

# Reporter



Volume XVI, Number 1  
Spring 2004

## 2004 Election Year Influences Law & Citizenship Conference

**Conference moves to September 2004**

**by Dr. John Splaine, emeritus professor at the University of Maryland  
and educational consultant for CSPAN**

How and why did Howard Dean's campaign disintegrate? How did John F. Kerry's campaign rebound from the media's announced political abyss? Why are political commercials nudging the poll numbers in targeted states where the election is projected to be close? How can one sound bite, one movement, or one gaffe determine the "winner" in a political debate? Why is so little real



Dr. John Splaine, L&C  
Conference Keynote

"news" made during political conventions? The televised depictions of these political events in 2004 will determine who the next president of the United States will be. How is this so? Why do most people still get most of their political information from television? How does this affect the way people

vote? How does all of this affect a democracy? Or, is a televised-democracy an oxymoron?

Harry Truman spoke to the nation from the back of a train making the election of 1948 the last "whistle-stop" campaign. Dwight D. Eisenhower's "Ask Ike" commercials in 1952 propelled him over Adlai Stevenson who viewed a televised-democracy a pernicious contradiction. Consequently, Stevenson fared no better in 1956 in a televised repeat.

John F. Kennedy looked better on television than did Richard M. Nixon during the first nationally televised debates in 1960, which proved the difference in a razor-close election. Then in 1964, Lyndon B. Johnson's campaign suggested in the televised "Daisy Ad" that his Republican opponent, Barry Goldwater, might use nuclear weapons. The ad did so without ever mentioning Goldwater's name— but the powerful images carried the message nonetheless. The images from Chicago's streets during the 1968 Democratic National Convention occluded anything that Hubert Humphrey said during his campaign leading to a Nixon victory. Only true believers and night owls saw George McGovern's acceptance speech in the middle of the night at the Democratic National Convention, resulting in Nixon's 1972 landslide. Gerald Ford's verbal gaffe about Eastern Europe during a debate with Jimmy Carter cost him the election in 1976. But in 1980, Carter was no match for the telegenic Ronald Reagan. In the second de-

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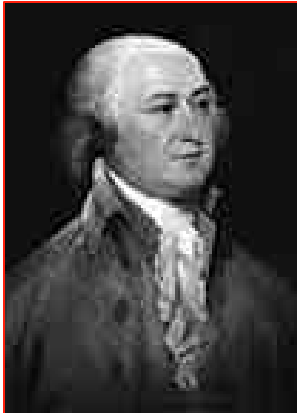
***And many more resources and updates!***

# Teachable Moments

by Jared Reitz, OCLRE director of programs.

## The 2004 Election

### Cosmic Twins?



John Q. Adams



George W. Bush

### The Conventions

Although your students will be enjoying their summer vacation, you may want to set the stage for the political party conventions, which will be televised. Review the purpose of such conventions and what students can expect to see when their favorite shows are preempted by the Republican and Democratic National Conventions.

- The Republicans will be meeting in New York City. What might the major security issues be for the Republicans?
- Reports indicate there may be protests in New York similar to those at the Democratic Convention in Chicago in 1968. On what issues could these protests center?
- The Democrats will meet in Boston where they will nominate a second JFK. Compare and contrast democratic issues (platform).
- Who might be the politicians and celebrities giving their support to the candidates at the conventions? Is it appropriate?
- The conventions will confirm the political party's candidates for president and vice president. Who might be likely candidates for the vice president?

### Historical Similarities

- The election of 1828. John Quincy Adams, son of a former president, ran for reelection. The Jacksonian Democrats felt cheated out of the presidency because of circumstances surrounding the election of 1824.
- The election of 2004. George W. Bush, son of a former president, is running for reelection. The Democrats felt cheated out of the presidency because of circumstances surrounding the election of 2000.

Are there other similarities for your students to discover?

**Democratic National Convention, Boston, Massachusetts  
July 26-29, 2004**

**Republican National Convention, New York, New York  
August 30-September 2, 2004**

# Ask the ODE

*An exclusive OCLRE column that allows you to take your questions directly to the source!*

by Virginia Ressa, ODE Social Studies Consultant and ODE liaison to OCLRE

**Q: Of all the significant Supreme Court rulings how and why was it determined/decided that Bakke should be included in the standards?**

– Gail Dauber  
Springboro High School

**A:** This question refers to Grade 10 Government Indicator 1: Examine the U.S. Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions including:

- a. *Plessy v. Ferguson*;
- b. *Brown v. Board of Education*;
- c. *Regents of the University of California v. Bakke*.

In the creation of the Academic Content Standards, it was impossible for the committee to include every Supreme Court Case of significance. It also seemed unreasonable to expect students to be familiar with every significant case. In narrowing the focus, three cases around a particular theme were chosen, focusing on civil rights and equal protection. The indicator does state “including,” which provides flexibility for districts and teachers to include other examples that illustrate the concept of the Constitution as a living document.

The focus of this indicator is not on the Supreme Court cases referred to, but on the evolution of the U.S. Constitution. The three Supreme Court cases cited are examples of cases that have had an impact on the evolution of the Constitution. The three cases in this example are focused on the theme of equal protection as spelled out in the 14<sup>th</sup> Amendment’s Equal Protection Clause. Through these three examples, students can trace the change in the Supreme Court’s interpretation of this amendment. In 1896, the Court interpreted the Equal Protection Clause as supporting the concept of “separate but equal” and upheld segregation laws. This interpretation changed in 1954 when the *Brown v. Board of Education* decision overturned the 1896 ruling. The Court stated that “Segregation is a denial of the equal protection of the laws.” In following the evolution of thinking on equal protection, the 1978 decision regarding Regents of the *University of California v. Bakke* is the start of decades of struggle with the concept of “affirmative action” and the idea of reverse discrimination. In *Bakke*, the Supreme Court ruled that Bakke should be awarded admission regardless of



Virginia Ressa, ODE consultant

To submit questions to “Ask the ODE”, send your question, name and contact information to [ocltre@ocltre.org](mailto:ocltre@ocltre.org) or to OCLRE  
Attn: Ask the ODE  
P.O. Box 16562  
Columbus, OH 43216-6562

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# Annual Conference Moves Earlier to Make Election 2004 Your Best “Teachable Moment” Ever!

Feb. 6, 2004

Dear OCLRE:

Last summer my daughter attended the Ohio Center for Law-Related Education's law academy at Ohio Dominican University and had a wonderful time. When I went to her school's parent-teacher conference this year, her teacher told me about the students' portrayal of a courtroom setting. My daughter and (a friend of hers who also had attended the academy) volunteered to take lead roles in a mock trial.

The teacher did not know that they had attended your academy and was very impressed with my daughter and her friend's knowledge of the procedure and their apparent ease portraying a lawyer and judge. Of course, the kids added their own humorous twist, but I wanted you to know that your work and the opportunity you gave our children made a difference. Thank you.

