

Reporter

What We Owe Our Young People

by Lee Hamilton, director, Center on Congress, Indiana University

You cannot step into an American community today without finding a lively conversation about educating our children. How to boost math and science learning, whether our schoolchildren are reading and writing enough, what constitutes a “quality” education - all of this figures in the national schooling debate and its thousands of local echoes.

Yet with all respect, I believe this debate is missing a fundamental piece: a recognition that a well-rounded education includes the civic virtues. We owe our young people not just a solid grounding in math, science, English and a foreign language, but also an education in democratic citizenship, because in all too many places they’re not getting it. Too many youth lack a basic understanding of our representative democracy, and we reap the sour fruit of this in many Americans’ disengagement and lost opportunities to contribute to our society.

What would a decent civic education look like? It begins, I think, with a robust account of the American story: the full, unvarnished history of our successes and failures, our ideals and the human flaws that jeopardize them, our progress over the centuries and the detours we’ve taken along the way. That is the best way to learn how crucial the involvement of ordinary citizens has been in setting the course of our history. It is also the best way to gain an appreciation for how deeply experimental our system remains, with basic questions about the use and allocation of power that were present at the beginning still in play.

Indeed, understanding that we continue to evolve as a nation, I’m convinced, is the strongest spur not just to participating in local and national civic life, but to appreciating the skills democracy imposes on us: consensus-building, compromise, civility and rational discourse. The only way to learn them intimately, of course, is through experience: the hard but rewarding work of face-to-face engagement with political leaders and our fellow citizens. But learning how crucial they are to making our system work, both

in the trenches and at every level of government - that is something our schools can teach.

So, too, we need to teach that citizenship carries with it certain responsibilities: staying informed, volunteering, speaking out, asking questions, writing letters, signing petitions, joining organizations, finding common ground on contentious issues, working in ways small and large to improve our neighborhoods and communities and to enrich the quality of life for all citizens.

Civic education can help young people feel a part of something larger than themselves by connecting them to the splendid traditions of American democratic involvement, and by showing them how to make the most of their talents to leave their communities better places than they found them.

Withholding civic education, on the other hand, means denying the people who will build our future the means to

We adults have been given the great opportunity of political freedom, and we have a heavy obligation to pass on the knowledge of where it came from and how to sustain it.

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Teachable Moment: Transfer of Power Offers Powerful Lesson

by Jared Reitz, M.Ed., OCLRE director of programs



Jared Reitz, OCLRE director of programs

In the United States, Inauguration Day has its own special history. From George Washington taking the oath of office in New York City and delivering the shortest inaugural address (135 words); to William Henry Harrison's longest inaugural address (8,445 words); or Lincoln's second inaugural, where African-Americans for the first time were in the inaugural parade; and Ronald Reagan's inaugural conflict with Super Bowl Sunday; to the 2009 swearing-in of the first African-American President of the United States, it is a day that is uniquely our own and dictated by the Constitution.

Since the first Inauguration 216 years ago, Inauguration Day is either the day the president reaffirms his oath of office for four more years or it is the day when the power of the presidency is transferred to another. Regardless, the presidential inauguration every four years allows all Americans to see clearly how the rule of law makes peaceful transfer of power possible. On January 20, at noon, in the open air, in front of millions of people, for the entire world to see, the President (Executive Branch) will be given the oath of office by the Chief Justice of the Supreme Court (Judicial Branch) on the steps on the Capitol Building (Legislative Branch).

Thanks to technology, today's students are much more aware of the world. With so much focus on the upcoming inauguration, let it serve as a springboard to discussions or activities centered on how executive power in other countries is acquired and/or transferred. Have students identify various forms of government and tie a transfer of power to each:

Monarchy: The coronation of, usually, a blood relative upon the death of the monarch.

Oligarchy: The selection, by a small group, of a leader from within the group or party. The country may be labeled a republic or democracy simply because citizens vote, but the candidate(s) are from the same small controlling group. Often the oligarchy can be a...

Gerontocracy (do you remember Geritol?): A government of old men. This is historically easy to see by looking at the age of leaders of China, the former Soviet Union and North Korea.

Dictatorship: The executive has complete control of the executive, legislative and judicial branches. S/he may have assumed power through propaganda, revolution, assassination, a coup d'état or by taking control of the country's military.

(Obviously, there are times when these can affect monarchies and democracies).

