

"A Constitution
for Everyone..



Everyday"





Welcome

Dear Law Day Participant:

The Pennsylvania Bar Association, in conjunction with the Pennsylvania Bar Foundation, is pleased to present the fifth annual Law Day lesson plan guide. This unique resource is designed to provide judges, lawyers, educators and students of all ages with exciting and informational lesson plans, as well as links to other law-related education organizations and materials from around the country. The PBA hopes that you will find this guide very valuable in your classroom activities.

The theme for this year's celebration is "A Constitution for Everyone... Everyday," in honor of the commemoration of the 50th anniversary of the landmark U.S. Supreme Court ruling in *Brown v. Board of Education* on May 17, 2004. This anniversary gives us a special opportunity to emphasize freedom, equality and justice for all, which are the fundamental principles upon which our country was founded. This constitutional milestone also can serve to inspire lawyers, teachers and students to come together to discuss the complex issues facing today's society such as diversity, equal rights and personal privacy.

Through Law Day we have the unique opportunity to teach children what being an American citizen is all about. I thank you for your participation in the program and for your willingness to make a difference in the lives of Pennsylvania's children.

Sincerely,

Thomas M. Golden
President
Pennsylvania Bar Association

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Getting Started: Judges & Lawyers

A Few Notes About Visiting a Classroom

These ideas come from a variety of sources and are meant to help a presenter feel comfortable when heading into a classroom. Everyone knows the “Three R’s.” The law-related education presenter needs to know the “Five W’s: *Who? What? Where? When? and Why?*”

WHO? *Who* refers to your audience. Are you visiting an elementary, middle or high school class? Is the school public, private or parochial? How many students are in the class? Are you presenting before more than one class? Is there anything special about the students, teacher or school that you should know before making your presentation? It would be helpful for you to talk with the classroom teacher prior to the presentation to answer these questions. Most teachers will appreciate your efforts to work with them on your program.

WHAT? *What* refers to the content of your law-related education presentation. Are you focusing on a specific topic, or are you giving a general overview of the law? If you have been asked to cover a specific content area, please feel free to use the lessons provided in this guide or to contact any of the law-related and civic education providers listed in this guide for additional lessons (see LRE Support Organizations). If you are going to develop your own materials, please see the lesson planning suggestions provided in this guide (see Lesson Planning Ideas).

The following are some useful content and delivery tips to help you get started:

- ✓ Be prepared and have a plan that covers the time allotted. Build into your plan the capacity to deviate from it if circumstances, or questions from students, dictate that a change is needed.
- ✓ Whatever you cover, be prepared for wide-ranging questions from the students. Answer the questions as best you can and be cautious — some students will try to draw you into making a judgment about an action of a parent, teacher, school administrator or local law/justice official.
- ✓ Always try to present both sides of an issue and use the old teacher’s trick of turning the question back on the student who asked it.
- ✓ Be prepared for students to share their personal experiences (or their parents’ experiences) with the law. Always try to respect their points of view while encouraging them to expand on those perspectives.

Getting Started: Judges & Lawyers (continued)

- ✓ Try to focus your presentation on the students by actively involving them. Remember...lecturing is the least effective means of teaching (see *Glasser's Percentages of What Students Learn* in the Lesson Planning Ideas section). Think back to times when you were excited about learning and model your lessons on those memories.
- ✓ Finally, try not to promise the students anything that you will be unable to deliver in the future. If you say you will get back to the class with the answer to a question, make sure you do. If you promise to visit later in the year, make sure that visit takes place.

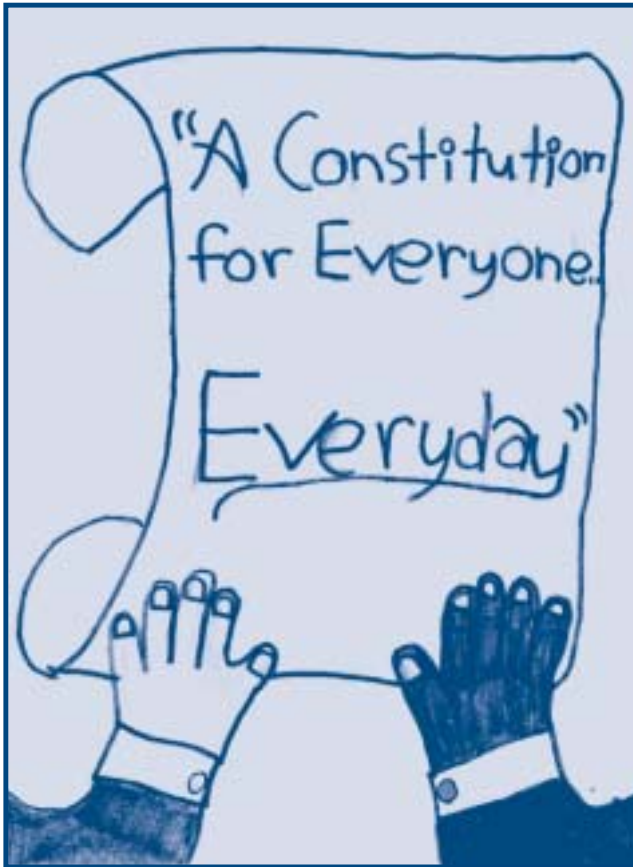
WHERE? Where refers to directions within the school to the classroom. The often overlooked part of knowing where you are going is determining what the school's rules are for visitors. Do you have to report to the main office? Must you have a pass to walk in the building? Even if you have visited the same school for many years, the problems with school violence have led many schools to tighten visitor controls.

You also will need directions for moving both yourself and the students around in the classroom. When working with students, try not to get yourself locked into one place. There are many different ways to direct students around the classroom and some of the best ways are detailed in the included lesson plans. The easiest and best way to involve students more completely in a lesson is by dividing the large group into smaller groups of four to six students. Ask the teacher if the students already have cooperative learning groups established. You can utilize those groupings for any small group work you wish to do during your presentation.

WHEN? When refers to the time of your session — both beginning and ending times. Schools run the gamut with regard to scheduling: some schools have 42-minute periods, while others have 90-minute periods. Make every effort to follow the schedule the school sets up for you. In addition, try to get to your class a few minutes early to observe the students entering the classroom. This will give you some hints about the class and also will create anticipation among the students. End the class on time, too. The students will need to move on to their next class. A good way to make sure you end on time is to ask someone (a student, the teacher) to give you a five-minute warning that the class is close to ending.

WHY? Why refers to the purpose of your presentation. Why are you making this presentation? Why is this class having you visit? Knowing these answers will help you to plan your presentation effectively. You may be making a one-time Law Day presentation that is not connected to anything else. On the other hand, you may be expected to provide the background on a project that the class is undertaking. Whatever the reason, recognize and respect the opportunity you have to make a difference in that school.

Getting Started: Educators



This lesson plan guide is designed to help you, and judges/lawyers, introduce law-related lessons into the classroom with ease. The lessons are fun, informative and easy-to-use, and appropriate handouts have been included.

All of the lesson plans have been linked to Pennsylvania's Academic Standards for Civics and Government. The lessons also meet many of the other standards, especially in social studies. The Academic Standards for Civics and Government, which became final upon their publication in the *Pennsylvania Bulletin* on Jan. 11, 2003, describe what students should know and be able to do in four areas:

- 5.1. Principles and Documents of Government
- 5.2. Rights and Responsibilities of Citizenship
- 5.3. How Government Works
- 5.4. How International Relationships Function

"The Pennsylvania Constitution of 1790 was the basis for the Free Public School Act of 1834, which is the underpinning of today's system of schools operating throughout the commonwealth. Schools were created to educate children to be useful citizens, loyal to the principles upon which our republic was founded and aware of their duties as citizens to maintain those ideals. Today, social studies education continues the mission of promoting citizenship." — *Pa. Dept. of Education Web site*. Visit www.pde.state.pa.us/social_studies to learn more about the standards.

