



## The Judiciary and the Arts Project Guidelines

Thank you for your participation in Judiciary and the Arts, a project of *The Hon. Robert A. Katzmann: Justice For All Courts and the Community Initiative* in partnership with the District of Connecticut's Public Outreach Committee and the Federal Bar Association

The goals of the project are to introduce **Connecticut high school students (grades 9-12)** to the organization and functions of the federal judiciary and to encourage students through the visual arts to learn about the historic and present-day role of the federal courts in the development of the law in the United States.

### Prizes:

First Place - \$500

Second Place - \$300

Third Place - \$200

### Parameters:

It is a bedrock principle of the United States courts that they administer justice fairly and impartially. The courts are organized so that the work of the court is done impartially and appears impartial. To abide by this principle, the work of the courts is done openly and without prejudgment of the facts and legal principles that may apply or be invoked in a case.

In keeping with these practices, submitted artwork must:

- not address any case currently before the court or likely to come before the court in the future;
- be politically neutral, and not be seen to favor or disfavor any political viewpoint or party;
- not advocate for any change in the law or public policy; and
- not invite or endorse conduct inappropriate in a courthouse.

## Project:

The project will entail students preparing artwork via *one* of the three proposed subjects/topics listed below:

### 1) Voices of the American Jury

Create a visual artwork that explores the history, symbolism, and societal role of the jury trial in the United States. Your piece should reflect on the jury system as a cornerstone of American democracy, a mechanism for justice, and a reflection of civic responsibility.

- What does justice and fairness look like to you?
- Why are our voices important in this process?

#### **\*Resources:**

Magna Carta Muse & Mentor Exhibit (Library of Congress)

<https://www.loc.gov/exhibits/magna-carta-muse-and-mentor/trial-by-jury.html>

Jury Trial Overview/Right to Jury Trial (Cornell Legal Information Institute)

[https://www.law.cornell.edu/wex/jury\\_trial](https://www.law.cornell.edu/wex/jury_trial)

Sixth Amendment Right to Trial by Jury in Criminal Prosecutions (Constitution Annotated (Congress.gov))

[https://constitution.congress.gov/browse/essay/amdt6-4-1/ALDE\\_00013124/](https://constitution.congress.gov/browse/essay/amdt6-4-1/ALDE_00013124/)

Jury Service (United States Courts)

<https://www.uscourts.gov/court-programs/jury-service>

Juror Handbook (United States District Court for the State of Connecticut)

<https://www.ctd.uscourts.gov/jury-info>

United States Courts

<https://youtube.com/@uscourts?si=7fkEBX2VE9xH2k-F>

## 2) Naturalizations – Mural Mockup

“Naturalization” is the process of becoming a United States citizen. Immigration has been an important aspect of American society since the nation's founding. In celebration of the 250th anniversary of the signing of the Declaration of Independence, study the historical context and current requirements for citizenship and create a small mock-up for a mural that could be hung in a courthouse where new citizens take their Oath of Allegiance (the final step in the naturalization process).

- Can you represent the artwork itself, or focus more on its journey and the emotions tied to it?
- How do you balance original ownership, cultural heritage, and current ownership?

### \*Resources:

[https://www.uscis.gov/sites/default/files/document/flyers/pathway\\_to\\_citizenship.pdf](https://www.uscis.gov/sites/default/files/document/flyers/pathway_to_citizenship.pdf)

<https://www.uscis.gov/citizenship-resource-center/naturalization-statistics>

<https://www.uscis.gov/citizenship/learn-about-citizenship/10-steps-to-naturalization>

## 3) Picturing Amistad: An Exploration of the Amistad Case

The *Amistad* case (1839-1840) centers around the capture and enslavement of over 50 Mende people from Sierra Leone who fought against their captors aboard the slave ship *Amistad* and ultimately ended up in court in Connecticut and finally the Supreme Court of the United States. The case was one of the first civil rights cases in U.S. history and raised important questions about human rights, jurisdiction, and international law. In addition, former President and then Congressman John Quincy Adams famously argued before Congress against slavery and on behalf of the *Amistad* enslaved Africans and the right to petition.

- Learn about the *Amistad* and create a work of art inspired by the case. Students are encouraged to imagine the courtroom as an early battleground for questions of slavery and the meaning of justice in early America and create a courtroom sketch, artist-style drawing of the proceeding.