Find ways for your students to role play or experience the different forms of government or different transfers of power. It isn't difficult for the teacher

to be the dictator, monarch or enlightened despot. I guess it depends on how you view yourself! Bring a sister, brother, son or daughter to class and when you leave the classroom, s/he is in charge. Or, ask another teacher(s) to barge into your classroom, take you out of the room and then s/he returns to take control of your class with new rules or a heavy assignment. You might ask a group of five or six students, perhaps the oldest, to select a leader from the small group. That leader and group then will set the rules for the class. Your “assassination” might be the most desirable experience for your students. In lieu of that, have them identify world leaders who were assassinated and then identify who became the leader as a result.

If you have students who have lived under different forms of government rule, have them share with the class the way it is in their home countries. Have students research world leaders and identify how each came to power (Zimbabwe, for example). For 43 U.S. presidents, soon to be 44, it has been inauguration.

Ohio High School Mock Trial Reminders

The Errata Sheet: This sheet provides helpful information on case and competition questions that have been brought to OCLRE’s attention. You can access this by going to www.oclre.org and clicking on the “download center” link provided at the top left of the home page. The errata sheet is updated on January 13 and January 22, 2009.

Mock Trial Education Resource Center: To provide additional educational information on the high school Mock Trial case topic, OCLRE has developed an Education Resource Center that provides a list of lesson plans and newspaper articles on immigration. Use these materials to enhance the educational experience of this year’s High School Mock Trial program. Please note that these materials may not be introduced into the trial; they are for educational purposes only. These materials can be found at www.oclre.org/MT/educationresource.htm

A team roster and signed behavior form must be turned in with the competition registration form. Additional information on this topic is available in the competition manual, page 9, Section III B & C.

Late Registration time frame and fee: If the Mock Trial Team Registration Form is returned AFTER January 2, 2009, the team will be able to compete only on a space available basis and will need to include a per team late registration fee of \$25. If no spaces become available, the entire registration fee will be returned.

Withdraw deadline: After January 2, 2009, no refunds or credits will be available.

District site assignments, competition times and side playing first will be released on the OCLRE Web site on January 9, 2009.

Score sheets: Teams will receive three carbon score sheet sets upon check-in at the district, regional and state competitions. Teams must complete each set before pre-trial and provide one set when playing Plaintiff and two sets when playing Defense.





2009 Mock Trial pin design. Artist: Riane Simpson, North Adams High School.

2009 Ohio Mock Trial Pin Selected

Riane Simpson, a student from North Adams High School, has designed the official pin for the 2009 Mock Trial competition. Her pin design will be made into 6,000 pins given to each student, teacher, volunteer and judge involved in the Ohio competition.

For each of the last 25 years, the Ohio Mock Trial Program has produced a commemorative lapel pin for Mock Trial students and volunteers. The pins have been designed by students for the last six years. Riane plays soccer for North Adams and plans to attend medical school after graduation. To learn how to become involved in the pin competition next year please contact Addie Natalie, OCLRE program coordinator, at anatalie@oclre.org.

What We Owe Our Young People, continued from p. 1

help them do so. The 21st century is bringing with it some very tough challenges: terrorism; nuclear proliferation; declining energy resources; global warming; a rapidly changing economy; competition from China, India, and nations still emerging as global players; immigration; new diseases; fundamental questions of governance. Our young people cannot hope to be successful in confronting those challenges if they have no idea how to get along together in an open and democratic society.

In the end, then, a good civic education has to include not just history and the skills demanded by democracy, but the qualities that undergird collaboration and engagement:

- * mutual respect, so that results of lasting consequence can be achieved;
- * tolerance, so that our citizens know how to navigate a diverse world and to value differences rather than fear them;
- * deliberation and consultation, so that open debate can lead us to consensus rather than conflict;
- * empathy, so that we can understand the worries and motivations of others;
- * civility, so that we can disagree and still find common ground;
- * humility, so that we keep in mind that we might be wrong and are open to learning from others;
- * honesty, so that our common deliberations are open and straightforward;
- * and resolve, so that we can overcome setbacks and surmount challenges.

These are not matters for classroom education alone, of course. For the most important quality a democracy must possess is the ability to transmit its needs and values through the experience of participating in it. Our families, our communities, our political system as a whole - all serve as teachers.

We adults have been given the great opportunity of political freedom, and we have a heavy obligation to pass on the knowledge of where it came from and how to sustain it. But teaching our civic virtues has to start somewhere, and I would argue that a key place is in our schools.

Lee Hamilton is director of the Center on Congress at Indiana University. He was a member of the U.S. House of Representatives for 34 years.

OCLRE Alumni Make a Difference in the World!

The Ohio Center for Law-Related Education is proud of its alumni! If you are an alumnus of any Center program, please let us know what you're doing now at ddehaan@oclre.org.