In addition, this lesson plan guide offers you the unique opportunity to invite local judges and lawyers into your classroom to help with teaching the lessons. As you know, students often respond well to outside people who share with them their knowledge and experience in certain subject areas, such as the law. Do not, however, feel restricted only to use these lessons during the Law Day celebration. This guide was created to be a year-long civics and government teaching tool for educators across Pennsylvania. Please also feel free to contact the law-related and civic education organizations listed in this guide for additional law-related resources (see LRE Support Organizations).

Lesson Planning Ideas

There is probably a law-related education (LRE) lesson for any topic you might like to present. There are a variety of lessons found in past *PBA Law Day* and *I Signed the Constitution* booklets, which are posted in the Public Education area of the PBA Web site at www.pabar.org/educationprograms.shtml. If you decide to create a new lesson — or even just tweak one of ours — let us know. Send your lesson planning ideas, as well as news of your presentation efforts, to the PBA (see LRE Support Organizations). The PBA likes to feature the work of Pennsylvania lawyers, judges and educators. In fact, some of the lessons in this guide originally were developed by educators, lawyers and judges for classroom visits. For additional LRE lessons, contact one of the other organizations listed on the LRE Support Organizations page.

If you decide to create your own lesson, the following overview provides a time-tested model for creating an original lesson.

Glasser's Percentages of What Students Learn¹

Students Remember:

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear
- 70% of what they discuss with others
- 80% of what they experience personally
(that involve feelings)
- 95% of what they teach someone else



As such, do not distribute a lot of handouts and then lecture. Whenever possible, try to involve the students in interactive learning activities. Conducting a mock trial with the students will teach them much more about how courts operate than a lecture on the structure of the courts. Role-playing a police stop is a far better way to teach about police powers than reading the opinion in *Terry v. Ohio*.

What Are the Essential Elements of a Good LRE Lesson?

The lesson should:

- develop substantive knowledge about a legal/constitutional concept that is of interest to young people;
- present a balanced view of the topic as well as the legal system;
- develop a wide range of cognitive and affective behaviors, as well as critical thinking skills;
- stress interactive learning processes such as small-group activities;
- provide a debriefing procedure that leads participants to evaluate their own learning; and
- relate to students' daily lives and be appropriate to the students' ages and levels of understanding.

Lesson Planning Ideas (continued)

What Are the Steps of a Good LRE Lesson?

1. Start with a warm-up — something to get the students ready for your presentation. Some examples are provided in the lesson materials.
2. Have at least one activity during the main lesson other than you talking (see the ideas below). You might want to use a number of different activities during the class (for example — start by asking a question, then move on to a role-play or simulation, have the students brainstorm some ideas, ask them to visualize a scene, read a passage from a case and close with a survey you provide).
3. End with a wrap-up, something that brings closure to the presentation. You might simply ask them to reflect on the lesson. If the teacher thinks a homework assignment is a good idea, give the students an assignment such as this: "Here's the address of your senator, write the senator and explain how you feel about _____ matter."

Activities That Help Students Attach Meanings to Learning Experiences²

- Writing Logs/Diaries Students document reactions to events and interpret what happened.
- Naming Themes Students think of a personal lesson that was learned and try to derive an abstract meaning from the experience. The question, "What does it remind you of?" encourages students to find themes.
- Imagining Students imagine "What if?" or create alternative outcomes.
- Evaluate Students rate or rank an experience in relationship to other similar experiences they may have had.
- Role-Playing Students express their understanding of problems by acting out their interpretations of the elements of the experience (mini-mock trials are great for presentations).
- Drawing Students identify major themes or issues and draw pictures identifying the meaning derived from the experience.
- Comparing Students relate reading or taking a field trip to another similar experience. This helps them identify features they consider relevant.
- Concept Mapping Students visualize and draw the relationships among concepts with a series of links or chains.

¹ William Glasser. *Control Therapy in the Classroom*. Harper & Row: NY, 1986. *Reality Therapy: A New Approach to Psychiatry*. Harper & Row, NY: 1965.

² James Roth. "Enhancing Understanding Through Debriefing." *Educational Leadership*. October: 1987. pp. 24-27.

Classroom Warm-Up Exercises



If I Had a Hammer...

- **Grade Levels:** K-12
- **Academic Standards:** Various Academic Standards for Civics and Government are covered in this lesson.
- This lesson grew out of an exercise conducted by Scranton area Assistant U.S. Attorney Jennifer J. Clark during one of her many classroom visits. Credit also goes to Montgomery County District Justice Juanita Price for a lesson she developed when she was a law student.



Walk into the classroom holding a hammer and ask the students what the hammer has to do with the law. Some things you may hear or suggest are:

- Sale of hammer (contract law)
- Suit for defective manufacture that led to injury when head of hammer fell off and struck passerby (tort law)
- Is a hammer a weapon under Act 26, and if a student brought a hammer to school, would it lead to his or her suspension? (school law)

Classroom Warm-Up Exercises (continued)

Ask a student for a shoe and then ask how the shoe connects to the law. One elementary class discussed school rules about keeping your shoes on while in school. That idea led to a discussion of the differences and similarities between rules and laws. On the elementary level, the concept of a national constitution may be hard to grasp. Starting with something more familiar — school and classroom rules — often makes it easier for students to appreciate the larger concepts.

This lesson is a variation on the many “Mindwalk” lessons available on the PBA Web site from past lesson plan booklets — www.pabar.org/lawdayinformation.shtml

Brainteasers

- **Grade Levels:** K-12
- **Academic Standards:** Various Academic Standards for Civics and Government are covered by words and phrases used in this exercise.



The object of a brainteaser is to create an arrangement of letters, using position, size, shading and more, to depict a word that the student will be able to discover by analyzing the arrangement. For example, the brainteaser below depicts — a house divided:

HO USE

There are many examples of these brainteasers, but this warm-up challenges the students in the class to create their own by using words and phrases that have meaning to the Law Day theme, “A Constitution for Everyone . . . Everyday.” Try figuring out the next two, which were created by peer mediation students at Abington Junior High School outside of Philadelphia.

EQ BUT UAL
A = A

Answer: “Separate but equal”

The following brainteaser was created by graduate students in a Bob Randall Associates Inc. course run through Gratz College:

PennsylvaniaNewJerseyDelaware . . .

Answer: “United States”

Please send your best brainteasers to the PBA for posting on the Web site! (see LRE Support Organizations)

Classroom Warm-Up Exercises (continued)

Constitutional Truths

- **Grade Levels:** 9-12
- **Academic Standards:** Various Academic Standards for Civics and Government are met by this lesson depending upon which "truths" are discussed. The lesson focuses heavily on Academic Standards for Civics and Government 5.1.

Materials: You will need copies of the U.S. Constitution for students to review. Many schools have copies available. If you need copies, contact your representative to the U.S. Congress. He/She should have pocket copies available. You also could contact the National Constitution Center, which gives away small U.S. Constitutions as part of its "I Signed the Constitution" program. (see LRE Support Organizations)

Write on the board or announce to the class, "We hold these truths to be self-evident." Ask the students if they know where those words are found. Once you establish the words as the opening of the Declaration of Independence, ask the students if they know how that document relates to the U.S. Constitution. Listen to the students' ideas and then explain that the first document, the Declaration of Independence, was a document of revolution, of breaking away from a government. The second document, the U.S. Constitution, was written to create a new government. It was the document that institutionalized those self-evident truths. Ask the students to look for all of the "truths" they can find in the U.S. Constitution and list as many as they can in three to five minutes.

