

You will need to carefully read the selection below and complete various activities using the essay as your basis.

Using the highlight function on your computer, you will need to mark the essay below. It will be necessary for you to read the essay several times to fully understand the essay and complete the markings in such a way that demonstrates a close reading of the essay. You will need to use the following chart to correctly mark the essay.

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| Highlight Color | Item to be identified | Use an X to indicate you have accomplished this task. Use NA if this task did not apply to this essay. |
| PINK | Mark the main idea of the essay. |  |
| AQUA | Mark key examples/ support for the main idea/ theme of the essay. |  |
| GREEN | Mark statements that you agree with . |  |
| YELLOW | Mark statements that are new to you or make you think in a new way. |  |
| RED | Mark statements in the essay that you disagree with. |  |
| GRAY | Mark terms/ concepts that you found difficult to understand. |  |

The time I began reading and marking this assignment was:

“Would you defend Saddam Hussein? How about Hitler? Would you be his lawyer?”

People ask me this all the time; the names of the bad guys change, but the question is always the same. My answer is always, “Yes, I would.” It has to be. Because I believe everyone, no matter what they’ve done, deserves to have one person on their side.

I’ve spent most of my life as a criminal defense attorney. For 20 years, I was a public defender. My clients committed every kind of terrible crime imaginable. I defended each one of them with every ounce of skill, creativity, and tenacity that I had.

In the end, most of my clients were convicted of something. For that is simply the nature of the criminal justice system: It’s an uphill struggle for anyone who is charged with a crime. All of the power and resources of the state, the police, and the prosecution are hurled against that one person. And the only protection to all of that is one lawyer.

But despite the odds, there were a number of people whom I helped to go free. Sometimes I convinced a judge to throw out a case because of a legal defect. Sometimes I convinced a jury to return a verdict of “not guilty.”

Many of those people that I helped acquit were guilty. Some went on to commit other crimes. One client found not guilty of murder killed another person shortly after his release. I defended him again the second time around. He was convicted, but not because I defended him with any less vigor.

How do I feel about the 30 years I did this work? I am proud of it.

Did my conscience wrestle with me in a moral dialogue? Sure.

In courtrooms I confronted victims whose lives, bodies, and often whose very souls had been forever shattered. Sometimes, in their eyes, I saw members of my own family. Sometimes, I saw myself. The battle within me was fierce and it took its toll in sleepless nights, anxiety, and depression. But in the end, my belief in what I was doing prevailed over my misgivings.

I know that most people have great difficulty understanding this. Indeed, many are horrified by it. But reflect for a moment: There is one key mechanism in our society that protects and maintains all of our freedoms. It is that we go by the rule that whenever someone does something that we condemn, no matter what it is, he still gets one person to speak up for him.

Take away this protection and all our other democratic rights, which are so carefully woven into the constitutional design of our republic, become meaningless. Without resistance from lawyers who represent people being prosecuted, all freedom is ultimately lost, because it is the natural human tendency of those who wield power to abuse those without it.

I am a law professor now. I teach my students to be proud to defend anyone, no matter what they may have done. I want them to stand up for the world’s Saddam Husseins and Osama bin Ladens, for America’s accused rapists and murderers and thieves. I want my students to fight for them — ethically, but with all the fierce determination, talent, and skill that they have.

One person on your side, no matter what you’ve done: That’s what keeps us a free people. That’s what I believe.

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| Your response should be self-contained. When someone reads your responses, they should be able to tell which question you are responding to.  In marking the essay you should be clear in what idea and item you are reacting to. The markings should indicate a close and personal reading of the essay. Excessive markings or lack of markings may indicate a failure to have closely read and comprehended the essay. |  |
| Based on your reading and marking of the essay identify the main idea of the essay as well as support including direct quotations and evidence from the essay. Your response should be limited to no more than one (1) well written and adequately edited paragraph. |  |
| Using at least two (2) of the writing prompts below and in no more than three (3) well written and adequately edited paragraphs create a response to the essay:   * The part (s) of the essay I agreed with were * The part (s) of the essay I disagreed with were * This essay reminded me of/ made me think of * This essay made me think in a new way * This essay was similar to another essay |  |
| What question (s) would you like to ask the author of this essay? Explain your reasoning for wanting to have the answer to this question. |  |
| Having now read this essay I… |  |
| **Presenters Only:** You will need to have three (3) questions that you would like to present to your classmates during your seminar. |  |

The time I completed reading and marking this assignment was: