



Michigan Kids Testify

On June 11, 2003 students from across Michigan were asked to testify before the House Education Subcommittee on Civic Education and Service Learning about their experiences in civics, government and law classes. Three of the students were participants in Center programs. This issue of Civil Discourse highlights their remarks.

Good morning. My name is Jalle Dafa. I am a student who just graduated from Community High School in Ann Arbor, Michigan. I am here to talk to you about the **Michigan High School Mock Trial Program**. The team that I have been on for the past three years recently won the Michigan State Championship and went to the National Mock Trial Competition in New Orleans. The Michigan High School Mock Trial Tournament is a program run by the Center for Civic Education through Law. Every year a new case is presented to the teams. Participating schools prepare legal arguments for both sides, with each school team consisting of ten members, usually with a teacher coach and one or more attorney coaches. These mock trial tournaments are held at the regional, state and national levels. I want to start by giving four reasons why mock trial benefits high school students.

First, mock trial is an excellent preparation for citizenship and civic engagement. Members of the mock trial team constantly meet and work with real attorneys and judges and other professionals related to various

cases. For example, our case this year was a civil case about special education; in this case, [a student] who had disabilities.



*Story continued on
Page 10, MOCK
TRIAL*

*Jalle Dafa of Community High School,
Ann Arbor. Teacher: Cheryl Grace.*

My name is Rebecca Stevens. I will be a senior in the fall at East Grand Rapids High School, and I am here to speak on behalf of the **We the People** program conducted by the Center for Civic Education through Law. I was a member of East Grand Rapids State Championship We the People team. We were honored to represent Michigan at the National Competition in Washington DC in April where we placed fourth.



*Rebecca Stevens of East Grand Rapids High
School. Teacher: Janice Roque.*

We the People is a national program offered by the Center for Civic Education. Its primary goal is to promote civic competence and responsibility among the nation's students. The program builds students' understanding of the institutions of American constitutional democracy while students discover the contemporary relevance of the Constitution and the Bill of Rights. The program is both instructional and competitive. The competitive atmosphere encourages participation and enthusiasm about serious issues that often seem to be ignored. After studying the We the People text, the class is divided into six groups, one group for each unit in the textbook. Each group is given three multi-part questions. An example of a question I was given is as follows:

*Story continued on Page 10, WE THE
PEOPLE*



*Lauren Smith of Northern Hills Middle School,
Grand Rapids. Teacher: Carole Cotts..*

My name is Lauren Smith and I finished 7th grade yesterday at Forest Hills Northern Middle School. **Project Citizen** is a program that is coordinated in Michigan by the Center for Civic Education through Law and nationally by the Center for Civic Education. I thought that Project Citizen was a great experience. It was a lot of fun and it taught me a lot. Project Citizen is a program that allows students to learn about being an involved citizen. It is designed for middle school students in the United States as well as around the world. Project Citizen helps students learn about being a responsible citizen by involving them in a project that could benefit their community.

There are six main steps to Project Citizen. The first step is to identify public policy problems in your community. Examples of these might be increasing bike paths, developing improved recycling programs in schools and limiting bullying in schools. Small groups of students identified some of our community's problems and then we shared them with the rest of the class. We chose several issues and then found background information on each one.

*Story continued on Page 11, PROJECT
CITIZEN*

Advisory Committee

Hon. Michael A. Cox
Attorney General

Hon. Maura D. Corrigan, Chief Justice
Michigan Supreme Court

Thomas D. Watkins, Jr.
Superintendent of Public Instruction
Michigan Department of Education

Col. Tadarial J. Sturdivant, Director
Michigan State Police

John T. Berry, Executive Director
State Bar of Michigan

Dr. C. Danford Austin, Superintendent
Oakland Schools

Dr. Cassandra Book, Associate Dean
College of Education
Michigan State University

Board of Directors

Nancy A. Abraham
US Attorney's Office

Dr. Guy Blackburn
Oakland Schools

Amy B. Bloom
Oakland Schools

Donald M. Fulkerson
Law Offices of Donald M. Fulkerson

Audrey Nesbitt Gray
Michigan Lawyers Auxiliary

Vicky L. Kruckeberg
Michigan Judicial Institute

Michael D. Langnas
Langnas & Associates, P.C.

Hon. Ronald W. Lowe
35th District Court

Dr. Timothy H. Little
Michigan State University

Lynn K. Richardson
Commissioner, Michigan Supreme Court

F/Lt. James Shaw
Michigan State Police

Karen R. Todorov
Michigan Department of Education

Lamont M. Walton
Office of the Attorney General

Center Staff

Linda J. Start
Executive Director

James R. Troost
Director of Programs

Jamie Barger Renaud
Operations Coordinator

Executive Opinion

by Linda J. Start, Executive Director

Welcome back to a new school year and the second edition of the "new" Center newsletter, *Civil Discourse*.

This is an exciting time to be in civic education. Although most of us have been toiling both on the front lines and behind the scenes for years, civic education is suddenly in the news. Congressional and legislative subcommittees and conferences have been established on Civic Education and Service Learning at both the national and state levels. Earlier this year, the Center for Information and Research on Civic Learning and Engagement (CIRCLE) and the Carnegie Corporation published *The Civic Mission of Schools*. Both the full report and the Executive Summary are available at <http://www.civicismionofschools.org>. Written and endorsed by a distinguished and diverse group of more than 50 scholars and practitioners, *The Civic Mission of Schools* summarizes the evidence in favor of civic education in K-12 schools; analyzes trends in political and civic engagement; identifies promising approaches to civic education; and offers recommendations to educators, policymakers, funders, researchers, and others.

For our part, the report is evidence that we have been on the right track for more than twenty years. The report provides Six Promising Approaches to Civic Education which are included below:

1. Provide instruction in government, history, law, and democracy.
2. Incorporate discussion of current local, national, and international issues and events into the classroom, particularly those that young people view as important to their lives.
3. Design and implement programs that provide students with the opportunity to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction.
4. Offer extracurricular activities that provide opportunities for young people to get involved in their schools or communities.
5. Encourage student participation in school governance.
6. Encourage student participation in simulations of democratic processes and procedures.

