then to the North Carolina Supreme Court. Both appellate courts agreed with the trial court. The North Carolina Supreme Court held that the test for custody did not include consideration of the age of an individual subjected to questioning by police.

Issue

"[W]hether the *Miranda* custody analysis includes consideration of a juvenile suspect's age." More specifically, whether "a child's age 'would have affected how a reasonable person' in the suspect's position 'would perceive his or her freedom to leave.'"

Supreme Court Holding

Yes. "So long as the child's age was known to the officer at the time of police questioning, or would have been objectively apparent to any reasonable officer, its inclusion in the custody analysis is consistent with the objective nature of the test. . . . Just as police officers are competent to account for other objective circumstances that are a matter of degree such as the length of questioning or the number of officers present, so too are they competent to evaluate the effect of relative age."

The Supreme Court reversed the judgment of the North Carolina Supreme Court and remanded the case to the lower court to determine whether, taking his age into consideration, J.D.B. was in custody when he was interrogated.

Dissent

Four Justices dissented, noting that the *Miranda* rule "places a high value on clarity and certainty." The dissent states that the majority's holding "shifts the *Miranda* custody determination from a one-size-fits-all reasonable-person test into an inquiry that must account for at least one individualized characteristic—age—that is thought to correlate with susceptibility to coercive pressures." The dissent asserts that "[t]he Court's decision greatly diminishes the clarity and administrability that have long been recognized as 'principal advantages' of *Miranda*'s prophylactic requirements."

- **Argued:** March 23, 2011, **Decided:** June 16, 2011
- **Vote:** 5-4
- **Majority opinion** written by Justice Sotomayor and joined by Justices Kennedy, Ginsburg, Breyer, and Kagan.
- **Dissenting opinion** written by Justice Alito and joined by Chief Justice Roberts and Justices Scalia and Thomas.

The People v. Brandon Salinger Fictional Scenario

From - <http://www.uscourts.gov/educational-resources/educational-activities/fictional-scenario-jdb-v-north-carolina>

Brandon Salinger was a 15-year-old high school sophomore and his school's 6'2" wrestling champion, weighing in at 220 pounds when he won the regional championship last year. He was mistaken for the team's assistant coach at several tournaments because of his physical appearance and mature demeanor.

During his social studies class period one Wednesday afternoon, Brandon was at the mall with his 18-year-old sister Katie, who was helping him shop for a tie to wear to the homecoming dance. When Brandon refused to touch a neon green paisley tie that Katie handed to him, she stuffed it in the back pocket of his pants. Finding nothing they liked in the men's formal wear department, they left the store and continued through the mall.

Sam Sanchez was a security guard employed by MallSecure, at the time. He was on duty that afternoon when he noticed Brandon walking through the mall with a green tie and price tag hanging out of his back pocket. In light of the fact that the department store manager had recently notified MallSecure about a spike in shoplifting during homecoming season, Security Guard Sanchez became suspicious. He approached Brandon and asked to see the receipt for the tie. When Brandon could not produce the receipt, the security guard escorted Brandon and Katie away from the public shopping forum and into the mall's security office suite.

Anita Colton was a city police officer who worked part-time as a security guard for MallSecure when she was off duty. She was in the security office at the end of her shift on Wednesday when Security Guard Sanchez brought in Brandon and Katie. Officer Colton was on her way to the police station and had changed into her police officer's uniform, which included a badge and a handgun.

Security Guard Sanchez put Brandon in an empty office and took Katie to another room to question her. The empty office had a window looking into the outer reception area of the security office suite. Brandon could see people coming and going through the front door.

Officer Colton entered the room where Brandon was seated and closed the door. When Officer Colton asked Brandon to produce his driver's license, Brandon said he did not have one yet and handed her his school ID, which did not indicate his age or year in school. Brandon then told Officer Colton that he was 15 years-old, and Officer Colton responded by raising her eyebrows and asking him to recite his exact birth date. Based on his stature and mature appearance, Officer Colton suspected that Brandon was misrepresenting his age – a common tactic used by shoplifters who hope to be sent home with just a warning. Brandon refused to give Officer Colton further information without knowing where his sister was. Officer Colton told Brandon that he was not required to speak to her or to offer any information.

Brandon then saw Katie through the window. She was walking around in the reception area and talking on her cell phone. Officer Colton again acknowledged that Brandon did not have to talk, but added that it was likely that both he and his sister could go to jail for the night if he did not tell the whole story and resolve the situation before she had to leave and go to the police station in a few minutes. She also warned that punishment for Katie would likely be much worse as an adult. Brandon did not want to risk his sister going to jail, so he answered the officer's questions truthfully over the next 15 minutes.

Comparing J.D.B. v. North Carolina and The People v. Brandon Salinger

Instructions: Use this chart to identify the factors that courts might take into consideration to determine if someone is in custody, and, therefore, should receive a Miranda warning. When you are finished with the chart, evaluate the totality of circumstance and decide whether or not the accused person is in custody.

Factors	J.D.B. v. North Carolina	The People v. Brandon Salinger
Language used to summon the individual?		
Confrontation with evidence of guilt?		
Physical Surroundings/Location?		
Duration of the interaction?		
Degree of pressure (physical or otherwise)?		
Other factors to consider, please list....		
Totality of the circumstances: In custody or not? You decide...		

ANSWER KEY Comparing J.D.B. v. North Carolina and The People v. Brandon Salinger

Instructions: Use this chart to identify the factors that courts might take into consideration to determine if someone is in custody, and, therefore, should receive a Miranda warning. When you are finished with the chart, evaluate the totality of circumstance and decide whether or not the accused person is in custody.

Factors	J.D.B. v. North Carolina	The People v. Brandon Salinger
Language used to summon the individual?	Escorted by police from class to school conference room	Escorted by mall security to mall business office
Confrontation with evidence of guilt?	Yes – show a digital camera	Yes – he had the tie in his pocket
Physical Surroundings/Location?	Closed-door school conference room with two police officers and two school administrators	Mall business office with window in the reception area where others were seen, including his sister using her cell phone
Duration of the interaction?	About 45 minutes	15 + minutes
Degree of pressure (physical or otherwise)?	When summoned by school authorities, students do not feel free to leave until released, but was allowed to leave at the end of the school day	Was told that if he didn't cooperate, he and his sister might go to jail. Threat that he would be held in detention pending trial
Other factors to consider, please list....	Age – 13 Would a reasonable person at that age have felt free to leave?	Age - 15 Would a reasonable person at that age have felt free to leave?
Totality of the circumstances: In custody or not? You decide...	Question of custody has been remanded back to the NC state courts to answer, with age as a consideration	You decide....

This activity is adapted from the United States Courts Law Day 2016 Page, at:
<http://www.uscourts.gov/about-federal-courts/educational-resources/annual-observances/law-day>