A class at North Allegheny High School found the following truths:

- The president is commander-in-chief, but Congress has the power to declare war.
- If you are arrested for a crime, you have the right to have a lawyer help defend you.
- Members of the U.S. Senate must run for election every six years, but judges, whose positions are established by Article III of the U.S. Constitution, serve as long as they demonstrate "good behavior."
- You may vote if you are 18 and a citizen.
- The U.S. Supreme Court sits as a trial court for cases affecting ambassadors, other public ministers and consuls, and those in which a state is a party.

What truths will your group find?

K-12 Lesson Plans

On Writing a Law: No Animals in the Library¹

- **Grade Levels:** K-3
- **Academic Standards:** Academic Standards for Civics and Government 5.3C and 5.3H
- This lesson was developed by Anne Spector from the Cheltenham School District.



Through this exercise, students will begin to understand what a law is and how to write one. You will guide them through a series of questions to help them determine if the law is fair and just. If the students determine that it is not a good law, then ask them to help you rewrite it.

To begin, write on the board: “No animals in the library.” Tell the students that this will be a new rule in their school. Ask them what they think about this rule. You most likely will hear emotional responses and will need to guide them in their thinking. The following are some questions to help you direct their thinking to the legal process:

- Is the rule written in clear language?
- Is the rule understandable?
- Does the rule contradict any other rule in the school?
- Is the rule enforceable?
- What penalties would you suggest when this rule is broken?
- Are these penalties reasonable?

Finally, ask them if the library rule is a good rule. If they answer “no,” then help them rewrite it.

¹ Eric Kimmel. *I Took My Frog to the Library*. Puffin Books: 1960.

Is It Fair? A Look at the 14th Amendment

- **Grade Levels:** 3–6
- **Academic Standards:** Academic Standards for Civics and Government 5.1B, 5.1C, 5.1E, 5.1I, 5.2B, 5.3C and 5.3G.
- *We the People: The Citizen and the Constitution (WTP)* is the title of both a text that is available at elementary, middle and high school levels free-of-charge through the Center for Civic Education (CCE) and a program of civic education that is carefully designed to educate young people about the Constitution and Bill of Rights (see LRE Support Organizations). These materials are adapted from lesson 19 in the newly revised elementary *WTP* text. We thank CCE for their willingness to share these materials.

Lesson Plans (continued)



Read this section from the *WTP* text to the students:

Why was the Fourteenth Amendment needed?

After the Civil War, three amendments were added to the U.S. Constitution: the Thirteenth, Fourteenth, and Fifteenth Amendments. These are referred to as the **Civil War Amendments**, which ended slavery and attempted to give former slaves the same rights as other people.

The Fourteenth Amendment was passed to stop state governments from unfairly discriminating against African Americans. To unfairly discriminate means to treat some people differently without having a good reason. The Fourteenth Amendment says, “No State shall ... deny to any person ... the equal protection of the laws. **Equal protection of the laws** means that state governments must not treat people differently unless there is a good and fair reason for doing so. There are good and fair reasons why most states have laws that say you cannot drive a car until you are a certain age. The equal protection clause prohibits laws that unreasonably and unfairly favor some groups over others.

But, passing the Civil War Amendments in 1868 did not stop unfair treatment of African Americans. States continued to pass laws that allowed unfair discrimination. Some states passed laws that required African American children to go to

schools separate from other children. Other laws required separate seats on trains and separate entrances. Some laws made it impossible for African Americans to vote or have the same basic rights as other citizens.

These state laws were unfair. People said they violated the Fourteenth Amendment. In 1896, the U.S. Supreme Court ruled that laws requiring separation of the races were constitutional. The court said it was legal for states to separate people by race if the public places for each group were equal. For example, separate schools should have the same quality of classrooms and teachers. During the next half-century, Americans’ ideas about fairness and equality began to change. In 1954, the U.S. Supreme Court decided one of the most important legal cases in our country’s history — *Brown v. Board of Education*.

What is the importance of *Brown v. Board of Education*?

Linda Brown was a seven-year-old African American student who lived in Topeka, Ks. Her home was five blocks from an elementary school for white students only. The school board required that Linda cross town to go to a school twenty-one blocks away. That school was for African American students.

Linda’s parents sued the school board of Topeka. They said that the school system was treating Linda unfairly. They claimed that the school board had violated Linda’s right to the equal protection of the laws. One of the Brown’s lawyers was Thurgood Marshall, who later became the first African American justice of the U.S. Supreme Court. He argued that segregated schools could not be equal. To **segregate** means to set apart from others. The U.S. Supreme Court agreed and said that segregated schools, by their nature, were not equal. The court said that requiring separate schools denied students the equal protection of the laws.

Lesson Plans (continued)

Are these actions by government fair?

Organize the class into groups of three to five students and distribute the handout on p. 16. Each group should read and discuss the five situations. They should decide if the government was being fair in each situation. Each group should choose a spokesperson to explain their ideas and reasons to the class. Accept any reasonable responses.

1. A new law in your state says you must go to a certain school because of your race. *The law is unfair. Students are being separated from others without a good or fair reason. They are being treated unequally.*
2. Your town has a law that says you cannot live in a certain area because of your religion. *This law is unfair. The people who practice the religion are being treated unequally.*
3. Your city police department will not allow women on the police force. *This regulation is unfair. Government agencies may not discriminate against someone because of their gender. Men and women are not being treated equally by a government agency.*
4. Your state has a law that says you cannot marry someone of a different race. *The law is unfair. It unfairly discriminates against some couples.*
5. A man and a woman work for the state government at the same jobs. The man is paid much more than the woman is paid. *Unless there is a good and fair reason for treating two people who are doing the same work differently, this practice is unfair. Some students may suggest that perhaps the man had been working longer and that he receives more money based on his years of service.*



Are These Actions by Government Fair? Student Handout

Think about each of the imaginary situations below. Decide if the government was being fair in the situation. Be prepared to share the reasons for your decisions with the class.

1. A new law in your state says that you must go to a certain school because of your race.
2. Your town has a law that says that you cannot live in a certain area because of your religion.
3. Your city police department will not allow women on the police force.
4. Your state has a law that says you cannot marry someone of a different race.
5. A man and a woman work for the state government at the same jobs. The man is paid much more than the woman is paid.



Lesson Plans (continued)

Telling their Stories: Students' Rights

- **Grade Levels:** 4-8
- **Academic Standards:** Academic Standards for Civics and Government 5.1J, 5.1L, 5.2A, 5.2C, 5.2F and 5.3G.
- This lesson originally was developed by Kathy Aldridge of Abilene, Texas, and was published first by CRADLE, the Center for Research and Development in Law-Related Education. The lesson was part of the Warren E. Burger National Repository for Educational Materials on Citizenship and the Constitution. The rights to the Burger Repository have passed on to the National Constitution Center (see LRE Support Organizations) since CRADLE's dissolution. All CRADLE materials and lessons remain open for use by educators.

Distribute the handout, "Telling Their Stories," and ask the students to read through the cases. Take a prepared set of name tags, each listing one of the 10 young people featured in the cases. Make sure you have enough duplicates so that everyone in the class has his or her own name tag. Place the name tags on the backs of the students — one name tag per student — and ask the students to question each other to see if they can figure out who they are. Sample questions might include: Did I commit a crime? Was I suspended?

A student only may ask two questions of another student before moving on to find a new person to ask. After a few minutes of this, ask each student if she or he knows the hidden identity. Have the students make their identity guesses and then show the students the names on their name tags. Now that the class knows the historic characters, it is time to ask some questions. Ask the students:

- Why was your case important?
- What constitutional right did your case involve?
- Would you have decided your case the same way the judge did?