The good news is that the broader public may finally recognize what we have known—that civic education deserves more attention and that quality civic education programs involve important knowledge and the opportunities for students to practice the skills of citizenship. As you continue your good work, we hope that you look to the Center for Civic Education through Law for the most up to date information on civic education and programs which promote these promising approaches.



Michael Langnas, President of the Board of Directors of the Center with schoolchildren in the Czech Republic last spring.

The Center for Civic Education through Law would not be able to do the work we do without the hundreds of volunteers who visit classes, judge mock trials, and observe hearings. Although all of these activities are time-consuming and can tax the most dedicated volunteer, no group deserves more praise than the Board of Directors of the Center for Civic Education through Law (see a complete list of members of the Board of Directors and Advisory Committee to the left). Providing tireless leadership is Michael Langnas, Shareholder and President of Langnas & Associates, PC.

Story continued on page 7, EXECUTIVE OPINION

Civitas: International Civic Education Exchange

In 2002, the Center for Civic Education through Law was asked to administer a new partnership between Michigan/Colorado/Oklahoma and the Czech Republic/Slovakia. (See box below for list of Partners). This partnership is a part of Civitas: An International Civic Education Exchange, a cooperative project of a consortium of civic education organizations in the United States and other participating nations. The program, administered by the Center for Civic Education, is funded by the United States Department of Education under the Education for Democracy Act approved by the United States Congress.

One of the most exciting features of this new partnership is our ability to involve teachers in Exchange Delegations. From June 15-24, Linda Start, Executive Director of the Center, traveled to Bratislava, Slovakia and Prague, Czech Republic with Carole Cotts, Northern Hills Middle School, and Terri Mount, Hanover-Horton Middle School. Terri and Carole were invited to participate due to their long involvement with Project Citizen in Michigan and their role as district coordinators. During the trip, they participated in Project Citizen Hearings and teacher workshops in both countries.

A Teacher's Perspective on Experiencing a CIVITAS Exchange by Carole Cotts, Northern Hills Middle School

Our delegation journey began on June 16, 2003 in Bratislava, Slovakia. As a 7th grade social studies teacher, I soaked in every bit of history and culture to share with my middle school students.

Our first activity was the Slovak Project Citizen National Hearings. They were convened by Zuzana Srankova, our Slovak partner. Mrs. Eileen Weiser, the wife of the U.S. Ambassador to Slovakia, Hon. Ronald Weiser, welcomed the middle school students who traveled from around the country. As a fifth year Project Citizen

teacher, I was amazed at the similarities of public policy issues in our communities. Slovak students presented their portfolios and spoke passionately about an after-school youth club, racism, and policies about keeping their community clean.

The day after the showcase, we met with Slovak teachers and discussed our experiences with Project Citizen in Michigan. We described how we coordinate the program and shared ideas on expanding our programs. Even with a translator, the excitement and passion for civic education was evident in Slovakia.

A highlight of this exchange was being invited for dinner at the U.S. Ambassador's residence with educators and NGO directors from across Slovakia. Hosted by Mrs. Eileen Weiser, who is also a member of the Michigan Board of Education, the event was in celebration of the US-Slovak co-operation in the Project Citizen Showcase. We each had an opportunity to share our thoughts and hopes for civic education in our countries.

In Prague, Czech Republic, we started our visit with a trip to a fascinating private and "open" school called Klicek Skola, led by Mrs. Jitka Kasova. Before she was

principal, Mrs. Kasova taught Project Citizen and now uses the Project Citizen model as a problem solving technique for students to use in their daily lives.

With our Czech Civitas Partner, Ivana Havlinova, we visited the Ministry of Education and updated them on the progress of Project Citizen in the Czech Republic. We also met with Evelyn Early, Counselor of Press and Public Affairs from the U.S. Embassy. A common goal in both Slovakia and the Czech Republic is to train university students in civic education, specifically, Project Citizen.



Delegation members (from left): Ivana Havlinova of SVOD, Jim Troost, Linda Start, Evelyn Early of the U.S. Embassy, Carole Cotts, and Terri Mount.



Story continued on Page 12, CIVITAS



Carole Cotts, Terri Mount, Zuzana Srankova, Marcela Maslova, and a Slovak teacher.

CIVITAS Partners

Linda J. Start, Executive Director, Center for Civic Education through Law, Michigan
Barbara Miller, Executive Director, Center for Education in Law and Democracy, Colorado
Michael Reggio, Director, Law-Related Education Program, Oklahoma Bar Association
Ivana Havlinova, Director, Association for Civic Education and Democracy, Czech Republic
Zuzana Srankova, Executive Director, Orava Association for Democratic Education, Slovakia

Educating for Citizenship

2003 Conference to Examine the Civic Mission of Schools

The Center's 19th Annual Conference, *Educating for Citizenship*, will be held Thursday, December 4, at the Kellogg Center in East Lansing. Continuing the tradition of offering the very best in the field of civic and law-related education, this year's conference will feature outstanding programs, materials, and individuals devoted to educating the next generation of citizens.

The focus of the conference will be the recent report by the Carnegie Corporation of New York and the Center for Information and Research on Civic Learning and Engagement (CIRCLE), *The Civic Mission of Schools*. The report will be the subject of a conference general session and workshop sessions will be devoted to exploring the report's "promising approaches" to civic education.



Recipient of the Mary S. Coleman Award in 2002, Michigan Supreme Court Justice Elizabeth Weaver pictured with Michael Langnas.

To register, simply complete the registration form included on page 5, and mail it, along with a check or purchase order, to the Center for Civic Education through Law. Registration includes coffee, lunch, parking and materials. Become a member of the Center and get a 10% discount!

The Center is proud to unveil *City Works*, a new model for integrating local government and civic engagement into civics and government courses in Michigan. One of the few specific projects mentioned by name in *The Civic Mission of Schools* report, *City Works* does far more than merely offer teachers additional lessons of dubious quality or relevance to add to an already overloaded curriculum. *City Works*, developed by the Constitutional Rights Foundation, is designed to fit seamlessly into existing courses, providing the much-needed connection between the classroom and the level of government with which citizens are most likely to interact.