— A parent from  
Wheelersburg, Ohio

*Editor's Note: due to budget cuts from the Ohio General Assembly, OCLRE is no longer able to sponsor the Law & Citizenship Academy (cost \$5,000).*

OCLRE Law & Citizenship Conference set for  
September 26-27, 2004

It's true! The 14<sup>th</sup> Annual Law & Citizenship Conference will arrive earlier this year! The Ohio Center for Law-Related Education realizes that 2004 will be an exciting election year—especially in Ohio, everyone's favorite battleground state! With such opportunity for creative lesson plans, the L&C Conference will offer up-to-date content in plenty of time to take what you've learned back to your classroom. We're putting together a schedule that meets your teaching needs, while addressing current topics in innovative ways.

For conference updates, be sure to visit us at [www.oclre.org](http://www.oclre.org) and watch for special mailings during the summer. Two timely keynoters, special conference rates (see registration form on page 6), and popular presenters such as Jane Ann Craig, Dr. David Naylor, Al Bell and many more new presenters will make this the one conference you'll want to make time for!

Here is a taste of what you'll find at L&C! We hope this small sampling will whet your appetite for an exciting conference!

**“Marathon for the White House”**—Up-to-the-minute lessons on the 2004 election including activities for analyzing the new platforms, the debates, news photographs, editorial cartoons and propaganda techniques.

**“Just a Little Change Here & There”**—With political attention focused on several proposals to amend the U.S. Constitution, information on the amendment process and a classroom simulation of a convention to propose amendments will be presented.

**“Bold, Brassy, and Bright—Saluting America's First Ladies”**—Her role has changed considerably over the course of our nation's history. Teach about the First Lady's role in politics and elections, and the legacies left behind.

**“Understanding the Electoral College”**—With the election around the corner, understand the Electoral College, its operation, and Constitutional origins.

**“War of the Worlds”**—Orson Wells’ 1938 broadcast had quite an impact on media and the law. Discuss in historical and current-day context, and learn how to create lesson plans relative to the First Amendment.

**“Ohio’s Law-Related Education Providers”**—Who are they, and how can you utilize their resources and programs in your classroom?

**“The Columbus Dispatch Newspaper in Education Program”**—Meet middle and high school social studies standards in a way that’s fun for and relevant to your students. Resources and strategies will be provided, and hands-on activities will be demonstrated. Tailored to the election!

### **Political Cartoonist Chip Bok “Draws” Attention to Presidential Politics as Sunday Keynote!**

OCLRE is pleased to announce that Chip Bok, editorial cartoonist for the Akron Beacon Journal, will address attendees at the 14<sup>th</sup> annual Law & Citizenship Conference.

Through Creator’s Syndicate, Bok’s cartoons appear in more than 100 publications including *The Chicago Tribune*, *Washington Post*, *New York Times*, *Los Angeles Times*, *Time*, and *Newsweek*. Bok is the recipient of two National Cartoonist Society awards for Best Editorial Cartoonist (1999, 1995), four Ohio Associated Press first place awards for editorial cartoons (2000, 1999, 1996, and 1992), and he was a Pulitzer Prize finalist in 1997. Bok is a graduate of the University of Dayton.

Bok will share his distinct talent and perspective, and shed light on what inspires him to create his artistic commentaries. In particular, he will present a brief history of the presidency through his cartoon depictions of George W. Bush and his predecessors, and will do some drawing during his presentation. He will be available to sign copies of his book, *Bok! The 9.11 Crisis in Political Cartoons* (University of Akron Press, 2002) after his presentation.

Political cartoonists have a unique way of striking emotions and thoughts. This is particularly true when the artwork relates to issues of major importance and/or controversy—the race for the presidency, the September 11<sup>th</sup> tragedy, the war in Iraq, the economy, and so on. Enrich your ability to use political cartoons as teaching tools in your classroom. Incorporating these cartoons into your lesson plans can be an excellent way to initiate discussion about current events, American politics and elections, and to provoke kids’ thoughts and perspectives on the issues.

Questions? Please contact Program Coordinator Kate Bundschuh at (877) 485-3510 (toll-free) or [kbundschuh@oclr.org](mailto:kbundschuh@oclr.org).



Self-portrait of political cartoonist  
Chip Bok

# Ohio Center for Law-Related Education

## 2004 Law & Citizenship Conference

Conference strands include: ODE Social Studies Standards & Benchmarks \* 2004 Elections \*  
Media & the Law \* American Politics & Government \* OCLRE Programs

**September 26-27, 2004 at the Columbus Marriott Northwest**

### Registration Form

Thank you for registering! Please fully complete and return form to OCLRE no later than September 20, 2004.

Name \_\_\_\_\_ Name for nametag \_\_\_\_\_  
 Organization \_\_\_\_\_ Title/Position \_\_\_\_\_ Grade level(s) \_\_\_\_\_  
 Organization address \_\_\_\_\_ City/State \_\_\_\_\_ Zip \_\_\_\_\_  
 Work phone number ( ) \_\_\_\_\_ Ext. \_\_\_\_\_ Fax number ( ) \_\_\_\_\_  
 Home address \_\_\_\_\_ City/State \_\_\_\_\_ Zip \_\_\_\_\_  
 Home phone number ( ) \_\_\_\_\_  
 E-mail address checked most consistently (required): \_\_\_\_\_  
 How did you hear about the conference? \_\_\_\_\_

I will attend on the following date(s):  Sunday, Sept. 26  Monday, Sept. 27  Both days

- I plan to eat meals at the conference on the following days (check all that apply):  
 \_\_\_ Sunday evening \_\_\_ Monday morning \_\_\_ Monday afternoon
- I require special services (ADA accommodations, dietary needs, etc.). Please specify:  
 \_\_\_\_\_
- I will be a presenter on \_\_\_\_\_(date)

Bring a colleague from the same district or organization to the conference, and he/she is qualified for a discounted rate! Colleague is eligible for the following rates: Single day = \$100; full conference = \$175. This rate is applicable for a maximum of one colleague per registrant. The registrant and colleague together are entitled to all benefits of the conference, including one mock trial casebook. Send the two registration forms together.