Divide the class into small groups and ask them to rank the order of the 10 cases by their importance. Since these cases are part of history, the students should consider what else was going on at the time they were decided. Other events might have influenced the decisions.

Variation: Have students create posters in the form of historical markers with each marker representing a different case. Be sure to include the name, date and a brief description of the facts and decision highlighting the case and the young person involved. These markers can be used to create a Constitutional Hall of Fame.

Telling Their Stories: Student Handout



▼
Case 1: Lillian Gobitis

In 1935, when I was 12, my 10-year-old brother and I were suspended from school because we refused to salute the flag and recite the Pledge of Allegiance, both of which were required daily. My family and I were Jehovah's Witnesses and saluting the flag was against our religious beliefs. My family brought suit against school authorities requesting that my brother and I be excused from the flag salute requirement. In 1940, the Supreme Court ruled against my family stating that the school could require saluting the flag because it developed patriotism. (Three years later, the Supreme Court reversed its decision.) Reference: *Millersville School District v. Gobitis*, 60 S. Ct. 1010 (1940).



▼
Case 2: Cheryl Labrenz

When I was born, I had a serious medical condition. The doctors said that without a blood transfusion, I would die. My parents were members of the Jehovah's Witness sect and objected to this type of medical treatment because transfusions were prohibited by their religion. In 1952, the Illinois Supreme Court gave custody of me to a court-appointed guardian, who then agreed to the blood transfusion. The court said, "the right to practice religion freely does not include the liberty to expose a child to death." Reference: *People ex rel. Wallace v. Labrenz*, 344 U.S. 824 (1952).



▼
Case 3: Mary Beth Tinker

In December of 1965, my brother, a friend and I wore black armbands to school as a sign of protest against the involvement of the U.S. in the Vietnam War. Two days earlier, school officials had heard about our upcoming plans and adopted a policy that forbade the wearing of armbands in school. The school principal demanded that we remove our armbands and suspended us from school. In 1969, the Supreme Court ruled in my favor and stated that our silent expression did not disrupt school or hinder the rights of other students. Reference: *Tinker v. Des Moines*, 89 S. Ct. 733 (1969).

Telling Their Stories: Student Handout (continued)



▼ **Case 4: Tom Breen**

In 1968, I was expelled from my high school because the superintendent said my long hair was in violation of the school dress code, which required that hair should not hang below the collar line in the back. I was told that I would not be readmitted to school until I cut my hair. School officials claimed my refusal to cut my hair caused a “disruptive influence or factor within the school,” though no evidence was ever presented that a disruption had taken place. In 1969, the Wisconsin U.S. District Court ruled in my favor stating that “freedom to wear one’s hair at a certain length is constitutionally protected.” Reference: *Breen v. Kahl*, 296 F. Supp. 702 (W.D. Wis. 1969).



▼ **Case 5: Cindy Gambino**

In 1976, I served on the staff of my school student newspaper and wrote an article on birth control based on a student survey taken at my school. My principal thought parts of my article violated a school board policy that prohibited sex education until the board had made a decision concerning a new sex education class. I was told the article could be published if the questionable parts were removed. I wanted all or none of it printed. In 1977, the U.S. Court of Appeals ruled in my favor and stated that the paper was established and operated as a channel for student expression on a wide variety of topics and therefore protected by the First Amendment. Reference: *Fairfax County School Board v. Gambino*, 564 F.2d 157 (1977).



▼ **Case 6: T.L.O.**

(My initials were used to protect my identity because I am under the age of 18). In March of 1980, a teacher found another girl and me smoking in the restroom, which was against school rules. After I was taken to the office and denied I was smoking, the vice principal asked for my purse, which I handed to him. When he looked in my purse, he found cigarettes and articles associated with selling drugs, including rolling papers, marijuana and drug equipment. After I was convicted of drug dealing, I filed a suit that my Fourth Amendment rights to freedom from unreasonable search and seizure had been violated. In 1985, the Supreme Court ruled against me stating that school officials legally can search students if they have reasonable cause to believe school rules or the law had been violated. Reference: *New Jersey v. T.L.O.*, 105 S. Ct. 733 (1985).

Telling Their Stories: Student Handout (continued)

▼ **Case 7: Matthew Fraser**

In April of 1983, I made a nomination speech for a classmate who was running for a school office. Students of varying ages could attend the nomination assembly or go to study hall. During my speech, I used suggestive language that caused some of the students to hoot, yell, make gestures and/or become embarrassed. I did show my speech to several teachers before my presentation, and they warned me not to present it. The next day the principal suspended me from school stating that my use of indecent language was a violation of school rules. In 1986, the Supreme Court ruled against me stating that it was the school's duty to prohibit offensive language during a school-sponsored activity. Reference: *Bethel v. Fraser*, 106 S. Ct. 3159 (1986).

▼ **Case 8: Cathy Kuhlmeier**

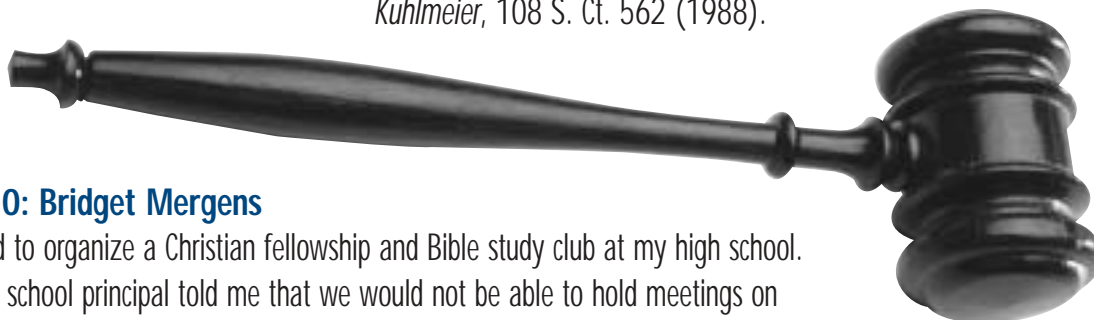
I was on the staff of my high school newspaper, the *Spectrum*, which was part of a journalism course. The May issue included articles about teenage pregnancy and the effects of divorce on students. My principal removed both of the articles from the paper before it was printed. He felt the pregnancy article did not protect the identities of the pregnant girls who were interviewed and that it was inappropriate for young readers. He removed the second article because it did not allow the father of the girl who was interviewed to respond to his daughter's comments. Overturning a previous decision, the Supreme Court ruled that since the *Spectrum* was a school-sponsored newspaper, school officials had the right to regulate its content. Reference: *Hazelwood School District v. Cathy Kuhlmeier*, 108 S. Ct. 562 (1988).

▼ **Case 9: William Wayne Thompson**

I, along with three adults, kidnapped and murdered Charles Keene, who had abused my sister when she was married to him. I was convicted of first-degree murder and sentenced to be executed. Since I was not yet 16 years old when I took part in the murder, my sentence was appealed on the grounds that capital punishment violated my Eighth Amendment rights and was cruel and unusual punishment. In 1988, the Supreme Court reversed my death sentence, stating that I was too young to die. I am now serving a life sentence in the Oklahoma State Prison. Reference: *Thompson v. Oklahoma*, 108 S. Ct. 2687 (1988).

▼ **Case 10: Bridget Mergens**

I wanted to organize a Christian fellowship and Bible study club at my high school. My high school principal told me that we would not be able to hold meetings on school property because it would violate the separation of church and state as stated in the First Amendment. I sued the school district on the grounds that it was discriminating against my club. In 1990, the Supreme Court ruled in my favor. Other groups that were not related to school courses met at my school, so the school, therefore, could not discriminate against my club for political and religious reasons. Reference: *Board of Education of Westside Community Schools v. Mergens*, 110 S. Ct. 2356 (1990).



