

Reporter



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Winter 2003

Citizenship: A Challenge for All Generations

by Suzanne Besanceney, OCLRE program coordinator

A new study reports that civics and government classes have a direct and positive effect on citizenship practices. The survey, *Citizenship: A Challenge for All Generations*, gauges the citizenship knowledge, beliefs, and practices of the “DotNet” generation, ages 18-26, and older generations, taking into consideration whether the DotNets had civic education in school. The study puts the political disengagement of today’s youth into focus. Although it provides evidence that civic education makes a big difference in attitudes toward citizenship, civic knowledge and political partici-



Author James Loewen pauses during the Law & Citizenship Conference to autograph his book for teachers. Loewen, author of *Lies My Teacher Told Me: Everything Your History Book Got Wrong* and *Lies Across America: What Our Historic Sites Get Wrong*, was the keynote speaker at the annual two-day conference presented by the Ohio Center for Law-Related Education.

pation, the study serves as a warning flag for the health of our representative democracy. The survey outlines a serious lack of political knowledge and activism.

A prime example of this growing ignorance and apathy is obvious when only two-thirds of DotCom respondents felt it was even *necessary* to vote in order to be a good citizen, compared to 83% of Americans over age 26. While DotNets correctly answered trivia about *The Simpsons* and *American Idol*, they failed to recognize the party affiliation of their governor.

The study is hopeful, at least in terms of the beneficial effects of civic education. The work of educators to instill good citizenship practices is a worthwhile and effective undertaking. In relation to voting behavior, the study found that 24 percent more young people were apt to vote if they had taken civics than those who had not. This correlation continues for those 18-26 year olds who follow what’s happening in government, participate in volunteer activities, and have worked on a campaign.

However, the fact remains that only about half of the DotNets report voting compared to 75% of

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For Members Only!

You are receiving this newsletter because you are a member of the Ohio Center for Law-Related Education. Due to recent budget cuts from the Ohio Legislature, OCLRE has discontinued sending the newsletter to non-members. The newsletter is available online at www.oclre.org.

2003 OCLRE Founders Award



Akron attorney Shirley Simon received the 3rd Annual Ohio Center for Law-Related Education Founders Award at the Law & Citizenship Conference in October. Ms. Simon has worked tirelessly to bring law-related education to Akron City Schools. Most notably, she is an ardent supporter of the Street Law Program. Ms. Simon also tutors in the school system and works to develop additional law-related lessons for the classroom. The Founders Award is the highest recognition given by OCLRE each year.

OCLRE Program 2004 Dates

Jan. 22: *We the People*.... teacher workshop

Jan. 23: *We the People*.... state competition

Feb. 20: Mock Trial district competitions

Feb. 27: Project Citizen Workshop

March 11-13: Mock Trial state competitions

May 11: Youth for Justice Summit

May 14: Middle School Mock Trial Competition

May 21: Project Citizen Showcase

Book Review:

Republic on Trial

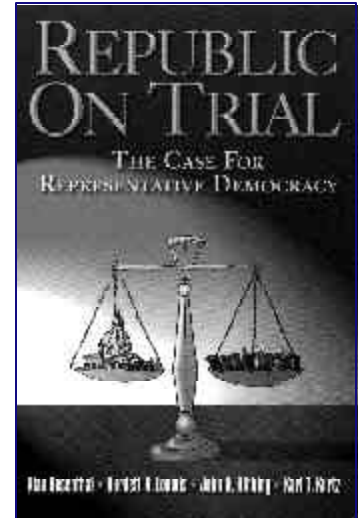
by Alvin Bell, retired teacher, Findlay High School

I was recently browsing in a university bookstore. After retiring from teaching American government for 38 years, I still find it difficult to break the habit of searching for the latest offerings in political science and government. A book entitled, *Republic on Trial*, authored by Alan Rosenthal and three other political scientists, caught my eye and interest. I was curious about its subtitle, "The Case for Representative Democracy." I purchased and read the book and ended up liking it for a couple of reasons.