We the People . . . The Citizen & The Constitution

Archbold High School

2003: Brent Lehman, 1L law student, Case Western Reserve

Centerville High School

1996: Jeffrey Houser, JD, attorney in Columbus; Mock Trial judge

Mock Trial Competition

Centennial High School

1985: Eric Williams, film maker, scriptwriter, currently instructor at Ohio University

1990 & 1991:

Julie Rowe, JD, attorney in Columbus

1991: Andia Sangale, JD, Environmental Policy Advisor for Columbus Mayor Mike Coleman

1994: Todd Dieffenderfer, government, currently special assistant to state treasurer; former aide to state senator; legislative aide to city council president

Josh Nasbe, JD, attorney in office of Legislative Counsel in Oregon

Antone White, government, currently spokesperson for Columbus Mayor Mike Coleman; formerly with Ohio Democratic Party

1995: Jennifer Farmer, communications director for labor union

Adam Mallinger, scriptwriter and development assistant in Hollywood

David Platz, JD, attorney in Seattle law firm

Central Catholic High School, Toledo

1991: Tracy Turner, JD, attorney with Columbus law firm; Mock Trial judge

Mother of Mercy High School

1986: Jennifer Giovanetti, paralegal in Cincinnati, BS Paralegal Studies

Anna Bisher, paralegal for Cincinnati law firm, BS Criminal Justice AD Paralegal Studies

1989: Amy Seng, TV producer for DIY Network

1992: Sallie Steins, JD, develops worldwide philanthropic and community outreach strategies for multinational corporation in Racine, WI

“Mock Trial was the great highlight of my high school career. I am not an athlete and this served as the first experience I’d ever had to represent my school as part of a team. While most high school girls write in their diaries about boys, parties, and dresses, mine at this point was nothing but a detailed account of practices, progress and case studies. I was shocked to be named an attorney, and was terrified to take on the challenge, as I wanted to be a writer and viewed myself as entirely without logical skills. But I bent myself to it, and my team qualified for the state finals -- and every single time we had a case, I walked out with Best Attorney honors. I did become a writer. I have one book under my belt, with another on the way; I also teach college. But I’m better at both jobs thanks to Mock Trial.”

- Mary Beth Ellis

“My experience in Mock Trial has definitely helped me in my teaching career in that it taught me how to think on my feet and do so quickly. It also taught me the importance of having good communication skills and showed me how to act in a professional manner. I’d recommend Mock Trial for those considering any career, as you will gain valuable experience that will assist you in any profession you choose.”

- Elizabeth Lyle

OCLRE Alumni Make a Difference in the World, continued from p. 5

- 1994: Mary Mazuk, Licensed Professional Clinical Counselor, currently academic advisor at Mount St. Joseph College
- 1995: Mary Beth Ellis, author & college professor, about to publish second book
- 1996 & 1997:
Elizabeth Lyle, M.Ed. Special Ed and M.Ed Secondary Education
- 1997 & 1998:
Jessica Goldberger, JD, practice law; legal advisor to Winton Woods Mock Trial team
- 2008: Lindsay Noell, student, Loyola University, studying pre-med & anthropology

Westerville North High School

2003 & 2004:

Caitlyn Nestleroth, 1L law student, OSU

Ben Wilhelm, 1L law student, OSU

Southmoor Middle School Students Receive National Recognition

Southmoor Middle School students from Columbus has received national recognition for their work on a pet food safety bill. *The Humane Activist*, a publication that focuses on the grassroots agenda of the Humane Society Legislative Fund (HSLF), highlighted the students in its Grassroots Profile in the July/August edition. The article explains that the students were moved to focus on pet food safety as their Project Citizen topic after a classmate’s dog got sick during the 2007 pet food scare. Team advisor Annette Brewer helped classmates Nilyshia Johnson, Janalyn Pitts, Syxx Smith and Aloxiana Townsend begin their work by sending letters to Senator Sherrod Brown and Senator George Voinovich. The students later raised to support the HSLF’s efforts to pass the Human and Pet Food Safety Act. The Southmoor students wrapped up their efforts by traveling to the Ohio Statehouse in May to present their research and policy ideas as part of the Project Citizen state showcase. Congratulations!



Team Advisor Annette Brewer with students Nilyshia Johnson, Alisha Picklesimer and Kanika Williams (L-R) prepare to present their Project Citizen portfolio on pet food safety as part of the Project Citizen state showcase.



Teacher Tracks . . .



Looking for professional development opportunities?
Want to give your students a unique opportunity? Find the best in teacher resources on this page!