Lesson Plans (continued)

Following *Brown v. Board of Education*: What Does the Future Hold

- **Grade Levels:** 7-12
- **Academic Standards:** Academic Standards for Civics and Government: 5.1E and 5.1L; 5.2C and 5.2E; and 5.3G and 5.3H.
- This lesson was adapted for the Pennsylvania Bar Association by LEAP-Kids from a lesson in the Constitutional Rights Foundation's *Foundations of Freedom* (Teacher's Guide, p. 30). Judith Kottke and Amy Niedzalkoski helped prepare this lesson.
- **Objective:** Students will understand the historical and cultural significance of the U.S. Supreme Court decision in *Brown v. Board of Education of Topeka* and apply that understanding to a hypothetical situation.

Materials (provided):

- *Parents v. School District* Case Facts
 - Summary of the *Brown* decision (For more information on the *Brown* case, visit a Web site run by Street Law Inc. and the Supreme Court Historical Society at www.landmarkcases.org/brown/home.html. You also can visit www.brownvboard.org, which is the Web site of the Brown Foundation for Educational Equity, Excellence and Research).
 - Case Arguments for *Parents v. School District*
1. Distribute the "Summary of *Brown v. Board of Education of Topeka* Decision" handout and ask the class to read it. Announce that the class has been asked to render a decision in a difficult U.S. Supreme Court case based on the facts provided. Give the class the "Parents v. School District Case Facts" handout for background and tell the students that their decision must take into account both the Constitution and the precedent of *Brown v. Board of Education of Topeka*.
 2. Divide the class into small groups to review the case facts and to decide how the court should decide the case. Give each group the "Case Arguments for *Parents v. School District*" handout to assist their discussions. Each group should decide if the arguments support one side or the other or if the arguments can be used to help both sides. Answers are at the end of the lesson.
 3. Ask each group to decide which side should win the case and tell them to be prepared to explain the basis for the group's decision.
 4. Have each group report its decision to the class and then conduct a class vote to see how the majority would decide the case.
 5. If there is time, debrief the exercise and determine if any views were changed in the small groups. Follow-up questions are provided at the end of the lesson.

Summary of *Brown v. Board of Education of Topeka* Decision: Student Handout

- Prior to 1954, many states in the United States, particularly in the South, had separate schools for black and white students.
- In 1896, the U.S. Supreme Court upheld the doctrine of "separate but equal" facilities in the case of *Plessy v. Ferguson*, which involved a Louisiana law prohibiting black people from riding in the same railroad cars as white people.
- Despite the 14th Amendment requirement that no state make laws abridging the privileges of any citizen, segregationists took the 1896 ruling as a license legally to discriminate against black citizens. There was even an ordinance in Birmingham, Al., prohibiting black and white people from playing checkers together. (Haskins p. 71)
- Historically, "separate" rarely meant "equal." In the 1920s, an NAACP study showed that the State of Georgia spent about eight times as much per pupil to educate white students as black students. Georgia also spent twice as much on white teachers' salaries as on black teachers' salaries. (Haskins p. 82)
- People began to challenge these unfair practices in the courts. New research also showed the psychological damages wrought by segregation, making it difficult to argue for separation even if funding were equal.
- By 1952, five cases involving school segregation (in South Carolina, Kansas, Delaware, Virginia and Washington, D.C.) came before the U.S. Supreme Court. Since these cases represented many students, they were all lumped together under the heading *Brown v. Board of Education of Topeka*. At the heart of the case was how the 14th Amendment applied to public education. The cases took longer to decide than many other cases considered by the court, with reargument occurring in 1953. The process also was interrupted by the death of the chief justice, who was succeeded by Chief Justice Earl Warren in 1953.
- On May 17, 1954, Chief Justice Earl Warren announced the U.S. Supreme Court's decision on the four cases remaining in *Brown v. Board of Education* (the Washington, D.C. case was decided separately): "In the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal." (Haskins p. 138) The decision was 9-0 in favor of banning school segregation.
- The matter of how to accomplish desegregation was left to the district courts. The U.S. Supreme Court stipulated that the parties to the cases be admitted to public schools "with all deliberate speed."

Parents v. School District Case Facts: Student Handout

Imagine that it is sometime in the future. Leading educators, concerned by national testing results, have recognized the special needs of certain students who are all identified by shared characteristics making them part of an identifiable group. Their educational progress falls way below average on the national test.

To address these problems, the school district has established special academies offering enriched educational programs for selected members of the identifiable group. These public school academies feature low enrollment, high teacher-student ratios and courses designed to improve both learning skills and test taking skills. From computers to science labs, these academies also have better equipment than other schools in the district. In addition, the academies focus on self-esteem issues for members of the group through special programs designed to highlight achievement by the group's members who have been successful in academics, business, politics and sports.

Only members of the identifiable group may attend the academies. All other students are excluded and must go to the other public schools in the district.

Several parents in the community, impressed by the academies and hoping to gain benefits for their children who are not members of the identifiable group, ask to have their children admitted. The school district refuses because the academies have been tailored for the needs of the special group. Filing suit in federal court, the parents claim that the academies are much better than the regular public schools, which are open to their children. They argue that the admission policies of the academies violate the U.S. Supreme Court ruling in *Brown v. Board of Education of Topeka*. The school district argues that the academies serve a valid purpose that does not violate the law.



Parents v. School District Case Facts: Student Handout

Please decide whether the argument helps Parents (P), School District (D) or both sides (B).

1. The academies serve a different purpose than the segregated schools faced by Linda Brown. They are designed to help a group, not hurt a group.
2. The U.S. Supreme Court said in *Brown* that, "Separate educational facilities are inherently unequal." Therefore, such academies, as established by the school district, violate the 14th Amendment equal protection clause.
3. School districts have a duty to help all of their students learn to their fullest potential.
4. Times have changed since 1954 when the *Brown* decision was handed down. The social science on which that case depended has proven less certain, making the ruling of the case less sweeping in scope today.
5. Public schools are where our society implants its shared values, one of which is equality of opportunity. Having separate schools, even if they work, teaches our children the wrong values.
6. The students from the identifiable group who attend the academies will be stigmatized because their achievement will be dismissed as being the result of special benefits. Other members of the identifiable group who achieve without benefit of the academies also will be stigmatized because people will assume they received the same special benefits.
7. The best way to improve the test scores of a particular group is by providing as much support as possible to all students both in and out of that group.
8. The academies will stay in place only as long as they are needed to help the identifiable group achieve equally with other groups that currently score better on the test. The academies are not an unfair advantage. They level the playing field for children of the group who have been disadvantaged as shown through the tests.
9. Opening the academies to all children will maintain the status quo and that current status is not equal for members of the identifiable group.
10. The answer here is to find enough funding for education that all students can share the benefits of the specialized programs and equipment found in the academies.

Lesson Plans (continued)

Summary/Follow-up Questions (tailor to age/experience of students)

1. Do you think we have achieved equality in our schools? Why or why not?
2. Can “separate” ever be “equal”?
3. Can you think of any situations in which you might want separate facilities for different groups of people? (Challenge students to think about restrooms, dressing rooms, athletic competitions, all-female or all-male schools, musical groups or dormitories, baby-free buses, adult-only retirement communities, etc.)
4. How do you think the prevailing political and social climate affects court decisions?
5. Can you think of any other cases where the U.S. Supreme Court reversed its earlier decisions?
6. What does this lesson tell us today about the importance of citizen participation in the political process?