- |  | <b>Member</b> | <b>Non-member</b> |
|--|---------------|-------------------|
| <input type="checkbox"/> Single day                | \$145         | \$190             |
| <input type="checkbox"/> Full conference (2 days)  | \$275         | \$340             |
| <input type="checkbox"/> College student (per day) | \$25          | \$25              |
- I would like to become a member of the OCLRE. Membership dues of \$30 are enclosed to qualify me for the member rate.
- I am registering at the "colleague rate" and will attend with \_\_\_\_\_  
 (name of registrant from your district/organization) and I will attend \_\_\_ 1 day (\$100) \_\_\_ 2 days (\$175)

### Payment method:

- Enclosed is check # \_\_\_\_\_ for \$ \_\_\_\_\_ made payable to OCLRE.  
 PO form # \_\_\_\_\_ Note: PO must be received prior to conference if school district is to be billed for registration.
- Please charge \$ \_\_\_\_\_ to my  Visa  MasterCard  
 Card # \_\_\_\_\_ Exp. \_\_\_\_\_  
 V-code (3-digit number above signature) \_\_\_\_\_ \* This number is required to fully process the charge.  
 Signature: \_\_\_\_\_

Note: Room rate at the Columbus Marriott Northwest is \$119 per night for reservations received by September 6<sup>th</sup>. Call 614/791-1000 and ask for the Law & Citizenship Conference group rate. Space is limited! Mail registration form today to OCLRE, Attn: Registration, P.O. Box 16562, Columbus, OH 43216-6562. Completed forms may also be faxed to 614-486-6221. Questions? Call the OCLRE, toll-free, (877) 485-3510.

# Movies in the Classroom

by Peg Thoma, English teacher, Piqua High School

Showing a movie usually follows the teaching of a book, a concept, or an historical unit described in a textbook. These days students are exposed to more TV, video games and cinematic entertainment than ever, so how can teachers use movies more effectively? When the Ohio Center for Law-Related Education asked me to write a column about using film productively in the classroom, I was happy to supply some of these strategies.

Movie clips can be just as compelling as whole films. Try showing the first 10 or so minutes of the movie *before* reading and allow students to put faces on characters, envision settings, or identify the theme. Teachers don't have to use the whole movie; view one or two powerful scenes as a springboard for discussion. In *A Man for All Seasons*, Sir Thomas More delivers a powerful speech on the importance of the law. Show the clip as an introduction to a discussion or debate. Consider Adams' speech before the Supreme Court from *Amistad* or the representation of natural rights in *The Inner Circle*.

Projects, essays or presentations created by students might use dialogue or film excerpts. Cross-curricular connections could include an analysis of the effects of the music, editing, set design, or photography. Essay topics develop ideas about relevance, character analysis or critical reviews.

Most teachers are probably familiar with the web site [www.teachwithmovies.org](http://www.teachwithmovies.org) which carries an annual membership fee of \$8.99. Another good resource is [www.edsiteement.neh.gov](http://www.edsiteement.neh.gov) which is sponsored by the National Endowment for the Humanities and contains a variety of links to other web sites with national academic standards. Also helpful is [www.civiced.org/index.php](http://www.civiced.org/index.php) offering specific lesson plans for civic education.

## Dublin SRO Serving in Iraq

As with many Americans, the front lines in Iraq seem all too close to the heart for us here at OCLRE. Our dear friend and supporter Sgt. Rodney Barnes of the Dublin, Ohio Police Department is commanding a patrol unit near Baghdad. Rod is an SRO with the Dublin Schools and has played an active role in our Law & Citizenship Conference the past few years. He also has volunteered as a counselor at the Law & Citizenship Camp and Academy where he was a favorite among the students for four years. Rod, a Marine reservist, was called to active duty for eight months in March of 2003. He was called back, for another nine-month tour, in January of 2004. If you or your students would like to write to Rod and his unit, his address is:

CW02 RW Barnes  
2/7 H & S Co. (MP Co C)  
U/C 41545  
FPO AP 96426-1545

*Perspectives:*  
**Judging the *We The People*:  
State Competition**

**by Matthew T. Schuler, clerk of the Senate, Ohio Senate  
Judge at the 2004 Ohio *We The People: The Citizen & The  
Constitution Competition***



Matthew T. Schuler

Supreme Court Justice Anthony Kennedy observed, “The Constitution needs allegiance and loyalty and renewal and understanding with each generation, or else it’s not going to last.” The Ohio Center for Law-Related Education is planting the seeds of renewal and understanding with the *We the People: the Citizen and the Constitution* program.

I recently had the privilege of being a judge at this competition of high school students.

I enjoyed observing the students expound on key concepts in the Constitution. It was clear that they had not merely memorized key facts and concepts, but were fully able to analyze and synthesize a wealth of information. The ability of the students to speak articulately and passionately was impressive and inspiring.

Albert Einstein noted, “The strength of the Constitution lies entirely in the determination of each citizen to defend it. Only if every single citizen feels duty bound to do his share in this defense are the constitutional rights secure.” The teams from each school were not just those students who won a contest or scored the highest on an exam, but the whole class. I can think of no better way to approach an exercise on the Constitution.

The panel on which I sat posed questions relating to the role of the judiciary. At the end of the day, I was struck by just how delicately the Constitution balances the common good and the preservation of individual rights. The students clearly understood this and vigorously defended the need to maintain the important checks and balances within our system.

The seeds planted are already bearing good fruit. One student told me that prior to her participation in this program, her parents had little interest in civic affairs. As she shared her interest, excitement and convictions with her parents, they gained a new sense of ownership and interest in the affairs of their federal, state and local governments.

Even if only some of the students carry forward what they have learned, a great harvest awaits. Renowned anthropologist Margaret Mead said, “Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.”

# *We the People: The Citizen & The Constitution* State Competition Wrap-up

## Findlay High School Takes Top Honors

On January 23, 14 teams of high school students traveled to the Ohio Statehouse to put their knowledge to the test and vie for the title of *We the People* State Champion. Each class, working in cooperative teams, prepared and presented statements before a panel of community representatives acting as congressional committee members. Students then answered questions posed by the committee members. Each team won praise from the judges, but it was the team from Findlay High School who won top honors and represented Ohio at the National *We the People* Competition earlier this May in Washington D.C. Congratulations to all the high school teams that competed: Archbold, Bishop Hartley, Centerville, Findlay, Garfield Heights, Northmont, Clayton, Oak Hills, Reynoldsburg, Public Policy School, St. Henry, St. John's Jesuit, West Carrollton, Willoughby South, and Yellow Springs High School.

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Findlay High School gives "testimony" in the Statehouse hearing room.

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Participants at the 2003 *We the People* . . . Institute give testimony during a simulated hearing.

## ***We the People:*** **Ohio Summer** **Institute**

**For teachers, administrators,  
supervisors, pre-service  
professionals, Grades 7-12**

**The Ohio State  
University  
July 17 -24, 2004**

**See page 17 for details.**

# Don't Just Learn about Government . . . Experience it for Yourself!

Ohio Government in Action (OGIA) is an OCLRE's original program. Unlike other programs, which are curriculum-based for students, OGIA is designed for anyone interested in furthering their own knowledge of our state government. Of course, the knowledge learned at OGIA translates easily to the classroom and it's a great way to earn graduate credit from Ashland University. But what is most important about OGIA is the valuable experience of spending two-days where the action happens, with the people who make it happen. At OCLRE we don't just tell you about government, we have you experience it for yourself.

