

The ACLU of Idaho Foundation Presents:

Bill of Rights Essay Contest – First prize: \$400 Second prize: \$200 Third prize: \$100

Essay Prompt:

The First Amendment to the United States Constitution establishes freedom of expression as a basic right in our form of government. However, free expression has never been considered an absolute right and throughout the history of our nation, our government has struggled to decide when to protect (allow) and when to limit (stop) free expression.

Hate speech is regarded as one of those struggles. Hate speech is defined as speech (either pure or symbolic) that attacks or disparages a person or group of people based on their social or ethnic group. Some people, even if they think hate speech is hurtful, believe that our government should protect it, while others believe that hate speech should be limited.

What do you think? Should the U.S. government protect or limit hate speech? Based on the Bill of Rights, historical events and court rulings, current events, and/or examples from your own life, write an original essay in which you decide whether you believe hate speech should be protected or limited, explain why you believe your point of view, and outline how your point of view will protect the freedoms outlined in the Bill of Rights.

Guidelines:

- Be a student in grades 9 through 12 in Idaho
- Use the Six Trait writing rubric as a guideline for your writing (basis for scoring)
- Fill out the Entry and Consent forms

Submit essay, cover sheet, and release form on or before November 25, 2009 to:

Bill of Rights Essay Contest
ACLU of Idaho Foundation
PO Box 1897
Boise, ID 83701

Electronic copies are also acceptable to lcaywood@acludaho.org

For more information contact:

Lily Caywood
ACLU of Idaho
208-344-9750 ext. 201
lcaywood@acludaho.org

The ACLU of Idaho Foundation educates the public about and defends and preserves the individual rights and liberties guaranteed all people in the country by the Constitution and the laws of the United States of America.



The ACLU of Idaho Foundation is a non-partisan, 501(c)(3) that works to protect the enduring values of freedom and equality based on a three-pronged approach: legislation, litigation, and public education. The ACLU of Idaho Foundation is involved in impact litigation, public education and outreach, and legal advocacy on behalf of individuals. The ACLU of Idaho, our 501(c)(4) organization, lobbies on scores of bills in the state legislature and local councils. Visit our website at www.acludaho.org for more information.

2009 Entry Form
Bill of Rights Essay Contest

Attach this Cover Sheet and the Consent Form to Essay (*please print or type*)

NAME: _____

ADDRESS: _____ CITY: _____ ZIP: _____

EMAIL ADDRESS: _____

HOME PHONE: _____

HIGH SCHOOL: _____

TEACHER/CLUB SPONSOR: _____

ESSAY TITLE: _____

By signing below, I affirm that my work is my own.

NAME (printed): _____

SIGNATURE: _____

DATE: _____

Deadline for student essays is November 25, 2009. Projects may either be submitted to the ACLU of Idaho Foundation at PO Box 1897, Boise, ID 83701 or e-mailed to lcaywood@acluidaho.org. Projects must be postmarked by November 25, 2009.

Contestant Consent and Release Form

Bill of Rights Essay Contest

Attach this Consent Form and the Cover Sheet to Essay (*please print or type*)

CONTESTANT CONSENT AND RELEASE

By submitting an entry in the ACLU Essay Contest, I understand I am giving permission to the ACLU of Idaho Foundation to reproduce and publicly display and distribute copies of my entry (my "Work") in the contest, as well as my name and likeness.

This permission is for use of my Work anywhere in the world and on the Internet. I have not given any person or entity the exclusive right to use my name, likeness, or my Work, so I am free to sign this release. There is no other agreement, oral or written, existing between the ACLU of Idaho Foundation and me.

I have read and understand the above permission and I understand that my agreement to this Contestant Consent and Release is a condition to entering the ACLU Essay Contest, and the time required to evaluate my entry into the contest and my chance to win the prizes being awarded in the contest shall be adequate consideration to support this Contestant Consent and Release. If I am not 18 years or older, my parent or guardian has also signed below.