First, it provides a healthy balance to the negativism that the political system receives from the popular culture and the popular media. As one critic of the book wrote, "*Republic on Trial* manages an amazing feat: it provides a lucid, informed, and sophisticated description and analysis of representative democracy in America without giving in

I think the book has great value as supplemental reading for civics education classes.

to the cynicism and distrust that are so fashionable these days." The authors state their case; "If the Republic is to receive a fair trial, people have a right to hear not only the case against, which they hear all the time, but also the case for." As a civic educator I have to agree. Second, I think the book has great value as supplemental reading for civics education classes. It is especially valuable for Units 2 and 6 in the *We the People*... curriculum and competition. Not only does it provide a lively discussion about the various issues of the representative process but it analyzes the role of the citizen in that process. The authors provide an unusually rich "gold mine" of books, articles, and studies that are the detail of the analysis of the nature of representation and the citizen's role in that process. I think the book should be required reading for all students of civic education.



Rosenthal on Democracy

by Deborah DeHaan, OCLRE executive director

Alan Rosenthal is intense. His work is all about the musty halls of statehouses around the United States and the business that is done there. A professor of political science at the Eagleton Institute for Politics at Rutgers University, Rosenthal has spent huge amounts of time off campus studying various state legislatures, including Ohio's. What he has learned about democracy has created a passion in him. No matter that it is sometimes what he calls "a very messy business." In fact, therein lies much of the charm of democracy and politics, in Rosenthal's view.

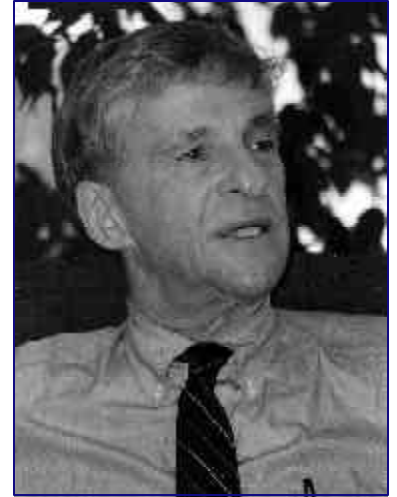
"There are many critics of representative democracy," he says, "but the darn thing works!" Now, in the quiet restaurant, he is getting excited. Riled up, even. Heads turn. People know he's there.

Though he's confident that the system and the process are not in jeopardy, Rosenthal admits to worrying a bit about the public's eroding confidence in our democracy. "It's not as resilient as we'd hoped it might be," he frets, citing term limits and the recent California recall election as two examples of eroding public confidence in politics. Rosenthal views the recall process itself as an abomination of democracy. "The forefathers didn't intend it," he says.

Rosenthal is adamant that direct democracy doesn't work well in our system, claiming that we need a "filter" in place – people to scrutinize all sides of an issue. He uses the example of a ballot issue to place 40% of all taxes toward education. "Who will vote *against* that??" he asks. "But what's not on the ballot is who's going to pay for it. What other cuts will be made to pay for it?" Rosenthal says representatives of the people are needed to scrutinize the issue, to make judgments, and then, to be held accountable for those judgments.

What's the worst misconception about representative democracy, according to Rosenthal? That elected officials don't care what citizens think; that they care only about special interests. "The fact is that politicians do care more about the concerns and welfare of their constituents than anything else but constituents don't care about a lot of things. So, special interest groups who do care are heard. Also, a lot of citizens are represented by special interest groups and don't realize it – look at all the lobbying done by the American Automobile Association (AAA) or the American Association of Retired People (AARP). The media plays up the special interest aspect of politics and feeds misperceptions about today's democracy."

Rosenthal blames the media for causing a system that he views as fundamentally sound to be so maligned and unpopular. "We have a very competitive political system between the Democrats



Alan Rosenthal

Continued on page 12

Ohio Project Citizen Showcase: May 21, 2004

A Great Way to Wrap up Project Citizen and the School Year!