What do we mean by "experience it for yourself?" Hearing an oral argument in the Supreme Court of Ohio would be considered a good learning experience. But at OGIA we strive to go in-depth and behind-the-scenes, which is exactly what we did in 2003's exploration of the Judicial Branch. Prior to hearing an oral argument at OGIA, participants were briefed on the Supreme Court by the court's administrative director and were then briefed on the history of the case they were about to see. Sounds good so far, but we weren't finished yet. Following the oral arguments, the attorneys from both sides of the case joined OGIAers for a 45-minute question and answer session. At lunch Chief Justice Thomas Moyer and Justices Stratton, Sweeney, and O'Donnell joined the participants for a private, informal discussion of the morning's events. The OGIA experience is not one you can get from a textbook or from any other organization in Ohio!

Continued on page 20



OGIA participants take a special "hard hat" tour of the new Ohio Supreme Court building.



The Ohio Center for Law-Related Education presents:

# Ohio Government in Action – Executive Branch



October 28-29, 2004

Name: \_\_\_\_\_ Name for Name Tag: \_\_\_\_\_

School/Organization: \_\_\_\_\_

School District: \_\_\_\_\_

County: \_\_\_\_\_ Position /Title/Grade Level: \_\_\_\_\_

Work Address: \_\_\_\_\_ Home Address: \_\_\_\_\_

_____	_____	_____	_____	_____	_____
City	State	Zip	City	State	Zip

Work Phone: (\_\_\_\_) \_\_\_\_\_ Home Phone: (\_\_\_\_) \_\_\_\_\_

Fax: (\_\_\_\_) \_\_\_\_\_ E-mail used most often: \_\_\_\_\_

How did you hear about this program? \_\_\_\_\_

### Registration Fees:

	<i>Member</i>	<i>Nonmember</i>
<b>1 day</b>	\$110	\$160
<b>2 days</b>	\$195	\$245

Yes, I want to be a member of OCLRE!

\_\_\_\_\_ Enclosed is \$30.00 for membership which entitles me to the member rate for OGIA.

Yes, I am interested in Ashland University Credit. Cost: \$175.00 will be collected at the event.

### Payment Information:

Check # \_\_\_\_\_ Amount: \_\_\_\_\_ P.O.# \_\_\_\_\_

Visa/Mastercard#: \_\_\_\_\_ Exp. Date \_\_\_\_\_

Signature: \_\_\_\_\_

Return to OCLRE at: OGIA Registration; P.O. Box 16562; Columbus, OH 43216-6562. Fax: (614) 486-6221  
Questions? Call (877) 485-3510 ask for Suzanne Besanceney

### Office Use:

Date Received: \_\_\_\_\_

## *True Stories:*

# Project Citizen at Monroe Middle School:

## Changing the Way We Eat and Learn

**by Nancy Clendenen, middle school gifted and talented specialist  
coordinator for the Columbus Public Schools**

As the first year Project Citizen team was being put together, I, as a gifted and talented specialist for Monroe Middle School, was looking for 7<sup>th</sup> grade students who would be able to commit to a cause worth investigating. They were to be able to visualize a problem, work to implement a new public policy through the “chain of command” and then, see a change in policy for their cause, with an effective resolution to the problem.

(Yeah ...right.)

These were the expectations I had for students who knew little or nothing about public policy, action research, networking, lobbying, and working toward a common goal (other than to drive substitute teachers crazy). Although these students were identified gifted, they were not performing to their potential academically. I was skeptical, but still willing to see if a program such as OCLRE’s Project Citizen could catch their imagination and intellectual curiosity. Guess what? It did!!

My first meeting with my group was exciting and the students bounced ideas around and discussed the meaning of public policy. Their first idea was to try to make adultery illegal. I thought, “Interesting,” and then set them the task of seeing if their idea was feasible. As it turned out, it was not. Their next idea was to change the food in the cafeteria. “Now,” I thought, “we are getting somewhere.” With an idea that was right in the headlines of the media all over the country, the group took off. They developed a survey to ask their peers at school their opinions of the quality, healthfulness and presentation of school breakfasts and lunches. They met with the school cafeteria manager and cook to discuss complaints and ideas for change, they researched the problem throughout the nation and especially school food service programs that HAD changed for the better. They got the attention of the Columbus Public Schools’ Food Services...big time.

Michelle Hall, assistant food services director for Columbus Public Schools, was more than cooperative. She proposed that the group become part of a study whereby food would be sampled and tasted for quality and appearance. Monroe Middle School would then become a pilot school for various menu changes and recipe experi-

## Good for a Few Laughs

**Did you know that in Canton you must notify the police within one hour of losing your pet tiger? Are you a Bexley resident considering installing a slot machine in your outhouse? Well forget it! It’s against the law.**

**Here are a few other things you may want to steer clear of in the Buckeye State: fishing for whales (on Sunday), dueling, and spitting on other passengers while riding the city bus.**

**Over the years law books can get pretty heavy and although some lawmakers try to keep the useless, antiquated, and at times bizarre laws cleaned up, many remain forgotten, gathering dust and not soon likely to send anyone to the slammer! But, they sure are good for some laughs! For more weird laws from all over the United States visit [www.dumblaws.com](http://www.dumblaws.com)**

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# Student Taste-testers Proudly Improve School Nutrition

At the beginning of the Project Citizen program we found it very difficult to come up with an idea. The first idea was to make adultery illegal, but that idea was a complete failure. We were a little disappointed until we came across the idea of better nutrition in school lunches. We found that the lack of school nutrition was a very widespread problem throughout the nation. We have had a good time doing this project. I have enjoyed this class, especially since we were trying to change the food buying policy of our school. Since I've been in this group we have done a lot of research on nutrition and we have done primary research by tasting the food products!

– Anthony Price, 7<sup>th</sup> grade

I have been working since January 2004 with Monroe's Project Citizen group. We want to change Columbus Public Schools' cafeteria choices by adding healthier foods. This has been a challenging task so far but we have almost accomplished it! Once a week we go down to the cafeteria and sample healthy foods to decide



Monroe Project Citizen students participate in their first product tasting and evaluation meeting.

weather or not they should be a choice for breakfast or lunch. Our input has influenced the food service staff to start purchasing healthier items for all of Columbus Public Schools. I am proud that we are making a difference.

– Monique Hughes, 7<sup>th</sup> grade

I joined Monroe's Project Citizen group about two months ago. We all went to the Abbott "Taste of Spring" Food Convention on March 24, 2004. There were nine hundred vendors there and I was surprised that there were so many companies! We tried many different kinds of foods; some very good and some not so good. I have enjoyed working with my Project Citizen classmates to help change the food service's buying policy for Columbus Public Schools. This will help our school's nutrition and that will then help our students to focus on their schoolwork.