The conference will also feature sessions on nationally acclaimed programs of the Center for Civic Education. *We the People* and *Project Citizen*, both coordinated by the Center in Michigan, are two of the very best programs fostering the knowledge and skills necessary for responsible citizenship.

Educating for Citizenship is not just for teachers. The Center has long recognized and encouraged the importance of community resource people to the schools' civic mission. Judges, lawyers, elected officials, police officers, and more, all play important roles in educating the next generation of leaders. The conference will include a set of sessions aimed at the role of community leaders in the civic engagement of young people.

If there is only one conference I can attend each year, I want it to be Educating for Citizenship

--2002 Conference Evaluation



Sessions Include the following:

- **Access to Justice: Courts and the Challenges of Diversity** [Cheryl Grace, Community High School, Ann Arbor]
- **A More Perfect Union: Reducing the Disparities Between American Ideals and Realities** [Blaine Betts, Westwood High School, Ishpeming]
- **Citizenship: A Challenge for All Generations** [Jan Goehring, National Conference of State Legislatures]
- **CityWorks: Integrating Local Government and Civic Engagement in the Classroom** [Constitutional Rights Foundation]
- **Civic Education and the Courts** [Ronald W. Lowe, Chief Judge Pro Tempore, 35th District Court, Plymouth]
- **Conflict Resolution Through Peer Mediation** [Dr. Guy Blackburn, Oakland Schools; Jo Schoonover, Waterford Mott High School]
- **Cops & Kids: Simulations and Lessons for Middle Grades and Law Enforcement** [Constitutional Rights Foundation]
- **Developing Model Citizens is a T.E.A.M. Effort** [F/Lt. James Shaw, Michigan State Police]
- **Discussing Controversial Issues in the Classroom** [Center for Civic Education through Law]
- **Due Process: What Our Students Need to Know** [Karen R. Todorov, Michigan Department of Education]
- **Engage Your Government Class with a Simulated Congressional Hearing** [Mark Oglesby, Howell High School]

Who will be the 2003 Civic Education Teacher of the Year? Turn to pg. 15 of this publication for application information!

Session list continued on page 13, SESSIONS

Educating for Citizenship
Thursday, December 4, 2003
Kellogg Hotel & Conference Center, East Lansing, Michigan

REGISTRATION FORM

Registrant Information: Please use a separate form for each person registering. Please type or print.

Individual Participant Name _____
School/Organization/Business Name _____
School District (If Appropriate) _____
Address _____
City, State, Zip _____ E-mail Address _____
Daytime Phone (____) _____ - _____ Ext. _____ Fax (____) _____ - _____
Check If Applicable ☐ First Time Attendee of EFC Conference

Fees

Conference Registration	Advance (Postmarked by Nov. 14)	Late (Postmarked After Nov. 14)
Conference fee includes coffee, lunch, materials, and parking. 8:15 a.m. - 3:00 p.m.		
Basic Conference Fee	<input type="checkbox"/> \$80.00	<input type="checkbox"/> \$90.00
For Persons Holding Current CCEL Membership OR new membership (see below)	<input type="checkbox"/> \$68.00	<input type="checkbox"/> \$78.00
Undergraduate Students	<input type="checkbox"/> \$40.00	<input type="checkbox"/> \$45.00

Students Must Have Instructor's Signature Below

Become a Center Member

Benefits include: newsletter subscription, discounts on materials and registration, inclusion in directory of Center Members & Donors, and much more.

Membership Fee (optional)

☐ \$10 Student ☐ \$100 Sponsor
☐ \$30 Associate ☐ \$500 Sustainer
☐ \$50 Contributor ☐ \$1,000 Gold

Payment \$ _____
☐ Check Enclosed (Make check payable to "Center for Civic Education through Law")
☐ Purchase Order Number: _____

Registration fees are not refundable after November 14, 2003.

All requests for a refund will be subject to a \$20.00 administrative fee.

Map to the Kellogg Center and registration confirmation will be mailed upon receipt of registration.

If you have questions please contact the Center.
Telephone: (248) 209-2325, E-mail:
ccel@oakland.k12.mi.us.

We the People

We the People...the Citizen and the Constitution was developed by the Center for Civic Education to commemorate the celebration of the Bicentennial of the United States Constitution in 1987. Since that time the program has been coordinated in Michigan by the Center for Civic Education through Law. The program is run in Michigan by coordinators in each of Michigan's 15 congressional districts.

The coordinators disseminate the sets of textbooks within the congressional districts and assist teachers with the program's culminating activity - a simulated congressional hearing.

We the People is an instructional program about the history and principles of American constitutional democracy for upper elementary, middle, and high school students. Thanks to funding from the U.S. Department of Education, free classroom materials are available each year to teachers who attend training sessions scheduled this fall across Michigan. We are especially excited to announce the publication of the newly revised book for elementary schools.

Several studies by the Educational Testing Service (ETS) and Professor Richard Brody, Stanford University, indicate that students who used the curriculum "significantly outperformed comparison students" on every topic studied.

Although the textbooks are reason enough to attend a workshop and implement the program in your classroom or school, simulated congressional hearings, excellent for performance assessment, are built into

the curriculum at each of the three levels. At the high school level, classes may choose to send a class of students to the State Final Competitive Hearing (see below for a photograph of the 2002 winning team from East Grand Rapids High School, coached by teacher Janice Roque).

The Center is pleased to announce that for the first time, a week long We the People Institute will be held in Michigan. The Institute will be held at Northern Michigan University in Marquette from June 24-29, 2004. For information on how to apply to the Institute and receive a scholarship, which pays all Institute expenses contact: Jim Troost at jim.troost@oakland.k12.mi.us or (248) 209-2325.

If you are not sure who your Congressional District Coordinator is check out: miciviced.org/we_coordinators.html.

Unsure about who your Congressperson is? Find out at www.house.gov.

CHECK THIS OUT! Revised Elementary Level book now out!



NEW FOR 2004!
We the People State Finals to be held at the Michigan Capitol: January 9, 2004.



Muskegon Heights Middle School students and teacher Chinedu Ohan at their hearing this past March.

