

Do I Have a Right?

a game guide for teachers

In *Do I Have a Right?*, your students run a law firm that specializes in constitutional law. Clients bring various complaints, and students must identify if they “have a right.” As students successfully resolve cases by matching them with the correct attorneys, their law firm grows along with the skills of their lawyers.



Learning Objectives

- Given a description of a legal dispute, identify whether a constitutional right is being violated
- Match a given legal right to the constitutional amendment that protects it
- Plan strategically and sequence tasks efficiently

Prerequisites

None—students will learn the material just by learning to play the game successfully. That said, students will get more out of the game if they already have some background knowledge of constitutional rights. The last page of this guide has pre and post game questions you can discuss with your class. We also suggest teaching the iCivics lesson “You Mean I’ve Got Rights?” the day before your class plays the game. You can find that and all of our lesson plans at www.iCivics.org/teachers.

HOW TO PLAY THE GAME

Here’s what happens when you start playing *Do I Have a Right?*

1. Choose a character

Pick one character out of the several options available and give him/her a name.

2. Choose a law firm partner

Choose a partner. This is an important decision because the partner you choose will be the one and only lawyer in the firm at the beginning of the game.

3. Start playing the game by seeing clients

Now the game starts. Inside the office your partner is sitting at a desk, and your character is waiting by the elevator. The timer clock in the lower left corner is counting the hours of “Turn 1.” Soon, the first client arrives.

TIP: Have students use their real names if you plan to collect their game results.

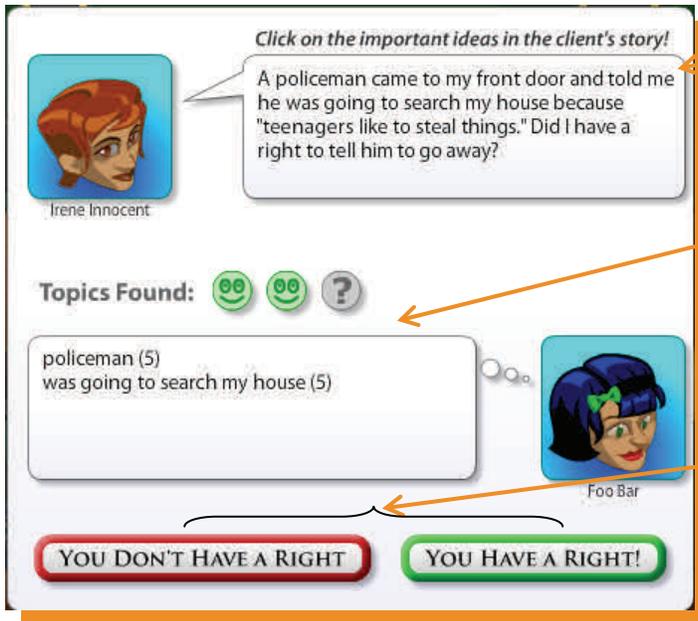
TIP: Make sure students pay attention to their partner’s constitutional specialty. This information appears on the screen after they choose their partner.



TIP: Initially, tip bubbles will appear that tell students what to do, pausing the game. As the game progresses, tip bubbles will taper off. Students can turn them back on by clicking the Help button.

HOW TO HELP CLIENTS WITH CASES

When a client steps off the elevator, click on him or her to learn the facts of the case.



1 Read the client's story. Click on key words to earn extra Prestige Points.

2 Key words found will appear here. The student has three chances to spot up to three of them.

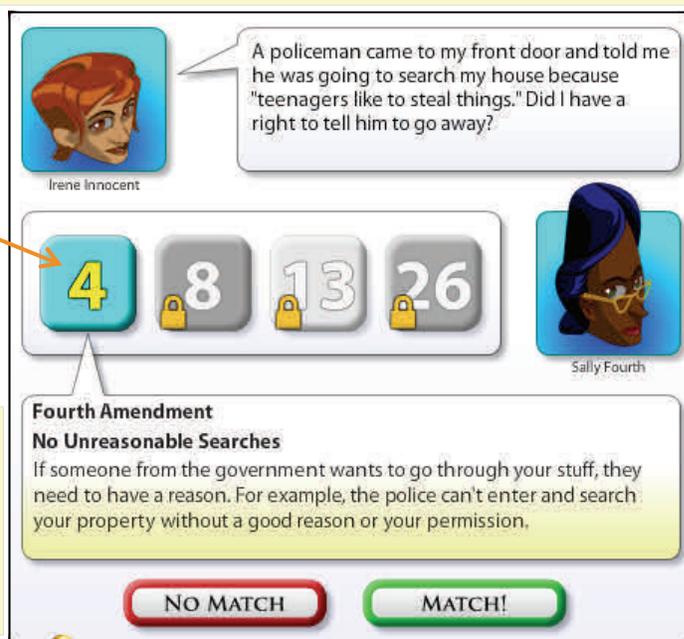
3 Decide whether this person has a constitutional right.