– Grace DerMott, 7<sup>th</sup> grade

Members of OCLRE, continued from p. 15

Scott Sorrell  
Hilary Sparks-Roberts  
Jane Stark  
Virginia Steiner  
Gary Stevenson  
Steve Steward  
Spencer Stewart  
Thomas Stork  
Jeffrey Strang  
Chris Stratton  
Steven Strauss  
Connie Strebe  
Thomas Swank  
Cindy Taylor  
Laura Terlesky  
Earlene Thomas  
Bonnie Todd  
Kathleen Traina  
Matthew Triplett  
Brian Tumino  
Cheryl Valasik  
James Varley  
Jon Varner  
Maria Velalis  
Sharon Verhoff  
Sean Voorhies  
J. R. Wait  
Patrick Walsh  
James Warbel  
Patricia Wax  
Sheryl Weber  
Grace Wehner  
Timothy Weiskopf  
Penny Wells  
Judy White  
Marcia White  
Margie White  
Michael Whitten, J.D.  
Jason Wilcoxon  
Kim Wile  
Scott Williams  
Susan Wilson  
Lora Winger, Esq.  
Angela Wireman  
Eric Wise  
David Wolfford  
Eleanor Yunghans

Continued on page 16

## *Thank You, 2004 Donors!*

The Ohio Center for Law-Related Education is grateful for the kind support of the following individuals and organizations in support of our mission to create star players for our democracy:

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2004 Election Year Influences Law & Citizenship Conference, continued from p. 1

bate in 1984, Ronald Reagan said that he would not hold Walter Mondale's "age and inexperience" against him and the studio audience went wild. In 1988, George H. W. Bush's campaigners tanked Michael Dukakis. The youthful governor of Arkansas, Bill Clinton, instinctively understood how to use television and used it against his more elderly opponents in 1992, the incumbent President Bush and Ross Perot. Clinton replicated his skill on television in 1996 to defeat Robert Dole, another opponent who was Clinton's generational senior. In 2000, two baby-boomers played to a tie and the resulting imbroglio played out on television as the barely visible Electoral College decided an election.

This brings us to 2004 and that is what my keynote address at the Ohio Center for Law-Related Education Law & Citizenship Conference will be about. Thus, the questions: How will television decide who will be the next president? And, is it not oxymoronic that television's biases decide who becomes president in a "democracy?"

---

Ask the ODE, continued from p. 3

his race, but also decided not to overturn the "affirmative action" policy of the university.

**Q: For the renewal of my Five-Year Professional License, what are the requirements regarding professional development?**

**A:** Questions regarding teacher certification and licensure rarely have simple answers that apply to all teachers. The answers to these types of questions depend on several factors: Is the teacher employed in an Ohio school? Is the credential active or expired? Does the school/district have an established Local Professional Development Committee (LPDC)? In order to receive accurate answers to such questions, teachers need to discuss certification/licensure issues with their LPDC or contact the Office of Certification/Licensure at the Ohio Department of Education.

Questions about teacher licensure and certification are handled by the Ohio Department of Education's Center for the Teaching Profession, Office of Certification/Licensure. There is a wealth of information available on their Web site, including a certification and licensure dictionary, renewal requirements and a comprehensive description of how to renew, convert, advance or transfer a certificate or license.

Educators with licensure questions may access the Office of Certification/Licensure Web site at [www.ode.state.oh.us/Teaching-Profession/Teacher/Certification\\_Licensure/](http://www.ode.state.oh.us/Teaching-Profession/Teacher/Certification_Licensure/), or contact their office at: Office of Certification/Licensure; 25 South Front St., Mail Stop 105; Columbus, Ohio 43215-4183; (614) 466-3593.

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Continued on page 13

Although I am a new member to the Project Citizen group, I feel that making better food choices for students in Columbus Public Schools is a great idea. Before I joined Project Citizen, I saw some change in some of the snacks and treats at Monroe. They seemed to be a little healthier. I feel that having healthier foods will increase academic standards and make healthier students. I hope this group has changed policy and made things better for other students' lives.

– Taylor Reynolds, 7<sup>th</sup> grade

## Calendar of Upcoming Events

We the People: Institute	July 17-24
Middle School Mock Trial Writing Retreat	July 29-31
Beginner's Mock Trial Training	Sept. 25
14th Annual L&C Conference	Sept. 26-27
Ohio Government in Action: Executive Branch	Oct. 28-29

### Free Workshop for Beginner Mock Trial Coaches!

**Saturday, September 25, 2004**  
**10:00 a.m. to 3:00 p.m.**

**OCLRE Headquarters**  
**1700 Lake Shore Drive**  
**Columbus, OH 43204**



Learn through participating in a mock trial how to break down the complicated steps of a trial. This workshop is of equal value to new mock trial coaches and teachers who want to use mock trials in their elementary or secondary classrooms.

Call Betsy McNabb (877) 485-3510 or e-mail [bmcnabb@oclr.org](mailto:bmcnabb@oclr.org) for more information.

Visit [www.oclr.org](http://www.oclr.org) for a Registration Form for a workshop that will kickstart your program!

Come to Columbus a day early, enjoy the workshop and stay over for the Law & Citizenship Conference, the kick-off of the 2005 Mock Trial Competition at the Northwest Marriott, Sept 26 & 27.

*Note: The 2005 Mock Trial case will be released  
at the L&C Conference.*

# Teacher Tracks . . .



Looking for professional development opportunities?

Want to give your students a unique opportunity? Find the best in teacher resources on these pages!

## Local Bar Association Uses Students' Obsession To Teach A Lesson!

*The Enchantment of Law*

*Hogwart's School Of Witchcraft and Wizardry v. Professor Quirrel*

Students at Arbor Hills Middle School learned about the law using their favorite Harry Potter book to perform a mock trial. The Toledo Bar Association initiated the program last year and quickly captured the attention of students in Patricia Corrigan's gifted class. With help from Toledo Bar member Rochelle Abou-Arraj, Esq. and four other attorneys, Ms. Corrigan spent ten hours over a four week period preparing the class to present the case. The Toledo Bar Association then welcomed the students to present at a special Bicentennial gathering at the Lucas County Courthouse! To receive a free copy of the *Harry Potter Mock Trial*, contact Jenna Grubb at the Toledo Bar Association at (419) 242-9363.

Linking up with your local legal community is a great way to bring a valuable legal lesson into the classroom. Every county has a local bar association. To get in touch with your local bar call the Ohio State Bar Association at (800) 282-6556.