The 2002 - 2003 We the People State Finals were held January 11, 2002 at Michigan State University - Detroit College of Law in East Lansing. Participating schools were:

- Coldwater High School, Coldwater
- Dryden High School, Dryden
- East Grand Rapids High School, East Grand Rapids
- East Kentwood High School, Kentwood
- Grand Haven High School, Grand Haven
- Howell High School, Howell
- Hudsonville High School, Hudsonville
- Richmond High School, Richmond
- Stevenson High School, Sterling Heights

The winning team, East Grand Rapids, went on to finish in the Top Ten at the National Finals in Washington, D.C. in April 2003.



East Grand Rapids High School's 2002 - 2003 We the People Team at the State Finals.

Experimenting with Professional Development

During the 2002-03 school year, the Center began working with a small group of teachers in a new way. With a grant from Youth for Justice (see box below), a group of six teachers from Oakland County were brought together to explore *Best Practices in Professional Development*. Everyone is familiar with traditional professional development: get 20-30 teachers in a room, dazzle them, challenge them, engage them, empower them, feed them, have them fill out an evaluation, and send them on their way. The Center has done quite a bit of this kind of professional development over the years, and will continue to do so, but we are also trying something new.

We *think* traditional professional development works in the sense that we *know* teachers leave happy (at least that's what they put on the evaluations), and we *hope* that what was learned at the workshop translates into change or improvement in the classroom. The question is, whether in this age of increased demand for proof of student achievement and the effectiveness of particular methods, there is a way to structure professional development so that there is a clear connection between the teacher's experience at the workshop and improvement in student work back in the classroom?

Youth for Justice (YFJ) is the national coordinated law-related education program supported by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) of the United States Department of Justice and is a collaboration of the American Bar Association, the Center for Civic Education, the Constitutional Rights Foundation, the Phi Alpha Delta law fraternity, and Street Law, Inc. YFJ provides national leadership for sustainable, high quality LRE programs for at-risk youth and their communities. It provides program models, materials, training and technical assistance to educators, students and parents in schools and community and juvenile justice settings through its national network of State LRE Centers.

Using research done by Michael Garett and Associates (2001), and other studies from the fields of math and science, Youth for Justice has conceptualized best practices in professional development.

In brief, the best professional development:

- involves teachers in planning
- improves and deepens teachers' content knowledge
- embodies active learning
- provides coherence with school goals, standards, and assessment
- is of adequate duration (significant hours spread over a period of time)
- involves teachers from the same school/department/grade level
- and is evaluated according to proof of participants use of new knowledge and skills, ideally through samples of student work

The Center's experiment with this "new" professional development began last school year with the assemblage of three pairs of civics and law teachers from three Oakland County high schools: Jude McCutcheon and Adriane Zacmanidis, Birmingham Groves High School; Jennifer Simone and Gordon Petrous, Berkley High School; and Peggy Marko and John Zittel, Clarkston High School. At the first meeting the teachers discussed a wide variety of topics and methods which the group could choose to be the focus of the project. They decided to explore methods of teaching controversial issues and had a particular interest in the affirmative action cases before the U.S. Supreme Court at the time. In subsequent sessions, the Center arranged for the teachers to work with Wayne State Professor Robert Sedler, an expert on the issue of affirmative action, and Dr. Diana Hess, Assistant Professor of Education at the University of Wisconsin and an expert in civic education. The teachers are now at the point of trying what they have learned in the classroom, and will reconvene to discuss the results and plan what to do next.

Interested in finding out what the group learned about teaching controversial issues and affirmative action? Sessions will be presented at the Center's annual conference *Educating for Citizenship*. Registration information is on Page 5 of this issue, as well as on the Center's website, www.miciviced.org



EXECUTIVE OPINION, continued from pg. 2

This current term of office is actually the second for Langnas, who first joined the Board in 1992 when he was Chairman of the State Bar of Michigan Law-Related Education Committee. Over the years, Langnas' involvement with the Center grew from representing the State Bar in Center activities, to representing the Center on a delegation trip to the Czech Republic and convening the Educating for Citizenship conference. Handling such diverse responsibilities as signing checks to meeting with new Advisory Committee members, to brainstorming policy options, Langnas is always ready with advice and reassurance. Our thanks to Michael for his continuing dedication and service to the Center.

Michigan High School Mock Trial Tournament

2004 Competition Examines Hazing

All Chuck Sherman wanted to do was join the marching band's drum line. Since grade school, his favorite part of any parade or halftime show was the beat of the drums. In the summer of 2003, Chuck went to band camp on a mission... a mission to be accepted onto the line, and to enjoy all of the benefits of the increased social status that came with it. But Chuck didn't end up on the drum line. Chuck didn't even end up in the band. Chuck ended up dead after a fall from a 26-foot clock tower.

Was Chuck's death the result of illegal hazing committed by Chris Biggs, the section leader for the drum line, or was it the result of Chuck's under-age drinking? That is what will be argued in the 2004 Michigan High School Mock Trial Tournament where high school students from all parts of Michigan will act as prosecutors and defense attorneys arguing the fictional case of *People v. Chris Biggs*.



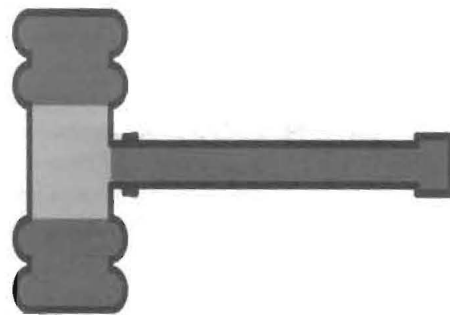
Community High School Mock Trial Team members pictured with the Blue Ribbon Panel (Justice Marilyn Kelly, Michigan Supreme Court; Stu Sandler, External Affairs Coordinator; Office of Attorney General Michael A. Cox; Nancy J. Diehl, Vice President, State Bar of Michigan) at the 2003 State Finals.

The Michigan High School Mock Trial Tournament is designed to reenact much of what might take place in trial courts. High school students take on the roles of attorneys and witnesses and compete against other schools in real courtrooms, in front of real judges and lawyers. While the students take on roles, there is no set script.