If you think the person has a right, you can ask the client to come back tomorrow, ask the client to wait in the waiting area, or I introduce the client to a lawyer. The best option depends on whether a lawyer with the correct specialty is available to help. If you decide to introduce the client to a lawyer, choose one by clicking on him or her.

Tip: If the firm does not have a lawyer with the correct specialty, asking the new client to come back tomorrow buys time to expand the firm's skills.

If the appropriate lawyer is busy with another client, you can have the new client wait, but if the client loses patience before the lawyer returns, she or he will storm off.

4 Choose the correct amendment pertaining to the client's complaint. Some skills are "locked" until the lawyer gets more training.



TIP: Got lawyer?
You can click on the Team Review button at any time to stop the clock and see who your lawyers are.

Off to trial!

After you match a client to a lawyer, they will talk briefly. When they're done, a "Ready" bubble appears over the lawyer's head. Click on it to send them off to trial. The two disappear, replaced by a "Back Soon" sign.



A green timer on the sign indicates when the lawyer will return.

Winning or losing cases

If you **correctly** matched the client, the lawyer will return having won the case, and you earn **Prestige Points**. If you did **not** correctly match the client, the lawyer loses the case and you lose Prestige Points.



Prestige Points are the currency of *Do I Have A Right?* You can use these points to hire new lawyers, expand your existing team's skills, or otherwise expand your range of options.

Lather, rinse, repeat

Soon, another client will walk in, and the process outlined above will begin again. New clients may go directly to the waiting area, but the basic game remains the same: click on the new client, read the client's story, decide whether the client has a right, and determine whether there is a lawyer in the firm who specializes in the correct amendment.

TIP: Which rights are which?



Students can click on the Rights Review button at any time to stop the clock and see a list of amendments.

MANAGING THE FIRM

In *Do I Have a Right?* you aren't just looking at individual cases. You're also managing the firm, hiring new attorneys, expanding existing lawyers' skills, and even redecorating the office. To really succeed at this game, you'll need to **manage time** and **plan ahead**. If a client comes in with a issue that no attorney can resolve, you can ask him to come back tomorrow and, meanwhile, try to expand the skills of an existing attorney or hire a new one.

Grow your firm

At the end of each day, you can spend hard-earned Prestige Points on upgrading the firm's team, space, or advertising.

Hire new lawyers or expand the skills of existing lawyers by clicking on the person you want to hire or the specialty you want to train.



Run ads to attract more clients.

Upgrading furniture makes lawyers more efficient or clients more patient.

GAME OVER: ASSESSMENT

At the end of the game, the final score breakdown appears. From there, students can view and print a detailed report that will let you determine how students performed on each specific amendment. You can use this printout to assign students a grade for playing the game.

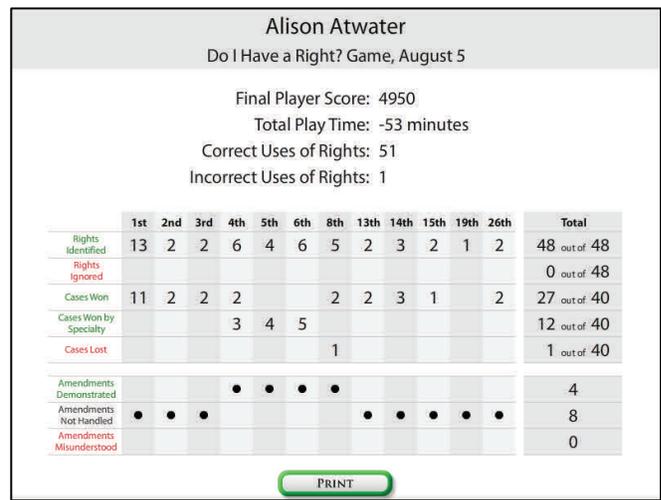


Atwater and Forth Final Score

Cases Taken	40	2000
Cases Cleverly Refused	12	900
Cases Won	39	3900
Cases Mistakenly Refused	0	0
Walk-Out Clients	35	1750
Cases Lost	1	100

FINAL SCORE: 4950

VIEW DETAILED REPORT CONTINUE



Alison Atwater
Do I Have a Right? Game, August 5

Final Player Score: 4950
Total Play Time: -53 minutes
Correct Uses of Rights: 51
Incorrect Uses of Rights: 1

	1st	2nd	3rd	4th	5th	6th	8th	13th	14th	15th	19th	26th	Total
Rights Identified	13	2	2	6	4	6	5	2	3	2	1	2	48 out of 48
Rights Ignored													0 out of 48
Cases Won	11	2	2	2			2	2	3	1		2	27 out of 40
Cases Won by Specialty				3	4	5							12 out of 40
Cases Lost							1						1 out of 40
Amendments Demonstrated				•	•	•	•						4
Amendments Not Handled	•	•	•					•	•	•	•	•	8
Amendments Misunderstood													0

PRINT

HELP! I STARTED PLAYING *DO I HAVE A RIGHT?* — AND IT'S HARD!