Youth-Led Research on Civic Engage- ment Sought

CIRCLE (The Center for Information and Research on Civic Learning and Engagement) is accepting letters of inquiry for youth-led research on youth civic engagement. Research teams that include youth and adults working together, or research teams of youth and adult mentors are welcome to apply. Research topics may address themes of youth civic engagement including:

- The effects of volunteering, service-learning, group membership, youth leadership, news consumption, or political participation on civic attitudes and behaviors of youth in a community or school
- The causes of civic participation in a community or school
- Differences in youth civic participation, attitudes, or behaviors by race, culture, gender, age, family income, or other factors
- Barriers to youth civic engagement in a community
- Community strengths or opportunities for civic engagement

Letters of inquiry in this area are due no later than Wednesday, February 18, 2004. To download the RFP (Request for Proposal) go to: www.civicyouth.org/PopUps/Youth-Led%20Research%20RFP.pdf.

Make the end of the school year memorable! Join classes from around Ohio for the 3rd Annual Ohio Project Citizen Showcase at the Ohio Statehouse on Friday, May 21, 2004. Students will travel to the state capital to present their Project Citizen policy solutions to a panel of judges in actual state hearing rooms. The day will conclude with an awards ceremony, in which one class project will be selected to represent Ohio at the National Project Citizen Showcase, held annually in conjunction with the National Conference of State Legislatures.

Portfolios boards will be displayed at the Statehouse for two days prior to the Showcase. The portfolios will be judged during this time. Portfolio boards and documentation binders must be submitted to the Ohio Center for Law-Related Education by May 14, 2004.

To register to be part of the Ohio Project Citizens culminating activity please visit www.ocle.org and click on Project Citizen. To be eligible, your team must be in a regularly-rostered class in grades 5-8. Each school district may send only one team. NOTE: Classes that participate in the Ohio Project Citizen Showcase will be reimbursed for mailing costs and the portfolio board. Travel expenses will also be reimbursed, if necessary. Refreshments will be provided on the day of the showcase.

Special Project Citizen Opportunity! Win A Trip to Salt Lake City!!

The team that wins the Ohio Project Citizen Showcase will win an all expense paid trip to Salt Lake City for the National Project Citizen Showcase. Eight students and two chaperones will be Ohio's student ambassadors at the National Conference of State Legislators Annual Conference, which hosts the Project Citizen National Showcase. Activities will include participation at the National Project Citizen Showcase, meeting Ohio legislators and legislators from around the country, sight-seeing tours, and lots of fun! Travel, lodging, food and activities in Salt Lake City will be paid for by the Center for Civic Education. The National Showcase will be July 21-23, 2004. Don't miss the opportunity to travel to one of the beautiful parts of the United States! Remember you must register for the

Continued on page 12

older Americans. Is it too late for this young generation in which only 40% of it members can correctly identify the party that's in control of Congress? Perhaps. The differences reported in the study are great enough to suggest that the DotNets will never be as engaged in democracy as the "Greatest Generation" or the Baby Boomers.

This disengagement is a serious health risk for our system of representative democracy. What can be done to better prepare the next generation for their role as citizens? The authors of *Citizenship: A Challenge for All Generations* contend that by strengthening civic education in our public schools, we can support the development of a healthy system of representative democracy. All states, even the 39 that have some sort of civics or government requirement should review their standards, assessments, teacher training and course content as soon as possible before the current wave of students become equally disengaged, the authors suggest.

Citizenship: A Challenge for All Generations was conducted as part of the Representative Democracy in America project, a joint effort of the Trust for Representative Democracy of the National Conference of State Legislatures, the Center for Civic Education and the Center for Congress at Indiana University. The project is designed to reinvigorate and educate Americans on the critical relationship between the government and the people it serves.

For the full report, please visit the Ohio Center for Law-Related Education on the web at www.oclre.org. As a benefit of membership, OCLRE members have received the report with this newsletter.