Teams compete in one of two regional tournaments, in Pontiac or Grand Rapids. The top ten teams from the two Regional Tournaments advance to the State Final Tournament in Lansing; one team is then selected to represent Michigan in the National High School Mock Trial Championship. This year's national championship will be held in Orlando, Florida.

The Tournament's goals are:

- to further understanding of the law, court procedures, and the legal system
- increase proficiency in basic life skills such as listening, speaking, reading and reasoning
- to promote communication and cooperation between the school community (teachers and students) and the legal profession



Students from West Bloomfield High School present their case at the 2003 State Finals

Congratulations to Community High School (Ann Arbor), winners of the 2003 Michigan High School Mock Trial Tournament! They went on to a top 20 finish at the National Mock Trial Championship, held this past May in New Orleans.

2003 State Finalists:

- East Kentwood High School, Kentwood
- Forest Hills Northern High School, Forest Hills
- Hartland High School, Hartland
- Howell High School, Howell
- Kalamazoo Central High School, Kalamazoo
- Lahser High School, Bloomfield Hills
- Pinconning High School, Pinconning
- West Bloomfield High School, West Bloomfield

2003 - 2004 Tournament Dates

November 2003:	Mock Trial Clinic--Lansing
February 21, 2004:	Western Regional Tournament--Grand Rapids
March 6, 2004:	Eastern Regional Tournament--Pontiac
March 20, 2004:	State Finals--Lansing
May 7-8, 2004:	National Mock Trial Championship--Orlando, Florida

Project Citizen

Congratulations to Northern Hills Middle School, Forest Hills Public Schools for receiving a "Superior" rating in the Project Citizen National Showcase!



Northern Hills Middle School students with Senate Majority Leader State Senator Ken Sikkema (R-Wyoming) and their teacher, Carole Cotts, at the April 2002 State Showcase

2002-2003 was the year that the label "pilot" was removed from Project Citizen. With increased financial support from the U.S. Department of Education, Project Citizen has started to take shape as a key Center Program. A highly successful workshop was held in May, conducted by coordinators Carole Cotts and Terri Mount. Their classroom experiences with the program allowed for practical advice to participants which led to a large percentage of attendees expressing a desire to participate with their classes this year

To build upon this success, a workshop will be held on November 3, 2003 at Oakland Schools. For information about how to participate, please contact the Center.

Mark your calendars! The 2004 Project Citizen State Hearing and Showcase is scheduled for May 12, 2004 at the Michigan Capitol.

Project Citizen: A Teacher's Perspective

By Terri Mount, Hanover-Horton Middle School

At Hanover-Horton Middle School, our eighth grade social studies class is a mixture of numerous disciplines including history, economics and civics. Parents and other professionals often ask me what I find to be the most rewarding unit I teach. That is the easiest question I am ever asked. Although the reasons for my love of the **Project Citizen** program are many, there are several reasons that they are especially strong for continuing to choose to teach this each year.

Both students and parents are excited by what has become a popular "hands-on" project in the middle school. Parents love how their child has the opportunity to be actively involved in the issues of our community and the students love that this is something different from the traditional textbook and is an opportunity to make a real difference.

When I first looked at the Project Citizen materials what struck me was that this was an opportunity for developing a "hands-on" MEAP essay. The process of identifying a problem, conducting research, evaluating statistics, and developing an action plan to solve the problem are all things asked for throughout the social studies MEAP test. This gives students a chance to see a real problem and examine it, as opposed to the hypothetical question asked of them in the MEAP text. The thought process the students must go through is the same, however, and I believe that this program has positively affected our MEAP results.

When I ask my students to write their final reflection paper about Project Citizen, I am always amazed at the level of maturity I see. Because these students are required to make phone calls, speak publicly, conduct research, write in a

persuasive and cohesive manner, and set goals for a developed action plan, they grow in ways that no textbook or classroom lecture could ever teach. These students develop a real and long-lasting awareness of their community and the public policy process. They develop a sense of responsibility and ownership to the community and to each other, which I find encouraging. I feel secure that these young people, as a result of this experience, will vote and continue to take an active part in their communities' public policy.

There are many things I am asked to do and teach to help our eighth graders grow intellectually and mature, but there is no unit of which I am a part that helps students learn how to "Be A Good Citizen" more than **Project Citizen**.

MOCK TRIAL, cont'd from pg. 1

Several professionals who were experts in special education came and spoke to us about that area of law. This kind of work with professionals in my community really has expanded my connections throughout the community. And it has led to opportunities for summer jobs and internships at law firms and work on community and city committees.

Second, parents who witness mock trial tournaments, and professionals who mentor and coach mock trials, really come away with a fresh appreciation of the abilities of today's youth. They develop a better appreciation of the promise and potential of today's youth. I think that's very important because there are sometimes stereotypes of what high school youth are able to do.

Third, I believe this is also important, mock trial really addresses issues of diversity within school. Students from different backgrounds who normally wouldn't come together meet and work on a team and become very close and very bonded. I know I've met friends and I've worked with students on the mock trial team that I would have never met or even talked to at school, so it's an excellent way to address diversity within my own school and I know within other schools as well.

Fourth, and I think this is the most important point, mock trial helps students practice and acquire real life skills. It allows students to really work on organization, teamwork, cooperation, analysis of issues, leadership, thinking on your feet, and self-confidence. This activity really prepares students for all future professions, not just law school and not just politics. Being able to work on a team, being able to think on your feet, being able to work closely with others is something that you need in the adult world in any profession you enter.

In high school, I participated in a number of outside activities such as having a part time job, being a voting member and chairperson of a non-profit organization, and being a delegate in a model UN team at school. I can say with confidence that of these various activities, the Michigan High School Mock Trial Tournament is the single activity that has helped me develop as the person I am today. It has given me the leadership skills and the self-confidence to do whatever I put my mind to. It has given me enormous opportunities and it has showed me of what I'm capable.



WE THE PEOPLE, cont'd from pg. 1

"Although the Constitution does not explicitly mention the power of judicial review, it has exercised this power for over two hundred years. How has the Supreme Court's power of judicial review expanded the role of the Court? Is the practice of judicial review consistent with democratic practices? Why or why not? And does the Supreme Court have too much power? Why or why not?"