Resources

- www.landmarkcases.org/index.html
- Jim Haskins. *The Dream and the Struggle: Separate but not Equal*. Scholastic, Inc. New York: 1998.
- Richard Kluger. *Simple Justice Volume II: The History of Brown v. Board of Education and Black America's Struggle for Equality*. Alfred A. Knopf, Inc. New York: 1975.
- John Rhodehamel, et al. *Foundations of Freedom*. Constitutional Rights Foundation. Los Angeles: 1991.

Answers for “Case Arguments for Parents v. School District”

1. School District
2. Parents
3. Both
4. School District
5. Parents
6. Parents
7. Parents
8. School District
9. School District
10. Both

Lesson Plans (continued)

Where Do You Stand?

- **Grade Levels:** 7-12
- **Academic Standards:** Academic Standards for Civics and Government 5.1J, 5.1L, 5.2A, 5.2C, 5.2F and 5.3G.
- This lesson was developed by LEAP-Kids for use with *Know Your Rights: A Manual for Public School Students in Pennsylvania*. The manual provides an accurate description of the current state of student rights in Pennsylvania. It is published by the American Civil Liberties Union of Pennsylvania and is available free of charge while supplies last.

This lesson can be conducted two ways. First, distribute the student handout at the end of this lesson to the students. Ask them to read each statement and circle how they feel. Then review the explanation of current law attached for each question with the students. Second, if the class is comfortable moving around the room, you can post signs around the room that match the statement positions and the students can "vote with their feet" on selected issues before discussing the reasoning behind the positions taken. Each statement has an explanation of current law attached so you have information to provide to the students at the end of the discussion for each statement.

1. Schools, even where there is no history of violence, can use hand-held metal detectors to search all students attending the school.

Strongly Agree Agree Undecided Disagree Strongly Disagree

Discussion: *In re F.B.* (1999) — A Philadelphia high school used a hand-held metal detector to do a weapons search of all the students as they entered the school. One day, a Swiss Army-type knife was found on a student. When the school brought charges against the student, he challenged the search. He said it was not proper because the school did not have a reason to suspect him in particular. The Supreme Court of Pennsylvania ruled against him finding that the high school could use metal detectors to search students without having a reasonable suspicion of wrongdoing by particular students. The searches were not intrusive since they involved passing the metal detector over students' clothing. Students and their parents had been told ahead of time that metal detectors would be used at school, and the purpose of the search was to keep guns out of the school so students could attend classes in a safe environment.

2. A student can be suspended for rudely criticizing a teacher on a non-school Web site he/she created using a personal computer.

Strongly Agree Agree Undecided Disagree Strongly Disagree

Discussion: *Beussink v. R-IV School District* (1998) — A Missouri student, Brandon Beussink, challenged the suspension he received because of what he wrote on his Web site. He had used his personal computer to create a Web site that rudely criticized his teacher and school

Lesson Plans (continued)

principal. The federal judge in this case said that Brandon should not be punished just because the school did not like his cyberspace speech. There have been lots of cases like this one and they turn on the facts of the case. Obviously, the courts may find limits to what is protected if the speech is threatening or obscene. If the Web site is tied to the school in any fashion, created as part of a school-sponsored activity or created with school-owned equipment, the school probably can exercise some control over the speech allowed. Most schools have computer use policies to handle these situations.

3. A student can lead the audience in prayer before home varsity football games and other school events.

Strongly Agree Agree Undecided Disagree Strongly Disagree

Discussion: *Santa Fe Independent School District v. Doe* (2000) — Santa Fe High School in Texas has a policy of allowing a student-led prayer before every home varsity football game. Students voted on whether to say a prayer and which student would lead the prayer. The U.S. Supreme Court said they could not do that and that school-sponsored events cannot promote religion or force religion on anyone. The court ruled, “The Constitution demands that schools not force on students the difficult choice between whether to attend these games or risk facing a personally offensive religious ritual.”

4. The children of undocumented immigrants (illegal aliens) have the same right to a free public education as the children of natural born citizens.

Strongly Agree Agree Undecided Disagree Strongly Disagree

Discussion: *Phyllis v. Doe* (1982) — Texas passed a law allowing school districts to deny a free public education to children of undocumented immigrants. The U.S. Supreme Court said the Texas law was unconstitutional, ruling that the law violated the 14th Amendment Equal Protection clause because it discriminated against these children on the basis that they were illegal aliens. According to the court, the law “impose[d] a lifetime hardship” on a class of children not responsible for their illegal status.

5. Same-sex couples can go to the prom together.

Strongly Agree Agree Undecided Disagree Strongly Disagree

Discussion: *Fricke v. Lynch* (1980) — At a school in Rhode Island, Aaron Fricke asked Paul Guilbert to go to the senior prom with him. The principal at Aaron’s school would not let the two of them go together. He was worried that other students might be offended or that it might get violent. Aaron sued in Rhode Island district court so that he could take Paul to the prom. He felt he had a right to attend just like all of the other students and that he would be making a statement for equal rights and human rights. The court held that the school violated Aaron’s free speech and free association rights by denying him the opportunity to go to the prom with the student of his choice. Aaron was able to go to the prom with Paul.

Variation: If you would like more of these examples for classes to consider, adapt the cases described in the “Telling Their Stories: Students’ Rights” lesson.

Where Do You Stand? Student Handout

Please read through each statement below and then decide how you feel about the statement being made. Under each statement is a series of choices from “Strongly Agree” to “Strongly Disagree.” Mark the answer that best represents your position and be prepared to explain why you took that position.

1. Schools, even where there is no history of violence, can use hand-held metal detectors to search all students attending the school.

Strongly Agree Agree Undecided Disagree Strongly Disagree

2. A student can be suspended for rudely criticizing a teacher on a non-school Web site he/she created using a personal computer.

Strongly Agree Agree Undecided Disagree Strongly Disagree

3. A student can lead the audience in prayer before home varsity football games and other school events.

Strongly Agree Agree Undecided Disagree Strongly Disagree

4. The children of undocumented immigrants (illegal aliens) have the same right to a free public education as the children of natural born citizens.

Strongly Agree Agree Undecided Disagree Strongly Disagree

5. Same-sex couples can go to the prom together.

Strongly Agree Agree Undecided Disagree Strongly Disagree

Lesson Plans (continued)

Dialogue on *Brown v. Board of Education*

- **Grade Levels:** 9-12
- **Academic Standards:** Academic Standards for Civics and Government 5.1E, 5.1L, 5.2C, 5.2E, 5.3G and 5.3H
- This lesson plan is adapted from the American Bar Association’s Dialogue on *Brown v. Board of Education*, which can be found in its entirety at: www.abanet.org/publiced/conversations/brownvboard.pdf. These adapted lesson materials are used with permission as part of a research project conducted by the ABA on the effectiveness of classroom presentations by lawyers and judges.

There is a myriad of materials on the ABA Web site regarding the impact of *Brown v. Board* on issues of equality and racial diversity, the role of education in effecting social change, the legacy of slavery and segregation and the role of law in maintaining or changing the status quo.