	DotNets	Over 26
Nation's capital	95%	97%
TV Simpson's hometown	82	46
Winner of American Idol	64	54
Party of the governor	18	72
Party control of Congress	40	61
Party control of state legislature	22	33
Speaker of the U.S. House	10	22

	Take Civics	Don't Take Civics
Registered to vote	72%	40%
Voted in all or most elections	59	20
Follow what's happening in government	63	30
Participated in volunteer activity	61	40
Contacted public official	21	11
Worked in a campaign	11	3
Have friends that are interested in government	38	17

Note: includes only those questions about participation on which there was a statistically significant difference. Sampling error for those who have taken a civics class is plus or minus 5 percent; for those who have not, it is plus or minus 7 percent.

Thank You, Donors!

More than \$5,000

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 The Ohio State Bar Association
 Attorney General Jim Petro
 Five Stones Media
 ACLU of Ohio Foundation

\$3,000-5,000

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Plan to Attend the 10th Annual Youth for Justice Summit

Dear Jared:

I take this opportunity to express the importance of the Ohio Center for Law-Related Education's programs for teachers and students. Specifically, I emphasize the Youth for Justice program. This middle school program has benefited Dayton Public Schools' middle school students greatly. Students have had an opportunity to critically analyze problems in their schools. They have also developed action plans and methods of resolving problems in their schools. Dayton Public Schools' teachers have stated that after being engaged in Youth for Justice, many students who did not participate in classroom activities became more open and receptive to classroom work.

Therefore, as the Social Studies supervisor, I unequivocally endorse, support and encourage that Youth for Justice be maintained as a viable entity in the OCLRE programs.

Sincerely,
Patricia Allen Day
Executive Director, Special
Programs
Dayton Public Schools

The Ohio Center for Law-Related Education invites you to bring a Youth for Justice team to the Youth Summit Tuesday, May 11, 2004 in Columbus. If you work with students in grades 5 - 8 and are interested in engaging them in a unique service-learning project, then Ohio Youth for Justice (OYFJ) may be the program for you! OYFJ offers students a great, hands-on opportunity to learn about the law, how it affects their lives, and how to work within our system of government to solve problems and effect change in their communities. Participating in OYFJ fosters empowerment by encouraging students to take lead of the project and focus on issues that are meaningful to them.

In OYFJ, students identify a violence-related issue or problem in their school or community, research it, propose solutions, and then take action to implement one or more of their proposed solutions. Past teams have tackled the issues of bullying, gang violence, respect and tolerance, gun safety, and many more. At the May Summit, 5-10 representatives from each team travel to Columbus to present their projects to their peers from around the state, as well as adult volunteers from government and community organizations. Following the Summit, the teams' projects are summarized in the *Youth for Justice Summit Report* publication, which is distributed throughout the state. If you would like to register a team to participate in the OYFJ Summit, please complete and return the registration form on the next page.

Order Youth for Justice Materials

Thinking of fielding a Youth for Justice team? OCLRE can help! The 2003-2004 Youth for Justice training manual is available free to anyone interested in learning more about the program and how to organize a to participate in the project. A report of the 2003 Youth for Justice Summit also is available. The free book includes summaries of the project reports submitted by the students, as well as team pictures and Summit.

Save the Date and Be a Judge for Youth for Justice!

Being an advisor isn't the only way to become involved in OYFJ. Each year OCLRE seeks volunteers to talk to students and view their projects at the Youth Summit, scheduled for Tuesday, May 11, 2004 in Columbus. It takes only a few hours of your time and no special knowledge or preparation is needed. To volunteer or for more information on any aspect of OYFJ, please call or e-mail Kate Bundschuh at 614-485-3501 or kbundschuh@ocltre.org.

Teacher Tracks . . .

Looking for professional development opportunities?

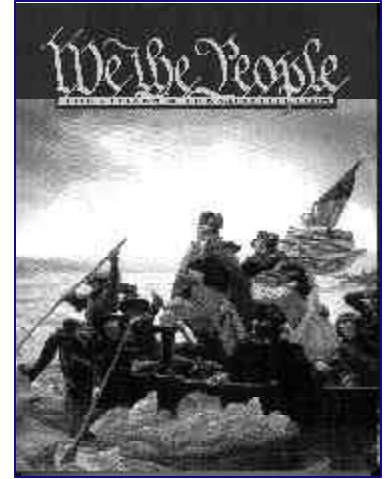
Want to give your students a unique opportunity? Find the best in teacher resources on these pages!