After giving a four minute prepared response students are then asked six minutes of follow up questions. During the free response period, no notes may be used. The judges can ask questions based specifically on the prepared statement, on the broader topic, or on current or historical events. The judges are a panel of three "experts" on the topic and have included Congressional staff persons, political science and history professors, lawyers and judges. To prepare for the competition we used a variety of resources. Our class spent the first six weeks learning, studying, and being tested on the material in the *We the People* textbook, which is provided with funding from the U.S. Department of Education. For the next three months, time is spent in and out of class writing papers and preparing for the free response portion of the competition. We read books on history, Supreme Court decisions, and current controversies. We also use many internet sites, and interface with lawyers, judges, professors, and other members of the community.

Beyond learning the topics in the book, the program enables students to learn valuable skills that will benefit them throughout the rest of their lives, such as research, writing, presentation skills, and critical thinking skills. Students are exposed to current events and are able to interpret those events through an understanding of the details of our Constitution. Most important, however, are the things learned that will enable participants in the *We the People* program to become better and more active citizens. Students show a greater commitment to democratic principles and values and understand their role in our democratic government today. I have personally witnessed the discrepancy in voting participation between *We the People* students and other seniors at our high school. In fact, in a study conducted in Clark County, Nevada, 80% of students participating in the *We the People* program registered to vote, compared with the average of 37%. On my *We the People* team, I believe it was close to 100% of the 18-year-olds that registered to vote.

Where most people our age are unaware of the Justices of the Supreme Court, *We the People* students show an active interest in Supreme Court decisions and legislation on the local, state, and national level. The program is effective in promoting political tolerance because participating students feel more politically effective. With the background provided by the *We the People* program, we can discuss current events and controversial issues with well-educated adults such as legislators like you. I would strongly recommend this program or any similar opportunity to all schools and students across the country. A new appreciation for our system of law and government has helped me understand that we need an active citizenry for the success of our constitutional democracy.

PROJECT CITIZEN, cont'd from pg. 1

The next step was to choose the problem that we could use for Project Citizen. This year my class decided that restricting backpack weight was the most important community issue and selected that topic to be presented.

The third step was to do more in-depth research. We looked for information on backpack weight in newspapers, magazines, on the internet, and interviewed people. We also obtained information from community organizations and associations.

Developing our project portfolio was the fourth step. Our class was divided into four groups. Group 1 was responsible for explaining the problem; Group 2 examined similar policies dealing with backpack weight restrictions; Group 3 put together the policy that was the best solution; and finally, Group 4 worked to present our policy in a way that would be attractive to government leaders. Our class portfolio included written papers, charts and graphs, and our artwork.

Step five was to present our project at the state Project Citizen Showcase to state legislators. Four students, one from each of the four class groups, were selected to speak.

Project Citizen students were asked to look back on their learning experience as a final step. This helped us learn from our mistakes so that we could improve our work in the future.

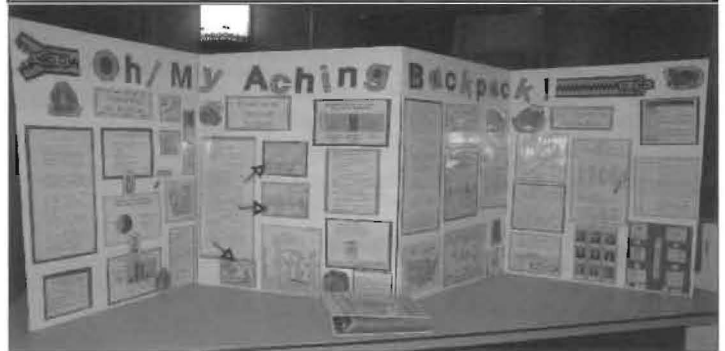
I learned a lot while participating in Project Citizen. One of the main things that I learned was that if people don't take the time to look out for one another and help solve serious problems, we won't have very strong communities and things will never improve.

Project Citizen is a terrific way to learn strategies for becoming an involved citizen and a strong community leader. I've also become a better public speaker because of this program. I have learned to speak more clearly, to sit up straight, and to have good eye contact. I've also improved my writing skills and can produce a much better speech. My teacher showed me how to edit my papers so that my speech was full of information. Project Citizen also helps good team building in the classroom. During the time my class participated in Project Citizen, we got to know each other a lot better and improved our ability to work as a group.

I am very glad that my social studies class had the opportunity to participate in Project Citizen. My personal experience showed how much each person in my class learned about responsible citizenship. This is a strong program and I believe many future students will benefit from their participation in Project Citizen.

Michigan Project Citizen Issues

- ◆ Bullyproofing Your School
- ◆ Creating a Bully Free Environment
- ◆ Saving Snyder Park
- ◆ Don't Throw Away that Trash - Recycle it and Save Some Cash
- ◆ Oh, My Aching Backpack - Taking a Stand (Students Taking a New Direction)
- ◆ Continue the Cycle - Recycle



Northern Hills Middle School's Portfolio, Oh, My Aching Backpack! The Michigan winner of Project Citizen

Congratulations to all of our 2003 Project Citizen Showcase Participants!

- | | |
|--------------------------------|------------------------|
| • Avondale Middle School | Teacher: Maria Kopicki |
| • Hanover-Horton Middle School | Teacher: Terri Mount |
| • Northern Hills Middle School | Teacher: Carole Cotts |
| • Paw Paw Middle School | Teacher: Lyn Brown |

Michigan Delegation Attends Historic Event To Lead State Civic Education Campaign

The Center for Civic Education through Law was asked to assemble and lead a delegation from Michigan to attend the First Congressional Conference on Civic Education from September 20-22, 2003. The members of Michigan delegation led by Linda Start (pictured on page 13) included: Hon. Ron Jelinek, State Senator; Hon. Hoon-Yung Hopgood, State Representative; Kathleen Straus, President, Michigan State Board of Education; Eric Radar, Policy Analyst, Office of Governor Jennifer M. Granholm; Leslie Salba, Special Assistant, Washington D.C. Office of Governor Jennifer M. Granholm; and John Lore, Executive Director, Connect Michigan Alliance.