Here are just a few possible discussion starters from those materials:

You are a classmate of Linda Brown at a segregated school in Topeka, Ks., in 1951. She and her family have decided to challenge the idea that schools should be separated by race. Gaining admission to the “whites only” school may very well mean that members of your community will harass you and your family and that you will encounter hostility from your classmates and teachers at your new school. [Do you join Linda Brown?](#)

Lincoln High School is located in a community with high unemployment and low family incomes. Davis High School is located in a prosperous community in the same state. Both schools receive the same amount of money per pupil from the state government. Davis High School, however, is able to collect substantially more local taxes from its residents and thus has significantly more money to spend on each pupil. Davis High School attracts the best teachers by offering higher salaries and has wonderful facilities, including a state-of-the-art computer center, athletic fields that are the envy of local colleges, and extensive programs in music and art. Lincoln High School pays its teachers below the state average because it collects little local tax, and the school loses many teachers each year who leave to take higher paying jobs elsewhere. Courses in art and music are threatened, and the sports programs have been eliminated because of budget concerns. [Has the state met its obligation to provide an equal education to the students at the two high schools?](#)

You are a high school senior trying to decide where to attend college. [How important is it to you to attend a racially diverse college? Should colleges be able to consider the race of applicants in trying to create a diverse student body? What should a racially diverse American college campus look like?](#)

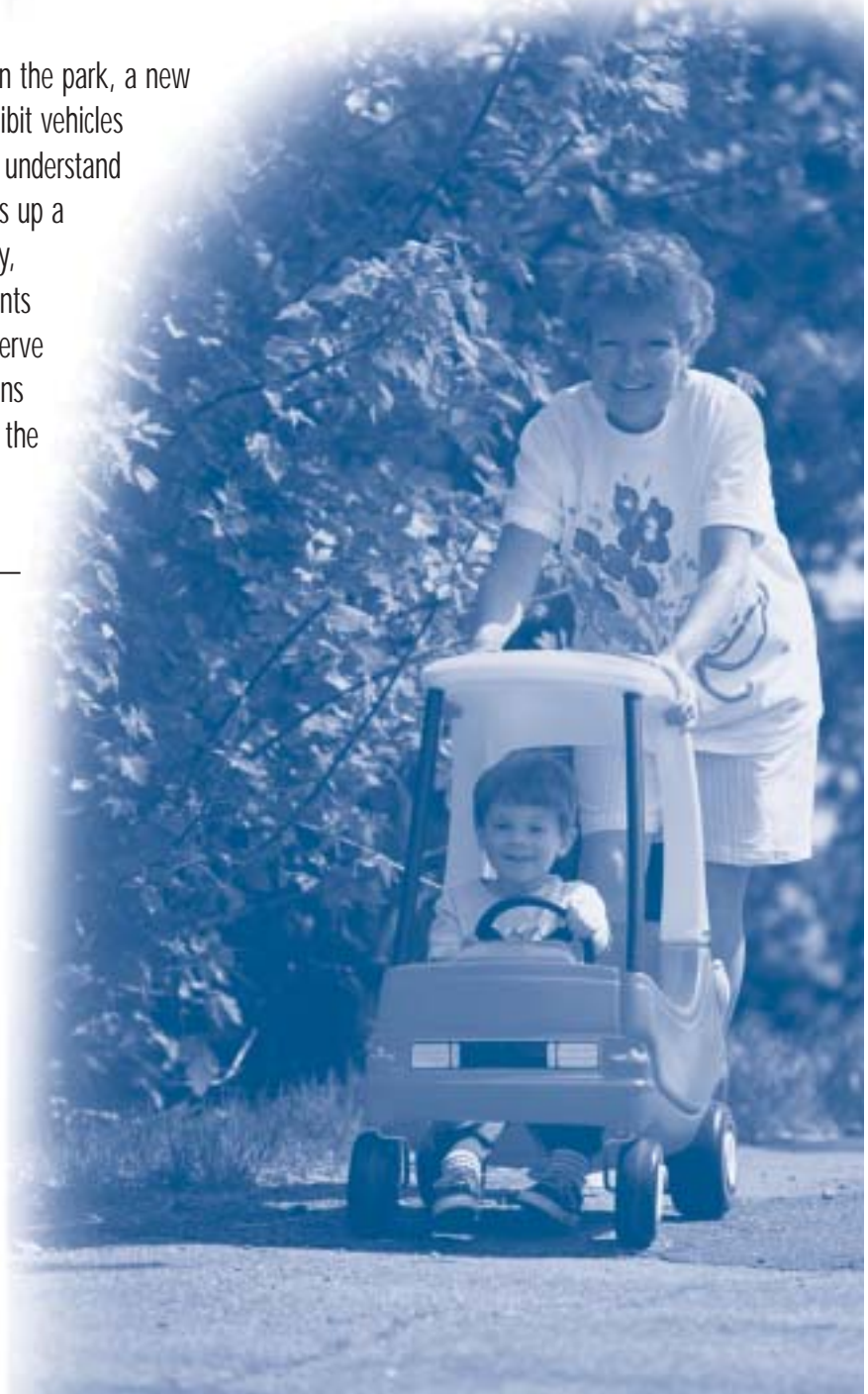
Variation: See www.abanet.org/publiced/conversations/brownvboard.pdf for a number of variations on this lesson.

Lesson Plans (continued)

No Vehicles in the Park

- **Grade Levels:** 9-12
- **Academic Standards:** Academic Standards for Civics and Government 5.3C and 5.3H

Tell the students that, due to problems in the park, a new statute has been enacted that will prohibit vehicles from the park. Ask the students if they understand the rule — and ask what they think makes up a good rule. They should say things like clarity, enforceability and fairness. Divide the students into groups of five or six and ask them to serve as participants in city council hearing petitions involving disputes over the interpretation of the law. Will they allow exceptions to the law? Distribute the handout and ask them to consider all of the disputes. Keep in mind — there is no correct answer; the power of the activity is in the discussion explaining each answer.



No Vehicles in the Park: Student Handout

The town of Owlville has a park that was being overrun by vehicles of all types. To make the park a place where residents might find peace and enjoyment, the town leaders enacted a law titled "No Vehicles in the Park." While the law seems clear, some disputes have arisen over the interpretation of the law. Please decide the listed cases keeping in mind both the letter of the law as well as the *intent* of the law.



1. John lives on one side of town and works on the other side. He will save 10 minutes if he drives through the park.
2. To keep the park clean, there are many trash barrels into which people may deposit litter. The Sanitation Department wants to go into the park with trash trucks to collect the trash.
3. Two police officers in separate police cars are chasing a suspected bank robber. If one officer drives through the park, he or she can get in front of the suspect's car and trap it between the patrol cars.
4. An ambulance carrying a dying car-accident victim is racing to the hospital. The shortest route is through the park.
5. Some of the children who visit the park want to ride their bikes in the park. What about the skateboarders?
6. Mr. Thomas wants to take his baby to the park in her baby buggy.
7. A monument to the town's citizens who died in the Gulf War is being constructed. A tank, donated by the government, is to be placed beside the monument.
8. Several of the town's citizens have made a living for several years by driving people around scenic spots in the city in an old-fashioned horse and buggy. They want to drive people through the park.

Classroom Wrap-Up Exercises

Mail It In!

- **Grade Levels:** K-12
- **Special Tip:** You can do this exercise orally with children who are too young to write or have an adult write down the answers for the students.
- **Materials:** To do this fully, bring in stamped postcards for the class.

Tell the students at the beginning of the class that they will have a chance to write a postcard at the end of the class about what they learned during the class. Perhaps the postcards can be written later in the day after the lesson. Telling students that they will be writing to someone about what they will learn in the class often helps focus the lesson.

Reserve the last few minutes of the class for this review. Ask the students if they learned anything today that they would like to share with a friend or family member. Get a few answers orally and then distribute the postcards. Tell students to write down what they learned and to address the card to the person of their choice. You can collect the cards and review them before mailing.

A variation on this exercise is to have the students send the postcards to someone you/they decide should get the postcards. Perhaps each student would send a postcard to Pennsylvania's First Lady, Third U.S. Circuit Court of Appeals Judge Marjorie O. Rendell, who has been speaking out across the commonwealth on the importance of civic education. They might address the cards to President Bush, to the school principal or to Linda Brown.