Street Law Offers Summer Institute for Teachers

The Street Law program is proud to offer two institutes for 2004 on June 17-22 and June 24-29 at the Georgetown University Law Center in Washington, D.C. Sponsored by the Supreme Court Historical Society and Street Law, the institutes offer five stimulating days on Capitol Hill and inside the U.S. Supreme Court itself where teachers will hear the justices announce final decisions of the term from a seat inside the Courtroom, tour the Court, question litigators about the Court's inner workings, debate leading cases from the 2003-2004 term with liberal and conservative commentators, attend a private reception at the Court, and develop lessons to take back to the classroom. For more information on these and other activities and application procedures, visit SCSI@streetlaw.org.

Available Now! New Elementary *We the People... Book*

The Center for Civic Education has produced a new and improved Level One text for its popular *We the People...the Citizen and the Constitution* lessons. To learn how you can receive a free classroom set of texts and to learn how the program meets the new Ohio Standards for Social Studies, call Jared Reitz, OCLRE director of programs, at (877) 485-3506 or e-mail jreitz@ocle.org.



A "Behind the Bench" Look at Juvenile Justice

Free Spirit Publishing presents "They Broke the Law—You be the Judge: True Cases of Teen Crime." Author and former juvenile court judge Thomas Jacobs takes teen readers behind the bench to see what really happens in a teen court. They'll learn the details of 21 real-life cases, the background of each offender, and the sentencing options available. Then, teens can decide what sentence they'd mete out that is best for the juvenile *and* the community. "By putting readers in my shoes," says Jacobs, "I hope they'll learn more about the juvenile justice system and perhaps answer some important questions of their own about teens, crime, and being accountable for their actions." To receive a review copy, contact Amy Dillahunt at dillahunt@freespirit.com or pye@freespirit.com.



Now You're 18

The 18th birthday is a milestone, a major occasion to celebrate! It also brings with it a host of legal rights and responsibilities for just-turned-adult Ohioans. The Ohio State Bar Association has produced the "Now You're 18" program to teach new adults about their changing legal status in such matters as voting, jury duty, apartment leasing, credit, marrying without parental consent, medical issues, driving without parental liability and registering for military service. A



summary of these rights and responsibilities is provided in a PDF format that may be easily downloaded, copied, and distributed to your students (but not sold at a profit). Visit www.ohiobar.org/services/publications/now_youre_18/main_section.asp on the OSBA Web site.



Truancy Mediation Remedy Offered

The Ohio Commission on Dispute Resolution and Conflict Management's *Truancy Prevention Through Mediation Program* helps families identify problems that interfere with students' attendance and helps search for effective solutions, looking for community resources as needed. Mediation meetings are scheduled after only a few unexcused absences, so the problems are tackled long before the courts are involved. A new study shows that the program is making a positive difference in student absentee rates and is cost and time efficient. During the 2002-2003 school year, the *Truancy Prevention through Mediation Program* was used in nine counties by more than a hundred elementary, middle, and high schools. To learn more about this program and the counties it currently serves, visit www.ohio.gov/cdr/courtcommunity.htm. The Commission on Dispute Resolution has provided dispute resolution programs and services throughout Ohio schools, communities, courts and state and local government since 1989.



Mark Your Calendars!!! March 30 and 31, 2003

The Ohio Association for Gifted Children (OAGC) is pleased to announce the Fifth Annual OAGC Teacher Academy 2004, *Meeting the Needs of Gifted Children in the Regular Classroom Using the Ohio Curriculum Standards*. The academy, which will be held in Columbus on March 30th and 31st, 2004. The academy has been very well-received in past years. This is a unique opportunity for classroom teachers to gain strategies and techniques that are essential for all educators who work with gifted children on a daily basis. For information, please call Ann Sheldon at (614)475-4416 or check out our Web site at www.oagc.com.