**\*Resources:**

Office of the Historian, Department of State

<https://history.state.gov/milestones/1830-1860/amistad>

MacMillan Center for International and Area Studies at Yale

<https://macmillan.yale.edu/glc/brief-narrative-amistad-incident>

Connecticut (National Park Service)

<https://www.nps.gov/subjects/travelamistad/stories.htm>

The Amistad (Connecticut History)

<https://connecticuthistory.org/the-amistad/>

The Amistad Case (National Archives)

<https://www.archives.gov/education/lessons/amistad#background>

Drawings of the Amistad Prisoners, New Haven (Yale)

<https://beinecke.library.yale.edu/AmistadPortraits>

The Amistad Story: Cinque Lives Here (New Haven Museum)

<http://collections.newhavenmuseum.org/mExhibit.aspx?rID=Home%20Page&dir=NEWHAVEN>

The project(s) will generally progress as described below. Teachers may compare these guidelines to the process of a professional artist working for a client, within certain parameters established by the client. This is an excellent opportunity for students to have a real-life experience

- 1) A teacher or student reviews the topics listed above. Access the resources linked above for supporting materials provided by the Court.
- 2) A teacher or student chooses one of the court-related topics described above and method of presentation (e.g., sketch, cartoon, watercolor, etc.).
- 3) The student or class reviews materials on the chosen topic, as well as the art-related instructional material. Teachers plan for students to have the necessary art supplies, if not already available.
- 4) If possible, the class will visit one of the District of Connecticut's federal courthouses located in Bridgeport, Hartford, or New Haven. A visit may be organized by contacting the Court's Public Outreach Coordinator at [public\\_outreach@ctd.uscourts.gov](mailto:public_outreach@ctd.uscourts.gov) (*public\_outreach@ctd.uscourts.gov*)
- 5) Each student completes a piece of artwork for submission.
  - a. **Final projects are due on May 1, 2026.**
  - b. **The artwork will be displayed in an exhibition held on May 21, 2026.**  
Invitations to the exhibition will be extended to the student artists and teachers.
- 6) Subject to court availability and resources, some student artwork may also be displayed at a federal courthouse, on the websites of the United States Courts or in their publications, on the *Justice For All* website, on the *Justice For All* social media accounts, on the District of Connecticut's Public Outreach website, or in other locations deemed appropriate by the U.S. Courts.
- 7) By participating in this project, the teachers and students agree that as to the materials created during the project, the teacher and students grant the United States Courts the right to display, copy, and distribute the artwork.

## Artwork

1) The artwork is to generally be **no larger than 12 inches x 18 inches**. **Artworks should not be fragile and should be easy to transport**. It is possible that a larger piece of artwork could be acceptable if it is the work of several students together. **Please discuss the display requirements with the committee before pursuing such a project.**

- a. Digital artwork should be submitted through [public\\_outreach@ctd.uscourts.gov](mailto:public_outreach@ctd.uscourts.gov)  
(*public\_outreach@ctd.uscourts.gov*)
- b. All other artwork can be submitted in person to the Clerk's Offices at each of the three federal courthouses:

### **Richard C. Lee U. S. Courthouse**

United States District Court  
141 Church Street, 2<sup>nd</sup> Floor  
New Haven, CT 06510

### **Brien McMahon Federal Building**

United States District Court  
915 Lafayette Boulevard, 4<sup>th</sup> Floor  
Bridgeport, CT 06604

### **Abraham Ribicoff Federal Building**

United States District Court  
450 Main Street  
Suite A012  
Hartford, CT 06103

2) Any use of artificial intelligence tools to create artwork must be disclosed.

3) Only materials in the public domain should be used in the artwork itself.

4) Each piece must be displayed separately. That is, each piece should be separate from other pieces (e.g., if the students' works are in a quilt or assemblage, the work should be easily assembled and disassembled).

5) If the class pieces are intended to be displayed sequentially, the display order should be marked on the pieces.

6) **Each piece must identify on the back the student artist's name, grade, and school.** The student artist's full name should *not* be included on the front of the artwork itself. Each piece must have a title and a reference to the above-listed project to which it relates.

Artwork that does not comply with the guidelines for this project will not be included in the project or displayed on the *Justice For All* or District of Connecticut website or social media accounts or at the courthouse. Determinations as to whether the guidelines are met and whether the pieces will be displayed at the courthouse or on the websites rest solely with the U.S. Courts.

- a) Each submission **must** include the designated media consent and copyright release form and contest entry form. Submit completed forms through: [public\\_outreach@ctd.uscourts.gov](mailto:public_outreach@ctd.uscourts.gov) (*public\_outreach@ctd.uscourts.gov*)

Thank you for your support of the federal judiciary and **Judiciary and the Arts**, a project of *The Hon. Robert A. Katzmann: Justice For All Courts and the Community Initiative!*



**Federal Bar  
Association**