Story continued on Page 13, CAMPAIGN

Another highlight was the Czech Project Citizen National Hearings in the Senate of the Czech Republic. Again, the public policies selected by the Czech middle school students were meaningful. Topics included policies about graffiti, pollution, restoring historic castles, teen smoking and education paths. I was again reminded of the similarities of issues between our two countries. After the showcase our delegation had an opportunity to meet with the teachers who were at the Czech showcase and share new ideas on how to implement the program, evaluate it, and spread the word of its success to other teachers.

Not only did I gain valuable knowledge from the Project Citizen teacher exchange to share with other Michigan teachers, but I learned an extraordinary amount about the history and culture of Slovakia and the Czech Republic. Because of the exchange, my students will benefit tremendously during the Eastern Europe unit in my social studies classes. After being with our *Civitas: International Civic Education Exchange* partners, I have come to the conclusion that teachers and students have the same passion for civic responsibility in all three countries and that humor and laughter are universal.

- ♦ Clean Hands/Good Food—Should school provide a sink in the school cafeteria?
- ♦ Youth Club: Creating Leisure Activity Alternatives for Youth
- ♦ Toilets: Should school or community members provide new toilets?
- ♦ Is Skin Color A Problem?
- ♦ Flower Pots: What can schools do to improve facilities?
- ♦ School Beautification: What can schools do?
- ♦ School Security/Crime Prevention
- ♦ Swimming Area in Community

Slovak students present their portfolio at the 2003 National Showcase.



Ivana Havlinova with Czech Students presenting their portfolio at the 2003 National Showcase.

Czech Republic Project Citizen Issues



Michigan teachers (from L to R) Carole Cotts and Terri Mount discuss their presentation with Marcela Maslova of the Slovak Republic.

- ♦ Occupation Choice
- ♦ Alternative Penalties for Offenders
- ♦ Unemployment
- ♦ Employment for Handicapped Children
- ♦ How to decrease graffiti problem
- ♦ Unemployment
- ♦ Building a new school
- ♦ Coexistence with Dogs in a Housing Facility
- ♦ Pollution
- ♦ Coexistence with Dogs
- ♦ Water Pollution
- ♦ Protecting an Educational Path

SESSIONS, cont'd from pg. 4

- **Engaging Middle School Students in Public Policy** [Carole Cotts, Northern Hills Middle School, Grand Rapids]
- **First Amendment Schools: Educating for Freedom and Responsibility** [Sam Chaltain, First Amendment Center]
- **Foundations of Democracy: Teaching the Core Democratic Values** [Dr. Guy Blackburn, Oakland Schools]
- **Learning to Give: Promoting a More Civil Society and Civic Engagement** [Dr. Dennis Van Haitsema]
- **MGTV's Defining Moments: Frank Murphy, Fred Korematsu, and the Internment of Japanese Americans During WWII** [Bill Trevarthen, Michigan Government Television]
- **The Michigan Supreme Court Learning Center: Innovation, Education and Excitement** [Vicky Kruckeberg, Michigan Judicial Institute]
- **More About the Core** [Karen R. Todorov, Michigan Department of Education]
- **Prayer in Public Schools? It Depends...** [Gayle Green, Consultant, Center for Civic Education through Law]
- **The Problem of Cynicism in Representative Democracy** [Jan Goehring, National Conference of State Legislatures]
- **Putting on Mock Trials** [Garry Davison, Lahser High School, Bloomfield Hills]
- **Responding to Terrorism** [Lucille Mueller, Choices for the 21st Century Education Program]
- **Selecting Issues for Classroom Study - From Local to Global** [Educators from the U.S., Czech Republic, and Slovakia]



From left, Michael Langnas, Thomas D. Watkins, Jr., Superintendent of Public Instruction, Michigan Department of Education, and Linda Start open the 2002 Educating for Citizenship Conference.

- **Teaching About Affirmative Action - The Michigan Higher Education Cases** [Lee Arbetman, Street Law, Inc.; Peggy Marko, Clarkston High School]
- **Teaching Advocacy Skills in your Law Elective Course - "Driving While Yapping (DWY)"** [Lee Arbetman, Street Law, Inc.]
- **Teaching Strategies for Writing a Civic Persuasive Essay** [Brenda Wittig, Traverse City West Senior High School]
- **Thomas Jefferson and Slavery: Alternative Interpretations of a Founder's Viewpoint** [Dr. Timothy Little, Michigan State University]
- **VOICE (Violence-Prevention Outcomes in Civic Education)** [Constitutional Rights Foundation Chicago]



The Michigan Delegation (from left): John Lore, Hon. Ron Jelinek, Linda Start, Hon. John Glenn, Kathleen Straus, Eric Radar, and Hon. Hoon-Yung Hopgood



For information about how to get involved in the Michigan Campaign for Civic Education contact the Center by phone at (248) 209-2325 or by e-mail at ccel@oakland.k12.mi.us.

CAMPAIGN, cont'd from pg. 11

Joined by more than 300 delegates from all 50 states, the Michigan delegation began mapping out strategies to increase the teaching of civics in Michigan. In a conference statement, they agreed that "civic knowledge and engagement are essential to maintaining our representative democracy."

The First Annual Conference on Civic Education was organized by the Alliance for Representative Democracy, a joint venture of the Center for Civic Education, the Center on Congress at Indiana University, and the National Conference of State Legislatures. The four principles, or key findings, overwhelmingly endorsed at the conclusion of the conference were:

- ◆ Civic education should be a central purpose of education essential to the well-being of representative democracy
- ◆ Civic education should be seen as a core subject. Well-defined state standards and curriculum requirements are necessary to ensure civic education is taught effectively at each grade level
- ◆ Policies that support quality teacher education and professional development in civic education are important to ensure effective classroom instruction and raise student achievement
- ◆ Classroom programs that foster an understanding of fundamental constitutional principles through...service learning, discussion of current events, or simulations...are essential to civic education

Conference attendees heard from representatives of the White House and the U.S. Department of Education, Senators Tom Daschle (D-SD) and Lamar Alexander (R-TN), and former Senator John Glenn (pictured with the delegation). Funded by the U.S. Department of Education, the conference is the first of five planned national civic education events.