Standards Correlations Available

Correlations between Ohio's social studies content standards and all Ohio Center for Law-Related Education programs are now available in color-coded reports. The correlations are based on the indicators that follow the benchmarks listed under the content standards. To receive your free copy of the Correlations, call (877) 485-3510 or download a copy from the OCLRE Web site at www.oclre.org.

*You are cordially invited
To be our guest at the*

*We the People...
The Citizen and the Constitution
State Competition*

Friday, January 23, 2004

*The Statehouse
Columbus, Ohio*

This is an opportunity to view competing High School Teams
and see how the competition enriches the
We the People... experience for students.

8:30 a.m.	Continental Breakfast
9:00 a.m.	Opening Ceremony
10:00-11:40 a.m.	Competition
12:00-1:00 p.m.	Luncheon
1:15 p.m.	Awards Ceremony

RSVP by January 10, 2004

Jared Reitz,
We The People State Coordinator
OCLRE

1700 Lake Shore Drive
Columbus, Ohio 43204

(877) 485-3510

jreitz@ocltre.org

What You Said...

Here's a sampling of what teachers had to say about the Law & Citizenship Conference presented by the Ohio Center for Law-Related Education (OCLRE):

"Very informative. OCLRE is proving to be an incredibly valuable resource. Thanks for all you do!"

"It's always helpful to have the State Department of Education explain the new Standards."

"I would take a sick day, if necessary, to attend this conference."

"I love this thing and look forward to it every year...."

"A lot of great simple ideas that I can do as soon as I get back to the classroom...."

"Lots of good stuff in government and on Standards..."

"Much info that I can absorb, use and enjoy. I think it's great to be two days a student and let my brain think."

"Many speakers focused on how their topics aligned to the new state Standards."

"Lessons were correlated to the state GLIs and were interdisciplinary. That's a big help!"

"If I could attend only one conference in a year, this would be it."

We the People...

The Citizen and the Constitution...

Teacher Workshop

Please print

**Required information*

*Full Name: _____

Name for Name Tag: _____

*School/Organization: _____

*School/Organization Address: _____

*City/State: _____ Zip: _____

*County: _____ U. S. Congressional District: _____

*School/Organization Phone: _____ Fax: _____

*E-mail: _____

Position/Title/Grade Level: _____

Home Address: _____

City/state: _____ Zip: _____

Home Phone with area code: _____

Have you attended an OCLRE program before? Yes No

If yes, which program(s) and when? _____

How did you hear about OCLRE and *We the People*? _____

*Register me for:

- ____ teacher **workshop**, January 22, 2004 (includes lunch)
- ____ the WTP High School **Competition** January 23, 2004
- ____ the **reception**, January 22, (includes dinner) casual
- ____ a **room** the night of January 22, 2004
- ____ I am willing to **share** a room

Comments: _____

Return registration form to:

Jared Reitz, director of programs
OCLRE
P.O. Box 16562
Columbus, Ohio 43216-6562
or fax to (614)486-6221



and Republicans and that makes things pretty ruthless sometimes. People see that and they don't like it. They like to see ruthlessness and competition on the field, but they don't like to see politics 'raw' that way."

Nevertheless, Rosenthal believes the best thing a citizen can know in order to cast an informed vote is the political party of the candidates. "People should vote party policy," he says. "It's sensible. And it's a pretty good standard, too."

It can be difficult to practice "good citizenship" in today's America. "We need to take people as they are. In our contemporary society, with the busy lives we lead, we need to redefine citizenship so that normal people can be citizens and valid participants and not feel they've failed if they don't meet strict notions of what a citizen should be."

Rosenthal also believes it's very difficult to teach government and civics in today's classroom. "Our democratic system is messy and it's far more complex than 'how a bill becomes a law.' As teachers, that's what we need pass on. If you teach wrong civics, it's worse than teaching no civics."