CRF Introduces New Resource-based Web site:

<http://www.crf-usa.org/>

The Constitutional Rights Foundation (CRF) has a new, improved Web site offering:

- Special pages for teachers, students and parents.
- A new login feature that will allow visitors to make comments and suggestions and download PDF versions of the CRF's nationally acclaimed *Bill of Rights in Action* and other free materials on history, government, law and current issues.
- CRF program information (Mock Trial, History Day and many more programs).
- CRF materials catalog.
- Online support for CRF curricular materials.
- Research Links, rated the #1 site for student research by the *Los Angeles Times*.

Bill of Rights Institute Offers Free eLessons

Topical eLessons help teachers demonstrate the connection between America's founding principles and students' lives. Delivered directly to your inbox, each eLesson includes historical content, discussion questions, and suggestions for further activities. Bill of Rights in the News highlights issues making headlines that directly relate to the Bill of Rights and the Constitution. Landmark Supreme Court Cases spotlights prominent and often controversial U.S. Supreme Court decisions past and present. First Amendment in History features events and individuals from the 18th-21st centuries who exercised First Amendment rights as a mean of preserving freedoms and securing other political and civil rights. Subscribe online at www.BillofRightsInstitute.org/eLesson

High School Mock Trial Practicum Web Site

The National High School Mock Trial Championship Board in partnership with Great Rivers technology presents the National Mock Trial Practicum Web site. The purpose of the site is to enhance the Mock Trial experience for students, teachers, coaches and judges by providing an interactive area that will help students better understand the trial process and learning tools for new and experienced advisors. Access to the site is available for \$100 per team (up to 8 students) and \$10 for each additional student, renewable each year. For a demonstration or more information, please contact Stacy Beyer, Instructional Technology Consultant, at (563) 589-1270 or sbeyer@greatriv-ertech.net

Civic Mission of Schools Promising Practices

The Campaign for the Civic Mission of Schools' Web site, www.civicmissionof-schools.org, offers the Campaign's Civic Learning Online database of innovative examples of curricular programs, practice examples and professional development opportunities that illustrate each of the Civic Mission of Schools Report's six promising practices.

In addition to Civic Learning Online, www.civicmissionofschools.org also provides contact information for each affiliated state campaign, the latest research and news on civic learning, examples of effective civic learning policies, and toolkits for schools, policymakers and civic learning advocates.

Ohio Constitutional Convention Documents Now Available Online

Nearly 2,200 pages of documents recording a nearly word-for-word account of discussions among delegates at Ohio's Constitutional Convention are available at the Supreme Court of Ohio Web site, www.sconet.staate.oh.us. Click on "Proceedings and Debates of the Constitutional Convention of the State of Ohio 1912". The pages are grouped by date and are searchable. Fun facts: the 42 amendments proposed at the convention and the names, addresses and occupations of the delegates from all 88 counties. The 1912 Constitutional Convention established Ohio's fourth and present constitution.

Get Inspired—And Then Take Action!

Inspirational Project Citizen book available in OCLRE lending library

Spectacular Things Happen Along the Way: Lessons from an Urban Classroom

From Teachers College Press:

What happens when a teacher resists the pressures of “teaching to the test” and creates a curriculum based on student needs, wants and desires? Author Brian Schultz did just that when he challenged his students from a housing project in Chicago to name a problem in their community that they wanted to solve. Thus begins their Project Citizen journey. When the students unanimously focus on replacing their dilapidated school building, an unforgettable journey is put into motion. As Schultz’s students examine the conditions of their blighted school and research the deeper causes of decay, they set off on a mission of remedy and repair. It is finally the students’ own questions and activities that power their profound self-transformations. This moving story is a tribute to what determined teachers are able to achieve in the current stifling environment of high-stakes testing and standardization. Anyone who has faith in creativity, commitment, and the deep potential of inner-city children and youth will want to read this book.

Project Citizen feature film documentary, *The World We Want*

The World We Want, a Project Citizen feature film documentary, has garnered an American Film Institute Audience Award. *The World We Want* follows students tackling critical issues around the world including banning teenage gambling in Russia, fighting taxation of silversmiths in Indonesia, creating a community constitution in Colombia, securing clean drinking water in Senegal and more. The film documents the young citizens’ struggle to convince local and national leaders to enact vital legislation, and takes viewers into the homes, schools and neighborhoods of the young people to interact with their friends and family members. (www.theworldwewantmovie.com/back-story.html). For more information, visit www.theworldwewantmovie.com.