Classroom Wrap-Up Exercises (continued)

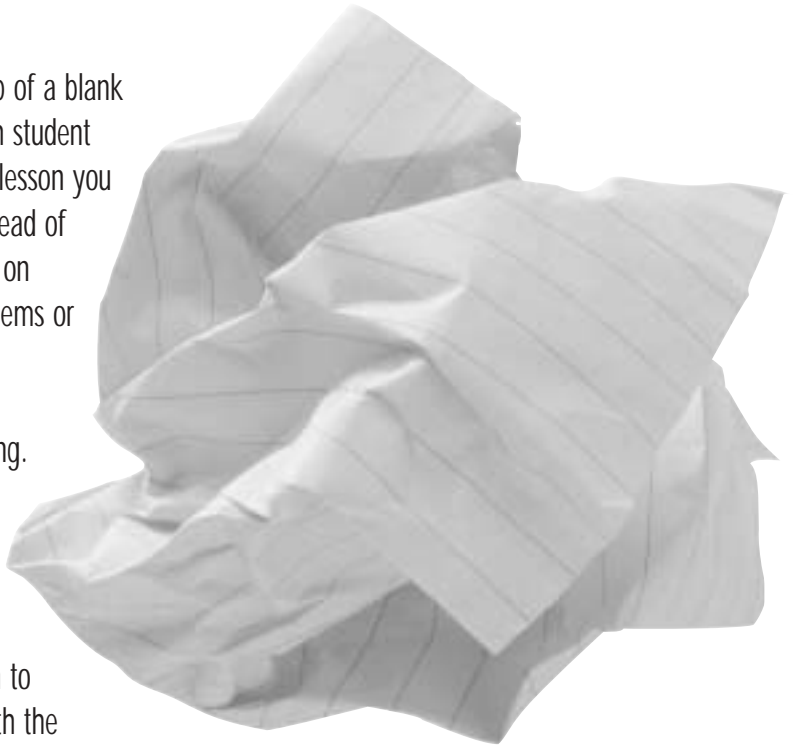
Snow Balls in May

- **Grade Levels:** K-12
- **Special Tip:** Make sure students know to stop on your command, and make sure the class can handle this type of activity before trying it.

Have each student write his/her name on the top of a blank sheet of paper. Then, for one minute, have each student write all of the things he/she learned from the lesson you just completed. Since you are timing the exercise instead of asking for a certain number of items, all students are on equal ground — whether they can write down five items or one in the time allotted.

When the minute is up, tell the students to stop writing.

Split the class in half and tell half the students to go to one side of the room with their papers and the other half to go to the other side of the room with their papers. After the room is divided, tell the students to bunch their papers into balls. Now explain to them that they are going to have a snowball fight with the paper balls. Say “go” and let them fly. After a few rounds of the balls flying back and forth, yell stop and have students each pick up a ball and return to their seats. The students should open up the paper (make sure no one has his/her own — if that happens, arrange a quick trade) and ask each student to write all of the things he/she learned from the lesson in 45 seconds. You can repeat the process a few more times, but the final step is to have the papers returned to their original authors.



This exercise can be used as a review earlier in a lesson, too.

LRE Support Organizations

Law-related education support organizations are great resources for schools, judges and lawyers interested in introducing civics and government into the classroom. Please feel free to contact any of the organizations listed below.

For more organizations, visit the PBA's law-related education Web site at www.pabar.org/educationprograms.shtml.

Pennsylvania Bar Association

Jennifer Branstetter, Communications Coordinator

100 South Street, P.O. Box 186

Harrisburg, Pa. 17108-0186

Phone: 1-800-932-0311, Ext. 2216 — Fax: (717) 238-2342

E-mail: jennifer.branstetter@pabar.org

Web site: www.pabar.org/educationprograms.shtml

The Pennsylvania Bar Association's law-related education programs are designed to help Pennsylvania schools lay a foundation for teaching civics and government in the classroom. The PBA partners with the Pennsylvania Department of Education, National Constitution Center, county bar associations, judges and lawyers to accomplish this goal. The cornerstone LRE projects include I Signed the Constitution, Project PEACE, Law Day, Mock Trial and Stepping Out. To learn more about these programs, visit the PBA's K-12 Law-Related Education area on the PBA Web site. Lesson plans from past Law Day and I Signed the Constitution guides also are available on the Web site.

National Constitution Center

Stephanie McKissic, Director of Education & Pa. Coordinator for We The People

525 Arch Street, Independence Mall

Philadelphia, Pa. 19106

Phone: (866) 917-1787

Web site: www.constitutioncenter.org

The NCC was established by Congress through the Constitution Heritage Act as an independent, nonpartisan, nonprofit organization. It is designed to increase awareness and understanding of the U.S. Constitution, its history and its relevance to our daily lives so that all of us will better understand and exercise our rights and responsibilities. The NCC Web site contains a teacher resource area with lesson plans and curriculum ideas for the classroom. The NCC also serves as the Pennsylvania center for *We the People*. The *We the People* curriculum on the Constitution and the Bill of Rights, created by the Center for Civic Education, is used across the nation in every congressional district. It complements the regular school curriculum by providing upper elementary grades, middle school and high school students with a course of instruction on the history and principles of democracy in the United States. Every teacher in Pennsylvania can receive a free class set of books on the Constitution through this program by contacting the NCC.

LRE Support Organizations (continued)

LEAP-Kids (Law, Education & Peace for Children)

David Trevaskis, Director

P.O. Box 428, 6 Royal Avenue

Glenside, Pa. 19038-0428

Phone: (215) 885-1610 — Fax: (215) 885-1036

E-mail: david@leap-kids.com

Web site: www.leap-kids.com

LEAP-Kids is the successor organization to the statewide law-related and civic education program formerly housed at Temple-LEAP. LEAP-Kids develops innovative educational programs aimed at empowering young people through LRE study. LRE is a unique blend of substance and strategy. Students receive substantive information about laws, the legal system and their rights and responsibilities through strategies that promote cooperative learning, critical thinking and positive interaction between young people and adults. LEAP-Kids conducts a wide variety of teacher trainings and also produces general and Pennsylvania-specific curricula related to civics and government.

Center for Civic Education

5146 Douglas Fir Road

Calabasas, Ca. 91302

Phone: (800) 350-4223

Fax: (818) 591-9330

Web site: www.civiced.org

CCE develops conceptual LRE programs centered on four concepts: justice, authority, responsibility and privacy. These concepts are fundamental to understanding the principles of law and the Constitution. The curriculum and training materials are provided for grades K-12 and are designed to develop better understanding of our constitutional democracy. See National Constitution Center listing for information about *We The People*.

Youth for Justice Initiative

Features Five National Partners: Street Law Inc.; Center for Civic Education; Constitutional Rights Foundation; Phi Alpha Delta; American Bar Association Web site: www.youthforjustice.org

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) of the U.S. Department of Justice sponsored a research and development program that established the potential of law-related education in reducing delinquent behavior. In 1983, the OJJDP established the National Training and Dissemination Program (NTDP) to institutionalize high-quality LRE delinquency prevention programs in public and private schools, kindergarten through grade 12, throughout the nation. In 1994, NTDP became Youth for Justice, a national LRE program coordinated by five national partners working in cooperation with a network of affiliated state programs (visit the Youth for Justice Web site to learn more about the partners and the state programs). Over one million students participate in Youth for Justice programs annually. With support from OJJDP, Youth for Justice's five national partners and state programs offer an array of LRE programs and activities for young people in their schools and communities, working closely with legal, education, government and community groups to initiate and strengthen LRE programs.



Notes



Notes



Law Day is funded in part by the Pennsylvania Bar Foundation

Front cover artwork: First Place Winner, Pennsylvania Bar Association's
"I Signed the Constitution" Poster Contest
Kay

