

Document-Based Essay in Miniature
Middle School Document Analysis Worksheets

Document G: Security against unreasonable searches, seizures and interceptions in the *New York State Constitution, Section 12*

§12. The right of the people to be secure in their persons, houses, papers and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized. The right of the people to be secure against unreasonable interception of telephone and telegraph communications shall not be violated, and ex parte orders or warrants shall issue only upon oath or affirmation that there is reasonable ground to believe that evidence of crime may be thus obtained, and identifying the particular means of communication, and particularly describing the person or persons whose communications are to be intercepted and the purpose thereof.

(New. Adopted by Constitutional Convention of 1938 and approved by vote of the people November 8, 1938.)

1. **Annotation:** Read this document slowly and carefully. Underline any phrases or words that you think are central to the main idea of the text. Circle any phrases or words that you find confusing or puzzling.
2. Define the following terms in your own words:
 - a. secure:
 - b. unreasonable searches and seizures:
 - c. probable cause:
 - d. interception:
 - e. oath or affirmation:

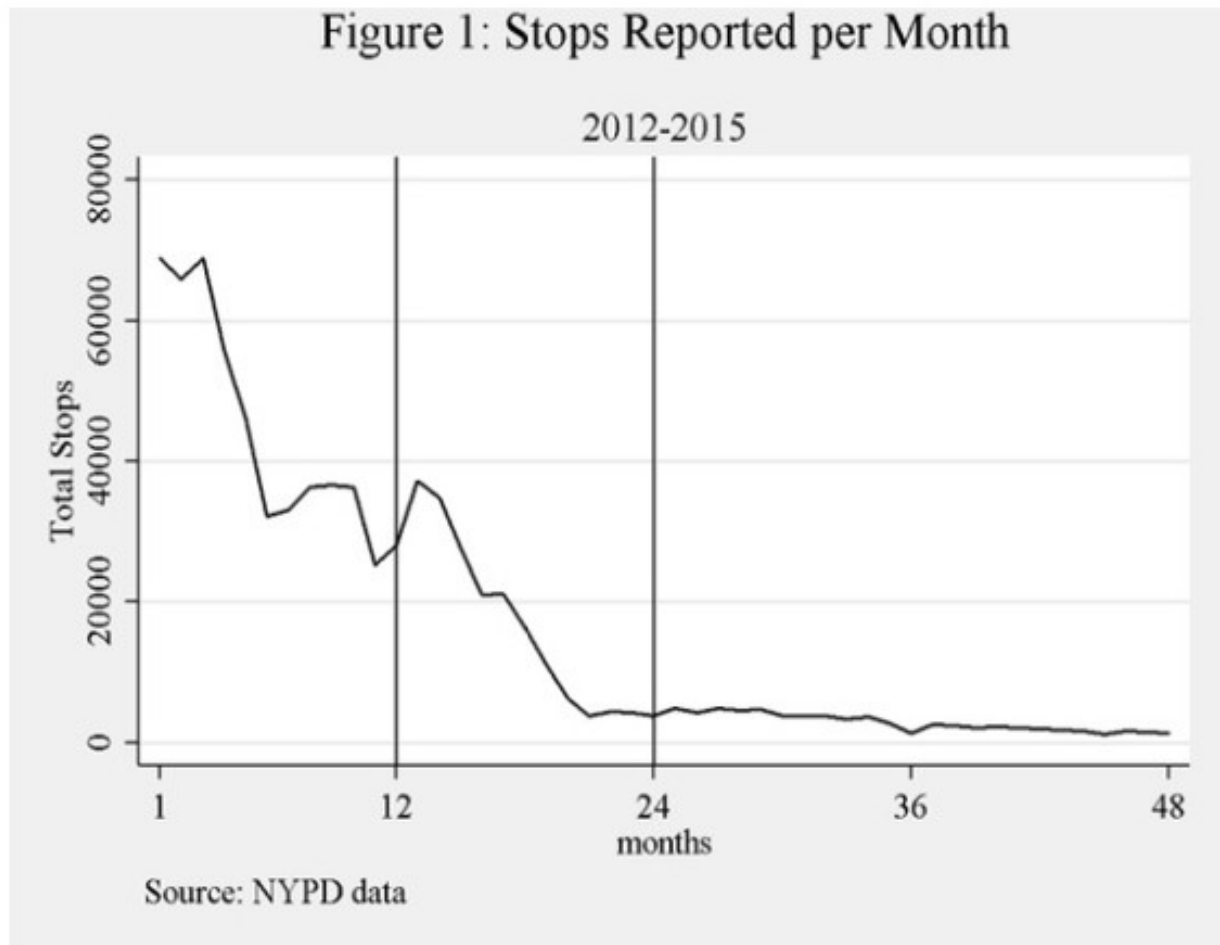
3. **Summarize:** What “right of the people” is defined in this section of the *New York State Constitution*?

4. **Evidence and Analysis:** What part of “individual freedom” does this section protect? Use language from the *New York State Constitution, Section 12* to support your answer.

5. **Inference:** Why do you think this “right of the people” is important? What kinds of events do you think led to the writing of this section of the *New York State Constitution*?

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Document H: Stops and Searches of Citizens by the NYPD 2012-2015



1. What is this graph measuring?
2. Summarize the information being measured into your own words.
3. Why do you think this information is being shared? What does the author hope to accomplish by way of this graph?

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Document I: Racial Distribution of Citizens Stopped by “Stop and Frisk” Policies in New York City, 2013-15

Table 1: Racial Distribution of Suspects Stopped, 2013-2015

Year	Stops (N=)	Black (%)	Hispanic (%)	White (%)	Asian/PI/NA (%)	Other (%)	Unknown (%)
2013	191,851	54.4	28.6	10.8	3.9	1.48	0.6
2014	45,787	53.1	27.2	11.9	5.4	1.6	0.6
2015	22,563	52.9	28.8	11.1	5.2	1.3	0.5

Note: PI=Pacific Islander; NA=Native American.

1. What information is this table sharing?
2. What do you notice about the difference in “Racial Distribution of Subjects Stopped” in 2013 as compared to 2015? Who is stopped the most frequently?
3. What claim or message do you think the author of this table hopes to convey to their audience? In other words, what do you think this chart is supposed to accomplish?

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Essay Assignment + Instructions

For this assignment you will write an essay that examines how the *New York State Constitution* protects individual freedom. In order to do this, you will need to use the work you've already done with Documents G, H, I in order to make a claim or argument regarding the relationship between "Stop and Frisk" data and the rights outlined in the *New York State Constitution, Section 12*.

Suggested Steps

Brainstorming:

Step One: Begin by reviewing your worksheets for Documents G, H, I. What story do they tell about an individual's rights in New York State?

Step Two: What do you notice about the difference between what the data shows and the rights outlined in *Section 12*?

Step Three: Write an argument or claim that speaks to the relationship between *Section 12* and the data depicted in Documents H and I.

Drafting Your Essay:

Step Four: Recopy your argument onto the top of a new page. Underneath the argument, make a list of the evidence from each Document that you think will help you to prove your argument. This will serve as your outline.

Step Five: Using the outline you created in step four, write your essay! Make sure that you begin in a way that will grab your reader's attention, building up to your argument. Each paragraph should involve one of the pieces of evidence from your list. Remember to introduce and explain your evidence, and connect it to your argument.