Become a Member of the Center for Civic Education through Law

Developing Civic and Legal Literacy

We need to help youth become effective citizens who can participate at various levels of government. The Center for Civic Education through Law (the Center) was established in 1982, "to promote and support the development of responsible citizens through study of civics, government and law at the elementary and secondary school levels."

Youth need to develop:

- ◆ A recognition that citizenship entails responsibility as well as rights.
- ◆ An awareness of how the law effects their daily lives.
- ◆ An understanding of how they can participate postively in the legal and poltical system.

Through efforts of the Center, students are actively involved in learning as they meet with lawyers, judges, and law enforcement officers; visit courtrooms; and conduct mock trials and congressional hearings.

The Center offers programs and instructional materials to teachers, students, and members of the community to provide youth with the practice they need to become competent citizens.

Benefits of Membership

Just a few benefits of becoming a member of the Center for Civic Education through Law:

- ◆ Subscription to the Center Newsletter
- ◆ A copy of the Center's Annual Report
- ◆ 10% discount on Center publications
- ◆ 10% discount on registration for the Educating for Citizenship conference, and other Center Programs.

We will be happy to answer any questions you have about the Center and membership. Please call or e-mail us!

Phone: (248) 209-2325 E-mail: ccel@oakland.k12.mi.us

Enrollment Form

Individual Name: _____

Profession: _____

Organization/Business/School Name: _____

School District: _____

(If applicable)

Address: _____

City, ST, Zip: _____

Daytime Phone: _____ Fax: _____

E-mail Address: _____

Specify Membership Type:

- ☐ Student—\$10*
- ☐ Associate—\$30
- ☐ Contributor—\$50
- ☐ Sponsor—\$100

- ☐ Sustainer—\$500
- ☐ Benefactor—\$750
- ☐ Gold—\$1,000

- ☐ Organization/Business
- ☐ Individual
- ☐ I wish to remain anonymous

Make your check out to:
Center for Civic Education through Law

Enclose your check with this form and send to:
2111 Pontiac Lake Rd., Waterford, MI 48328

Resources for Teachers

Supreme Court Resources for Teachers!

Street Law, the Supreme Court Historical Society, and Glencoe/McGraw-Hill proudly announce the availability of a new on-line resource designed to help teachers and students learn about United States Supreme Court cases. The web site - www.landmarkcases.org - provides background information for each case, activities for each case, and a lesson plan guide that suggests which activities to use depending on the amount of time the teacher can devote to that case.

Michigan Government Television

Presents a package of curriculum materials dealing with the internment of Japanese Americans during WWII. The material includes the U.S. Supreme Court case of *Korematsu v. U.S.*, and the dissenting opinion in that case of Frank Murphy, a U.S. Supreme Court justice from Michigan. The materials target standards and benchmarks in the Michigan Curriculum Framework in government and history. A documentary video, along with student and teacher resources can be found at www.mgtv.org/defining_moments.cfm.

2003 Civic Education Teacher of the Year

Quality civic education relies on the support of community resource people such as lawyers, judges and law enforcement personnel. But at the very heart of this effort are the educators who engage students in law and civic education day after day and year after year in classrooms throughout Michigan.

Each year the Center for Civic Education through Law recognizes one teacher who has made an outstanding contribution to promoting excellence in civic education in Michigan. The public or private school teacher selected as the 2003 Teacher of the Year will be honored at the Educating for Citizenship conference on December 4, 2003.

Do you know a teacher you feel is deserving of this recognition, perhaps even you? Nominations may be submitted by the teacher/candidate or other individuals. Submit a cover letter, a resume, a two page or less summary of civic education activities, a maximum of three letters of recommendation, and supporting evidence such as newspaper articles, resolutions, and evaluations.

The Judging Committee will be composed of representatives from the Board of Directors of the Center for Civic Education through Law and others. Among other factors, applicants for the award will be judged on the following criteria:

- ◆ Excellence in civic education instruction
- ◆ Initiative in the development of civic education materials and programs at local schools
- ◆ Leadership in the teaching profession by promoting civic education
- ◆ Effective use of community resource persons in support of civic education

The recipient will be announced at the Educating for Citizenship conference on December 4, 2003.

Nominations must be sent in triplicate and postmarked by November 7, 2003.



2002 Teacher of the Year, Maria Kopicki of Avondale Middle School with Linda Start and Michael D. Langnas.

Submit nominations to:

Center for Civic Education through Law
2111 Pontiac Lake Rd.
Waterford, MI 48328



**CENTER
FOR
CIVIC
EDUCATION
THROUGH
LAW**

2111 Pontiac Lake Rd.
Waterford, MI 48328

**Non-Profit
Organization
U.S. Postage
PAID
Pontiac, MI
Permit No. 166**

Upcoming Events

2003

November 3	Project Citizen Workshop, Waterford
November 21	We the People, District 5 Hearing, Flint
November 24	We the People, District 2 Hearing, Muskegon
November 25	We the People, District 3 Hearing, Grand Rapids
December 1	We the People, District 7 Hearing, Adrian
December 4	Educating for Citizenship, East Lansing
December 11	We the People, District 12 Hearing, Clinton Twp.

2004

January 9	We the People State Finals, Lansing
February 21	Mock Trial, Western Regional Tournament, Grand Rapids
March 6	Mock Trial, Eastern Regional Tournament, Pontiac
March 20	Mock Trial, State Finals Tournament, Lansing
May 1-3	We the People National Finals, Alexandria, VA
May 7-8	Mock Trial National Competition, Orlando, FL
May 12	Project Citizen State Hearing & Showcase, Lansing

In this Issue...

<i>Executive Opinion</i>	pg. 2
<i>Civitas International Exchange</i>	pg. 3
<i>Educating for Citizenship</i>	pg. 4-5
<i>We the People</i>	pg. 6
<i>Best Practices</i>	pg. 7
<i>Mock Trial</i>	pg. 8
<i>Project Citizen</i>	pg. 9
<i>Congressional Conference on Civic Education</i>	pg. 11
<i>Resources for Teachers</i>	pg. 15