## We the People: Ohio Summer Institute

For teachers, administrators,  
supervisors, pre-service  
professionals, Grades 7-12

The Ohio State  
University  
July 17 -24, 2004

The *We the People...Ohio Summer Institute* is designed to prepare middle and high school teachers to bring the *We the People: The Citizen and the Constitution* curriculum to Ohio's classrooms. This professional development program brings teachers to Columbus to work with constitutional scholars from a variety of disciplines. Teachers attend lectures and sessions dedicated to teaching methods and participate in a simulated congressional hearing. There is **NO COST** to the eighteen participants selected to attend the institute. Up to three hours graduate credit is available from Ashland University for a fee. For an institute brochure and application, go to [www.oclre.org](http://www.oclre.org) click on *We the People...The Citizen and the Constitution*.

For additional information about the Ohio Summer Institute contact Jared Reitz at (877) 485-3510 or [jreitz@oclre.org](mailto:jreitz@oclre.org)



## "Teaching Democracy Appreciation"

Teaching Democracy Appreciation is a special undertaking of the Ohio Legislative Service Commission's Task Force on Civic Education. Last January 16 Ohio high school teachers were selected to test new civics lessons developed by the Eagleton Institute at Rutgers University. The teachers are testing the lessons in their classrooms and will report their findings this spring.

The goal of the program is to help develop an appreciation of representative democracy, in order to foster competent participation. The Ohio Legislative Commission Task Force is working in cooperation with the Ohio Center for Law-Related Education and the Ray C. Bliss Institute at the University of Akron. For more information and to receive a copy of the lesson plans, please contact OCLRE Program Director Jared Reitz at [jreitz@oclre.org](mailto:jreitz@oclre.org).

# Rewarding Creativity... Helping You Receive Recognition

## Ohio Mock Trial is for Artists, Too!

In 2003, OCLRE began a new tradition with the Mock Trial program. We challenged the high school students to submit an exciting and interesting design for the official mock trial pin. We were rewarded with beautiful sketches in 2003 and 2004, the latter shown on the right. The designs were used for the official pin and the program handed out at the state competition. We will once again be calling for drawings this Fall. Please encourage your Art students to join their friends from Social Studies, Business Law, English and Theatre and participate in the 2005 Ohio Mock Trial Competition!



2004 Pin Design by Jane Kwak of North Olmsted High School

The Ohio Center for Law-Related Education rewards teachers who have created activities and/or lessons that support civic education in general and the goals of OCLRE:

- To improve society by developing citizens empowered with an understanding of our democratic system.
- To develop informed, active, responsible citizens.
- To prepare and encourage our youth to vote, serve on juries and speak out on issues important to their communities, state and nation.
- To bring together teachers, practicing attorneys, judges, elected officials, police officers, community leaders and other volunteers.

The teacher(s) who submits the outstanding lesson/activity will be awarded, at OCLRE's fall conference, \$250. Four finalists will each be awarded \$100.

The winning activity/lesson will be selected based on the following criteria:

- ✓ be original, created by the submitting teacher (s)
- ✓ include procedures for conducting the activity/lesson
- ✓ include goals/objectives of the activity
- ✓ indicate proficiency links where applicable
- ✓ include teacher or student reaction to the activity
- ✓ interdisciplinary approaches are encouraged, but not mandatory

A cover sheet must accompany each activity/lesson and contain the teacher's name, subject area and grade level, school address, phone and fax, home address and phone number and teacher e-mail address.

All entries become the property of the Ohio Center for Law-Related Education and will be made available to other educators with proper credit being given to the creator(s)

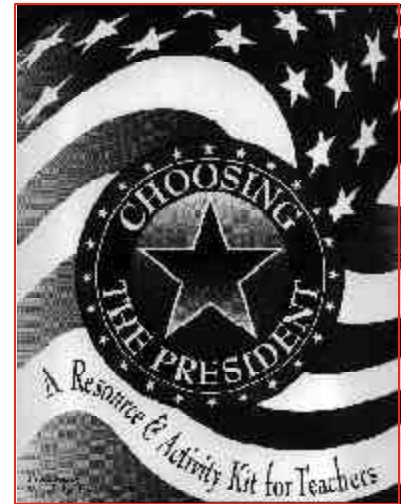
Entries must be postmarked or faxed no later than August 30, 2004. Send or fax entries to: Jared Reitz; Ohio Center for Law-Related Education; P.O. Box 16562; Columbus, Ohio 43216-6562; Fax: (614) 86-6221; E-mail: [jreitz@ocle.org](mailto:jreitz@ocle.org).

For information, contact Jared Reitz at (877) 485-3506 or [jreitz@ocle.org](mailto:jreitz@ocle.org).

# OCLRE Library Highlights

**“Choosing The President: A Resource and Activity Kit for Teachers”** (available in 2 videos and an activity book): A wide variety of materials designed to encourage student’s grades 4 through 12 to think and learn about the U.S. election process. The kit is designed to be used in conjunction with daily newspapers, which provide the up-to-the-minute text about the presidential campaigns.

Ohio Benchmarks and Standards met by “Choosing The President”: *Government (G): 4<sup>th</sup> grade* – explain why elections are used to elect leaders; *5<sup>th</sup> grade* – role of President in carrying out laws; *5<sup>th</sup> grade* – explain essential characteristics of American democracy; *8<sup>th</sup> grade* – connections between citizenship and voting; *11<sup>th</sup> grade* – role of elections in facilitating government; *11<sup>th</sup> grade* – issues relative to the election. *Constitutional Rights and Responsibilities (CRR): 4<sup>th</sup> grade* – influence government by voting; *4<sup>th</sup> grade* – explain purpose of democratic government: to provide framework, to limit and to define authority; *History (H): 11<sup>th</sup> grade* – The Electoral College.



**The Columbia University Media and Society Seminar Collection’s “That Delicate Balance II: Our Bill of Rights”** (available in a four video set from PBS)

## 1. Equality and the Individual (lesson guide)

Examines how a racially balanced workforce and education system can be established and explores the conflicts affirmative action creates.

## 2. Two-Accused: Chronicle of a Rape Trial (lesson guide)

Examines the importance of the phrase “beyond a reasonable doubt” and the difficulty this philosophy creates in a rape trial. It also explores the specific steps of a rape investigation, and the conflicts the victim faces when deciding to press charges.

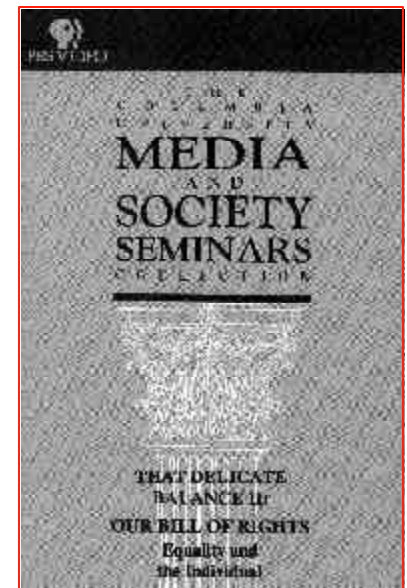
## 3. Life and Choice After *Roe v. Wade*

Panelists are a who’s who of prominent politicians, journalists, government officials, and academicians from around the world. The roundtable format offers viewers vivid examples of people who participate passionately in America’s ongoing political, social, and legal controversies.