Parent or Guardian Signature (If Contestant is under 18)

Date: _____

Contestant Signature

Date: _____

Printed Name: _____

Address: _____

Birth date: _____

SIX TRAIT WRITING RUBRIC

| | 6: Wow! | 5: Experienced | 4: Competent | 3: Developing | 2: Emerging | 1: Not Yet |
|---|---|---|---|--|--|--|
| Ideas: The main message | The writing is exceptionally clear focused and interesting. It holds the reader's attention. Main ideas stand out and are developed by strong support and rich detail. | The writing is clear, focused and interesting. It holds the reader's attention. Main ideas stand out and are developed by supporting details suitable to the audience and purpose. | The writing is clear and focused. The reader can easily understand the main ideas. Support is present, although it may be limited or general. | The reader can understand main ideas, although they may be broad or simplistic. Detail is often limited, insubstantial, overly general, or occasionally slightly off topic. | Main ideas and purpose are somewhat unclear or development is attempted but minimal. | The writing lacks a central idea or purpose. |
| Organization: The internal structure | The organization enhances the central ideas and their development. The order and structure are compelling and move the reader through the text easily. | The organization enhances the central ideas and their development. The order and structure are strong and move the reader through the text. | Organization is clear and coherent. Order and structure are present, but may seem formulaic. | An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal. | The writer lacks a clear organizational structure that makes the writing difficult to follow. The piece may be too short to demonstrate organizational skills. | The writing lacks coherence; organization seems haphazard and disjointed. Even after rereading, the reader may remain confused. |
| Voice: The personal tone and flavor of the message | The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer seems deeply committed to the topic. The writing is very expressive, engaging, and sincere. | The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer seems committed to the topic. The writing is expressive, engaging, and sincere. | A voice is present. The writer demonstrates commitment to the topic. In places, the writing is expressive, engaging, and sincere. | The writer's commitment to the topic seems inconsistent. A sense of the writer may emerge at times; however, the voice is either inappropriately personal or impersonal. | The writer provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice. | The writing seems to lack a sense of involvement or commitment. |
| Word Choice: The vocabulary chosen to convey meaning | Words convey the intended message in an exceptionally interesting, precise, and natural way. The writer employs a rich, broad range of words which have been carefully chosen and thoughtfully placed. | Words convey the intended message in an interesting, precise, and natural way. The writer employs a broad range of words which have been carefully chosen and thoughtfully placed. | Words effectively convey the intended message. The writer employs variety of words that are functional and appropriate to audience and purpose. | Language is quite ordinary, lacking interest, precision, and variety. The writer does not employ a variety of words, producing a generic paper filled with familiar words and phrases. | Language is monotonous and/or misused, detracting from the meaning and impact. | The writing shows limited vocabulary, or is filled with misused words. Only the most general message is communicated because of vague language. |
| Fluency: The rhythm and flow of the language | The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive reading easy and enjoyable. | The writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive reading easy and enjoyable. | The writing flows; however, connections between phrases or sentences may be less than fluid. Sentences patterns are somewhat varied, contributing to ease in reading. | The writing tends to be mechanical rather than fluid. Occasional awkward constructions may force the reader to slow down or reread. | The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down or reread. | The writing is difficult to follow. Sentences tend to be incomplete, rambling, or very awkward. |
| Conventions: The mechanical correctness | The writing shows exceptionally strong control of standard writing conventions (punctuation, spelling, grammar, and usage) and uses them effectively to enhance communication. Errors are so few and minor that they do not impede readability. | The writing shows strong control of standard writing conventions (punctuation, spelling, grammar, and usage) and uses them to enhance communication. Errors are so few and minor that they do not impede readability. | The writing shows control of standard writing conventions (punctuation, spelling, grammar, usage, paragraph breaks, and capitalization). Minor errors, while perhaps noticeable, do not impede readability. | The writing shows limited control of standard writing conventions (punctuation, spelling, grammar, usage, paragraph breaks, and capitalization). Errors begin to impede readability. | The writing shows little control of standard writing conventions (punctuation, spelling, grammar, usage, paragraph breaks, and capitalization). Frequent, significant errors impede readability. | Numerous errors in standard writing conventions (punctuation, spelling, grammar, usage, paragraph breaks, and capitalization) make the text difficult to read. Frequent, significant errors interfere with the message of the writing. |