Ohio Project Citizen Showcase by January 15th!

Be a Community Leader for a Great Civic Program: Be A Project Citizen District Coordinator

The Ohio Center for Law-Related Education is looking for your help distributing information about Project Citizen in Ohio. As a district coordinator you will be responsible for distributing 10 sets of textbooks per year, conducting outreach, follow-up with local teachers and more. Districts are determined by U.S. Congressional district. As a coordinator you will be responsible for the same area covered by your congressperson.

As a district coordinator, you will receive a stipend of \$500.00 and are expected to attend an annual fall conference, expenses are covered by the Center for Civic Education. This conference does move and will be held next October in St. Louis, other training sessions will also be available. If you are unfamiliar with Project Citizen, do not let that deter you. Training sessions and workshops are available. Other district coordinators include curriculum specialists, current teachers, retired teachers and gifted specialists. This is a great way to get involved and make a positive difference in your community!

Positions have been filled in Dayton, Cleveland and NE Ohio. To see if your district needs a coordinator and for more information, please visit us on the web at www.ocltre.org or e-mail state coordinator Suzanne Besanceney at sbesanceney@ocltre.org.

We the People ... OHIO Summer Institute

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

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

**For information about the Summer Institute contact
Jared Reitz at (877) 485-3510 or jreitz@ocltre.org**

Top Ten Courtroom Errors to Avoid in Mock Trial

by **Harold Paddock, Esq., Mock Trial Judge**

10. Using leading questions on redirect (or letting opposing counsel lead on redirect).
9. Not showing an exhibit to opposing counsel before approaching the bench or the witness.
8. Failing to make eye contact with the Judges during opening statement and closing argument.
7. Having your witnesses so well rehearsed that they sound like they are reading from a script.
6. Not making at least some legal response to opposing counsel's objection. (Such as "Your Honor, credibility is always relevant." or "Your Honor, I'm laying a foundation.")
5. Making an objection to a question at the proper time, but not giving a short statement of the grounds for the objection. (Such as "Objection, hearsay." "Objection, irrelevant." or "Objection, no personal knowledge.")
4. Having the Judge overrule your opponent's objection to a question, then not following up to get the answer from the witness.
3. Withdrawing a question in the face of an objection if you have at least some argument in favor of admitting the evidence. (You never know how the Bench will rule unless you stick to your guns and make the Judge rule.)
2. Failing to say "May it please the Court" at the start of any opening statement or closing argument directed to the Bench.
1. Saying "All right" or "OK" after an opposing witness answers. (It sounds like you are agreeing with the witness when the point of your case is to prove something else.)

Dear Jared Reitz:

I am writing to inform you of how wonderful the OCLRE program is for the students of Dayton Public Schools. I am proud to say that my son, Marc E. Mack, was a participant in the program.

Marc, a young black male, was influenced and inspired by the program. It was important for Marc to see individuals from the Criminal Justice system mentoring, supporting and encouraging children.

Oftentimes, unfortunately, children have the wrong idea or negative views about police officers, lawyers and judges. Marc talked for days about his experience and the positive men that were in the program. He truly, for the first time in his 13 years of life, felt motivated and inspired to do great things in the Criminal Justice system. He learned what the system was designed for and that it was not to just lock up his classmates' fathers, brothers and uncles. It was designed to protect the communities. He knows that it was designed to protect the rights of hardworking and good "everyday" people.

I just want to say "Thank You" for giving my son this opportunity. I am certain that I will send him again and again as positive reinforcement in this harsh world. Thank you for your volunteers and their time. Thank you for a wonderful OCLRE program.

Sincerely,
La Doris Mack

Thank you donors, continued from p. 5

Washington County Bar Association
Toledo Bar Association Foundation
Richland County Bar Association

\$100-\$299

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Lesson Plan of the Year and Finalists Honored at Conference

Tiffany Burks, a teacher at Kettering Fairmont High School, designed **Teaching Civic Disobedience through the Vietnam War** for the students in her 10th grade American history classes. Used in conjunction with a unit on the Vietnam War the lesson's activities center on Vietnam War protest songs, Kent State photographs and primary source documents including the Truman Doctrine, The Gulf of Tonkin Resolution and others.