## 4. The First Amendment and Hate Speech

The debate over the interpretations of the right to free speech, including offensive speech, and protections of symbolic speech.

Ohio Benchmarks and Standards met by “That Delicate Balance II: Our Bill of Rights”: *Government (G): 5<sup>th</sup> grade* – Basic rights are guaranteed by the Constitution; *8<sup>th</sup> grade* – how constitutions protect rights; *8<sup>th</sup> grade* – how governments are limited to protect rights; *8<sup>th</sup> grade* – respecting others rights *Citizenship Rights and Responsibilities (CRR): 3<sup>rd</sup> grade* – respecting the rights of others; *4<sup>th</sup> grade* – characteristics like respect that are desirable; *5<sup>th</sup> grade* – explain significance of rights that are protected in the first amendment; *11<sup>th</sup> grade (CRR)* – explain the meaning of the Bill of Rights; *History (H): 6<sup>th</sup> grade* – detail the debate over the Bill of Rights; *8<sup>th</sup> grade (H)* – describe the 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> amendments.



## America Selects the Top Documents in Our History!

More than 300,000 votes\* were cast as part of *The People's Vote: One Hundred Documents that Shaped America*, an initiative launched on Constitution Day 2003, in collaboration with National History Day and U.S. News and World Report.

1. The Declaration of Independence, 75.9 percent
2. The U.S. Constitution, 69.3 percent
3. The Bill of Rights, 67.0 percent
4. The Louisiana Purchase Treaty, 34.3 percent
5. The Emancipation Proclamation, 33.5 percent
6. The 19<sup>th</sup> Amendment to the Constitution, 31.4 percent
7. The 13<sup>th</sup> Amendment to the Constitution, 30.1 percent
8. The Gettysburg Address, 25.4 percent
9. The Civil Rights Act, 25.2 percent
10. The Social Security Act, 20.9 percent

\* Participants voted for 10 of 100 suggested documents.

Project Citizen at Monroe Middle School: Changing the Way We Eat and Learn, continued from p. 12

ments, as well as new product trials. Based on the students' suggestions and recommendations, new items which were lower in sugar, carbohydrates, fat and salt would be added to the school's menu. The items would then be slowly added to the rest of the Columbus Public School's buying lists, enabling other students to have healthier choices for breakfast and lunch at their schools. The immediate change has been that now baked Frito Lay products are being purchased instead of the higher fat content products, which is a major public policy change within our school system. Other items also are being considered and soon will be added to the list of products able to be purchased.

The students are compiling all their research information into their portfolio and getting ready to make their presentation board for the Project Citizen Showcase on May 21, 2004. They are excited to share their success with others and to encourage them to eat better to learn more effectively. Project Citizen has enabled them to make a difference and they will definitely remember this experience. Their foray into the adult world of changing public policy and making a difference has been more than successful; it has been mind changing and life altering. Kids can make a difference. My students have proven it to others but more importantly to themselves.

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Don't Just Learn about Government . . . Experience it for Yourself!, continued from p. 10

This October 28 & 29, participants will go behind-the-scenes of the Ohio's executive branch. We promise an exciting program again this fall. We always look to out do ourselves! For more information, contact Program Coordinator Suzanne Besanceney at [sbesanceney@ocltre.org](mailto:sbesanceney@ocltre.org) or call (614) 485-3511.

Past participants' OGIA feedback:

"This program was absolutely great and I am so glad I got an opportunity to participate. Look forward to more!"

"The hands-on approach and being able to see the action as it happens was my favorite thing about this conference. Lunch with the justices was a fabulous opportunity."

"I was so excited to return to my school and share my experiences with my colleagues and students. Both the business law and debate teachers commented that they both would have enjoyed the experience, as did many of the teachers in the social studies department."

"OCLRE did an excellent job picking topics, speakers and assembling information that will be very helpful in my classroom."

"If only all professional development opportunities could be this valuable...."

# “David” tackles “Goliath” for Mock Trial Championship

Wyoming High School found itself advancing to the final round of the Mock Trial state competition in March. The small Hamilton County school, participating in only its second state competition, faced off against Lucas County’s perennial powerhouse Sylvania Southview. Wyoming had been the subject of much “buzz” among judges during the preceding rounds as it beat all opponents including Gilmore Academy, Akron Ellet, North Canton Hoover, and Oak Hills.

At the state competition, the feisty Lucas county team met and defeated Westerville North and Portsmouth High Schools in the first two rounds, sweeping the outstanding awards and earning them a place in the semi-final competition. Even though one of their legal advisors had fallen ill, the team forged on, again winning their trials against worthy adversaries from Upper Arlington and St. Xavier High Schools.

When the dust finally settled early Saturday afternoon, of the nearly 400 schools that had originally begun the competition in February, only Wyoming High School and Sylvania Southview remained undefeated.



The witnesses are sworn in during the final round. Left to right: Scott Lippert, Wyoming High School; Catherine Henderson, Sylvania Southview; Jenelle Donovan-Lyle, Sylvania Southview.

Moyer, Attorney General Jim Petro, Ohio State Bar President Keith Ashmus, Esq., Mock Trial Case Committee Chair, Janyce Katz, Esq. and Benson Wolman, Esq., OCLRE board member. The final championship round was well played and both teams presented



Attorney General Jim Petro awards David Bouchard, Wyoming High School, the Outstanding Attorney Award.

In the end, Sylvania Southview prevailed again, breaking the long standing record (which Sylvania tied last year) for most Mock Trial State Championship titles previously held by East Cleveland Shaw High School. Coached by recent Eiler Award\* recipient, Denny Lyle of Fuller & Henry LLP, the students earned their fifth state championship.

The two finalists faced off before an impressive panel of judges: Chief Justice Thomas

## Mock Trial Advisors!

Both days of the conference will offer Mock Trial workshops focusing on how to teach the parts of the trial and more!

The Case Presentation will be Monday, September 27.

## Mock Trial Dates for Next Year!

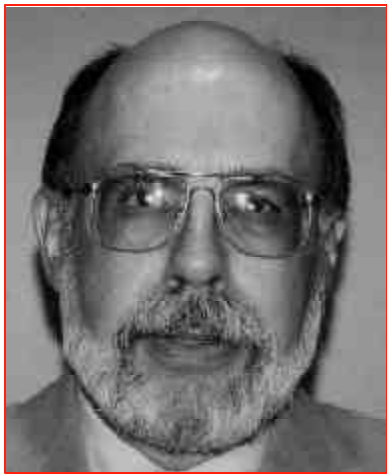
Case Released  
September 26-27, 2004

District Competition  
February 11, 2005

State Competition  
March 10-12, 2005

Continued on page 23

# Meet Our New Board Member!



Thomas E. Friedman, Esq.