Don't panic! *Do I Have A Right?* can seem difficult at first because that's when a new player learns the rules of the game. Like many video games, *Do I Have A Right?* has a learning curve. If you're not used to playing video games, the curve is a little steeper because you're not used to how video games often work. That part won't be such a challenge for most students. Trial and error is a critical aspect of how people learn from playing games.

If you're not comfortable yet, play *Do I Have a Right?* a few more times. Soon you'll find yourself getting the hang of it—just like students will when they play. And remember that as students learn how to play the game, they're also learning the constitutional amendments!

CAN'T GET ENOUGH?

Do I Have a Right? is only one of over a dozen learning games that iCivics offers to teachers and students of civics. Go to www.iCivics.org/games to check out every one of them—plus game guides, lesson plans, and more.

Thanks for trying our games—and more importantly, thanks for teaching civics!



CONSTITUTIONAL RIGHTS COVERED IN *DO I HAVE A RIGHT?*

Here is a list of the Amendments covered by "Do I Have A Right?" and the wording of the rights as they appear in the game. You might want to copy this page for students to take with them into the game.

- **First Amendment: Freedom of Expression; Freedom of Religion**
 - ◇ Have something to say? The Constitution has your back. You have the right to communicate and express ideas and opinions -- to the government, in the press, and in public, even when your thoughts are controversial or unpopular.
 - ◇ Different people have different faiths, and the Constitution protects your right to practice whatever religion you choose. It also says that the government can't establish a religion or prefer one faith over another.
- **Second Amendment: Own Ordinary Weapons**
 - ◇ You have the right as a citizen to keep and bear ordinary weapons.
- **Third Amendment: Not House Soldiers**
 - ◇ The government cannot force you to let soldiers into your home or onto your property. It's up to you to decide who you let inside your house!
- **Fourth Amendment: No Unreasonable Searches**
 - ◇ If the police want to go through your stuff, they need to have a reason. The police can't enter and search your property or search your body without a good reason or your permission.
- **Fifth Amendment: No Double Jeopardy; Keep Private Property**
 - ◇ Double jeopardy is not a game... it's a right! Once you've been found guilty or innocent, you cannot be put on trial or punished for that same crime again.
 - ◇ The government is only allowed to take away your land if the land will be used for a public purpose. And if it does take your land, the government has to give you a fair price for it.
- **Sixth Amendment: Speedy Trial; Right to Fair and Impartial Jury**
 - ◇ Once you are arrested for a crime, you have the right to a fair trial. This means that your trial must be speedy and in public, and that you have a right to a fair and impartial jury.
- **Eighth Amendment: No Cruel and Unusual Punishment**
 - ◇ If you are guilty of a crime, the judge is not allowed to sentence you to any cruel or unusual punishments. The punishment has to fit the crime; it's your constitutional right!
- **Thirteenth Amendment: No Slavery**
 - ◇ Slavery cannot exist and people can't own or buy or sell other people. This is one of the only constitutional rights that you can sometimes use against people who are not the government - but only if they are enslaving you!
- **Fourteenth Amendment: Equality Under Law**
 - ◇ Everyone – no matter what you look like, how much money you have, or how popular you are – should be treated equally under the law.
- **Fifteenth Amendment: Vote Regardless of Race**
 - ◇ No matter your race or ethnicity, as a citizen you have the right to vote. So do it!
- **Nineteenth Amendment: Vote Regardless of Sex**
 - ◇ Women and men have equal rights to an equal vote in all public elections.
- **Twenty-Sixth Amendment: Vote at Age of 18**
 - ◇ Once you turn eighteen, the Constitution guarantees you the right to vote. So start thinking about who you want to vote for!



CLASSROOM CONVERSATION STARTERS

Pre-Game Questions

You can use these questions to lead into playing *Do I Have a Right?* in the classroom.

- What are amendments?
 - ◇ *Amendments are additions to the Constitution. Many of them deal with expressing the rights of people in the United States.*
- What are some of the individual rights protected by the Constitution?
 - ◇ *Answers may vary, but use the listing of constitutional rights on the previous page.*
- What can people do if they believe the government is violating a constitutional right?
 - ◇ *The U.S. court system is designed to give people a place to have their complaints heard.*

Post-Game Questions

Use these questions as a way to debrief the individual experiences of playing *Do I Have a Right?*

- What was the goal of your law firm?
 - ◇ *To protect the rights of citizens using amendments to the U.S. Constitution*
- Why can't any attorney help any client?
 - ◇ *Each attorney specializes in a unique set of amendments, or rights.*
- Where there any cases you thought were particularly challenging? Any amendments that were difficult to remember?
- What is the purpose of amendments?
 - ◇ *Record changes to the Constitution, state the rights protected by the law*
- Are any amendments more important than others? Why or why not?
- What would happen if there were no amendments? Or if individual rights were not protected?

Activity Idea

- Ask students to create their own short version of *Do I Have a Right?* by writing cases and matching them to the rights and amendments that guarantee those rights.