Framed – Framing the Framers uses research and oral presentations to get the students to delve into the lives of the Founding Fathers resulting in a better understanding of the document they created – the Constitution. Joyce Allen McCurdy, Yellow Spring High School, wrote the lesson.

Designed for seniors in his U.S. Government class, Anderson High School teacher Michael Loundenslager, focused on the campaign for one office to bring the elections home for his students. **Mock Election of A School Board President** is an in-depth lesson with a local focus but certainly serves as springboard for student's understanding of the bigger election picture.

The Lesson Plan of the Year is a three-phase senior project for students at West Liberty-Salem High School. Nomination, campaign and the election are the focus of Mike Robert's **Mock Election Project**. Students select a local office for which to run, plan a campaign for that office and also job shadow the current office holder. The election phase involves student in the candidate responsibilities prior to, during and following the election.



Lesson Plan Award recipients, left to right: finalist Joyce McCurdy, finalist Tiffany Burks, Lesson Plan of the Year Teacher Mike Roberts at the annual OCLRE Law & Citizenship Conference.

The Educational Council

In 1986, the Educational Council was formed as a one-of-a-kind confederation of 16 public school districts in Franklin County. Through its nine programs and other collaborative activities, the Educational Council “improves education through collaboration” as it serves the needs of the students, teachers, parents and administrators in its 16 participating Franklin County public school districts and around the state.

The Educational Council is:

- A *partner* with its member school districts and communities. The Educational Council brings educators, schools, businesses and other community groups together in meaningful ways for the benefit of students.
- A *service provider*. The Council has developed its nine programs in response to district needs including: after-school programming, assessment and prevention programs connected to school safety, professional development in science and math, staff development for after-school providers, leadership training for middle and high school girls, technology volunteers for schools and others.
- A *pioneer*. The Educational Council develops innovative programs and “best practices” for school districts. The Council researches, develops, staffs and manages these programs including an alternative high school and an intensive middle school intervention program.
- As an *evaluator*, the Educational Council is committed to developing quality programs with measurable results. Each of the Council’s programs has clearly defined and measurable objectives, and each measures its effectiveness using both quantitative and qualitative evaluation tools. The Educational Council is able to clearly demonstrate to its member districts, funders and the community the impact that the programs have on the school community.

How does the Educational Council benefit the community?

As a confederation of rural, urban and suburban school districts, the Educational Council offers a diverse educational environment to experiment and develop educational programs for a variety of school settings. The collaborative nature of the Council allows it to draw on the educational experience of a diverse staff, the collective knowledge of the administrators and teachers within the districts, and the marshaled resources of the community organizations with which the Council cooperates.

The Educational Council is an example of the ways in which a group of committed educators and community members can have a long-term, positive impact on education.

For more information, call (614) 292-7744 or visit www.edcouncil.org.

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2004 Middle School Mock Trial Plans Set

Teachers responding to a survey from OCLRE have selected *The True Confessions of Charlotte Doyle* by Avi as this year's competition piece for the Middle School Mock Trial program. The state competition is scheduled for May 14, 2004 at the Ohio Statehouse in Columbus. If you'd like to use a mock trial in your middle school classroom, there are several pieces available including *Of Mice and Men*, *Animal Farm*, *The Speckled Band*, and *The Outsiders*. Each trial is designed for use in an interdisciplinary way by Language Arts and Social Studies teachers and need not be used for competition. In the summer of 2004, the Ohio Center for Law-Related Education will conduct a writing workshop to identify pieces of literature commonly used in Ohio middle schools and to create character studies and legal cases around them. Teachers will work in teams with legal professionals to develop the materials and lesson plans. To nominate a book for consideration or to volunteer for the writing workshop, contact bmcnabb@oclr.org, msammons@oclr.org, and jreitz@oclr.org. A small stipend is available.

Reporter

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