Thomas E. Friedman recently joined the board of trustees for the Ohio Center for Law-Related Education. Tom is a solo practitioner of family law in Columbus and has been involved in a number of OCLRE programs over the years. He has judged the *We the People: The Citizen and the Constitution*, the high school Mock Trial competition, and has worked with students at OCLRE's summer Law & Citizenship Camp and Academy.

**Q: You've been involved with OCLRE for a long time in a number of different capacities. What keeps you coming back?**

**A:** In much of my professional career I've practiced in Juvenile Court and represented children charged with delinquency offenses, chronic truancy, or served as a Guardian ad Litem for children whose family backgrounds gave them an educational disadvantage. In my work with We The People I see completely the opposite. I see children who apparently come from backgrounds which encourage them to excel and who appear to have an innate desire to achieve. The opportunity to see these children a few times a year gives me the strength and encouragement to continue to work with other children for the remainder of the year. It reminds me that all is not lost, and the coming generation may provide as good, if not better, leadership than my generation or any generation that has come before.

**Q: What strength/perspective do you think you can bring to the board of trustees?**

**A:** As past president of the Center for New Directions I had the opportunity to help the board grow in size, diversity, and funding. I saw the increased focus that strategic planning can bring to such a group. I hope the insights I gained from these activities can be helpful to the board.

**Q: What do you see as the two primary issues the OCLRE board will need to deal with in the coming years?**

**A:** One is funding sources for OCLRE itself. The second is diminished capacity for schools to continue their participation in light of their own budget cutbacks.

**Q: Tell us about your fondest OCLRE experience/memory.**

**A:** I was judging a high school team unit for We The People, and at the conclusion one of the team members came up to me and said, "Mr. Friedman, don't you remember me, I'm Derrick, Jerry W\_\_'s son?" I was surprised that I didn't recognize him, and it reminded me that despite the agony that raising teenagers sometimes brings, there is a relatively short period of time in which to inculcate societal values and lessons before they flee the nest.

# Nominate! Nominate!

The Ohio Center for Law-Related Education (OCLRE) is seeking nominations for two awards presented annually to outstanding educators.

The OCLRE Founders Award recognizes individuals or organizations that have made significant contributions to the ideals and growth of law-related education and the Ohio Center for Law-Related Education. Eligible candidates will have shown leadership as a volunteer or supporter of law-related programs for Ohio's students specifically including, but not limited to, the Ohio Center for Law-Related Education. Consideration will be given to candidates who have worked to develop citizens empowered with an understanding of democratic principles. They will have demonstrated an ability to provide quality service to educators or will have contributed to the development of excellent programming in the area of law and citizenship.

The Lori Urogdy-Eiler Award for Coaching Excellence recognizes a Mock Trial coach, legal advisor, volunteer or administrator whose dedication and selflessness in giving their time as well as their knowledge and skills make a difference in the life of a student. Eligible candidates will be those who regularly inspire and motivate teams to outstanding achievement. Eligible candidates will have demonstrated an ability to connect with team members as individuals, helping them to overcome obstacles to success and leading them to achieve an individual "personal best."

Please submit written nominations to: Deborah DeHaan, executive director, OCLRE, PO Box 16562, Columbus, Ohio 43216-6562 by July 1, 2004.

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"David" tackles "Goliath" for Mock Trial Championship, continued from p. 21

their side with remarkable skill and poise. In the end, Wyoming High School was named 1<sup>st</sup> runner up and team member David Bouchard named Outstanding Attorney. Sylvania Southview took home its fifth championship trophy and Jenelle Donovan-Lyle was named Outstanding Witness for her portrayal of McKenzie Mullins.

The Sylvania Southview High School team #1 was represented by team members Jenelle Donovan-Lyle, Liesl Dye, Jahan Karamali, Scott Nyitray, Franklin Shaddy and Nitin Sinha. Advisors for the team: Dennis Lyle, Esq., Dan Ellis, Esq., Vicki Lyle, Esq. and Sumit Mallik.

Wyoming High School was represented by team members Jared Anderson, Zach Slovin, Rebecca Oulumba, Mark Mollineaux, Elliott Moore, David Drees, David Bouchard, Catherine Henderson, Scott Lippert and Ashley Salter. Advisors for the team: teacher Kathleen Maney, Sherri Slovin, Esq. and Gary Winters, Esq.

The Sylvania Southview team will compete for top honors at the National Mock Trial competition in Orlando, Florida in May.

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Akron Bar Association  
Cincinnati Bar Association  
Cleveland Bar Association  
Columbus Bar Association  
Common Cause of Ohio  
Cuyahoga County Bar Association  
Dayton Bar Association  
East Regional Teacher Training Center  
Lorain County Bar Association  
Mahoning County Bar Association  
Ohio Academy of Trial Lawyers  
Ohio Association of Chiefs of Police, Inc.  
Ohio Association of Civil Trial Attorneys  
Ohio Association for Court Administration  
Ohio Association of Juvenile & Family Court Judges  
Ohio Association of Municipal County Judges  
Ohio Association of Secondary School Administrators  
Ohio Common Pleas Judges' Association  
Ohio Congress of Parents & Teachers  
Ohio Council for the Social Studies  
Ohio Crime Prevention Association  
Ohio Department of Education  
Ohio Education Association  
Ohio Federation of Teachers  
Ohio League of Women Voters  
School Studies Council of Ohio  
Stark County Bar Association  
Toledo Bar Association

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# Reporter

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EDUCATION**

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# Writing Retreat Set for Middle School Mock Trial

The Ohio Center for Law-Related Education is pleased to announce its second summer writing retreat for the Middle School Mock Trial program. It will be held July 29-31 at Cherry Valley Lodge in Newark. We are currently recruiting middle school teachers and attorneys who are willing to commit to two full days of team writing at the Lodge. Four books will be chosen from lists submitted by school districts statewide. Each team will write a mock trial based on one of these books. Food, lodging and mileage will be paid in exchange for your creative contribution.

If you are interested in joining us for two days and two nights in July, please contact Betsy McNabb at (877) 485-3504 or e-mail [bmcnabb@ocle.org](mailto:bmcnabb@ocle.org). If you are not able to participate this time but have book suggestions, please e-mail Betsy McNabb.

The retreat is made possible, in part, by grants from the Ohio State Bar Foundation. OCLRE has applied to the Ohio Humanities Council for additional support.

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