Free Project Citizen Summer Institute

If Brian Schultz’s story inspires you, apply for an all expenses paid Project Citizen Summer Institute for middle and high school educators and community leaders in June and July 2009. Applications are posted at www.civiced.org. Each institute will be open to a national selection process allowing applicants to choose the institute that best fits their summer schedule. For additional information, contact Kaci Paterson at patterson@civiced.org. Project Citizen is a portfolio based civic education program that promotes competent and responsible citizenship for all ages.

Project Citizen Empowers Students Around the Globe

by Bill Hilt, teacher, Perrysburg

The following is a first-person account of a trip to Morocco –and the strength of Project Citizen around the world.

Civic education was the focus of our trip, and I was told the students would be presenting a project that they had been working on called Project Citizen. It involved identifying a problem in the community, brainstorming ways of solving the problem, research and analysis of solutions, and developing an action plan to create public awareness of the problem.

I had seen similar presentations but became especially engaged when I heard the focus of the presentation would be the problem of violence against children. The students explained they had chosen this topic because there were so many victims. As they laid out the main factors and causes of the problems, they discussed some of the programs that were in place to help alleviate problems, such as one campaign called, “Don’t Touch My Son.”

They explained that their project had an action component where they had collected items to make care packages for the young victims. In describing the experience, one girl stated, “It was amazing to see the smile, you created, on the face of a child.”

After the presentation, the floor was open for questions, answers, and debate. Some students related that, “Beating children is like a tradition,” and others that, “Violence is a way to educate.” It was then revealed with almost unanimous agreement that the most likely place for a child to become a victim was in the public schools. One student exclaimed, “Public schools always, always, always beat the children, so they don’t go, so they are illiterate, so they become violent families.” Apparently the cyclical nature of child abuse transcends cultural barriers. This was followed by some debate as to if there is as much abuse in wealthy families or if it is mostly limited to the poor. Most seemed to agree with one young man’s perception that, “The rich are not punished for it.” They also agreed that the laws were in place but were not being put into practice.

Like a magic spell, the presentation seemed to reinvigorate the students who started pledging to continue the challenge. One young lady captured the spirit of the room when she pounded her fist on the table and passionately exclaimed, “The reason I’m here is not to see --and just shut up!” This was her pledge that she would not be silenced by societal acceptance. I was pretty caught up in the excitement too, and I immediately started searching for Internet service. The message I fired off to the office had a subject line that read, “You are NOT going to believe this...”

We’re Changing

Notice anything new about our “look?” The Ohio Center for Law-Related Education is changing our graphics – new colors, slightly different logo, new tag line. During 2009, we will gradually roll out our new graphics package –including a revamped web page and newsletter. But don’t worry! Our core value has not changed a bit. The Center will always partner with Ohio teachers to present authentic, interactive programs that bring citizenship to life for our students at no or low cost!





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Earn Contact Hours at January Professional Development

Rack up some contact hours, for very low cost, while learning “How to Teach Middle School Mock Trial” on January 13, 2009 at the OCLRE headquarters in Columbus. Learn how to perform all steps of a trial, develop legal strategy research and write a persuasive argument. Middle School Mock Trial cases are literature-based on books commonly read in middle school. This year’s competition case, *The State of Oklahoma v. J.Cade* based on S.E. Hinton’s *The Outsiders*, will be reviewed at the workshop. Teams need not compete in the spring showcase at the Statehouse to benefit from Middle School Mock Trial. Cost is \$10 for OCLRE members and \$55 for non-members. Lunch will be provided. For more information and registration details visit www.oclre.org/msmt or contact Curtis Thompson at (877) 485-3510 or cthompson@oclre.org.

Middle School Mock Trial Update

**State of Oklahoma v. J. Cade
based on S.E. Hinton’s
The Outsiders**

April 2-3, 2009
Ohio Judicial Center
65 South Front Street
Columbus, Ohio 43215

Don’t be left out of the fun of Middle School Mock Trial! Visit OCLRE’s download center at www.oclre.org and download the team registration form. For all the latest information about Middle School Mock Trial visit www.oclre.org/msmt or contact cthompson@oclre.org.

Due to the increasing popularity of the MSMT showcase schools are limited to one team per school. There is a cap of 16 teams each for Thursday and Friday. Teams cannot be registered until OCLRE has both your team’s registration form and a form of payment included so please plan accordingly! It is also important that teachers review with their students, OCLRE’s policy regarding public building use.

Registration for the showcase is \$70.00 per team. Limit one team per school. Space is limited to the first 32 schools so please register soon!

Attention Language Arts and Social Studies Middle School Teachers!

OCLRE will be selecting five new cases for its literature-based Middle School Mock Trial (MSMT) program and would appreciate your input. Please complete this survey. Indicate those books currently being read in your classroom as well as others that you believe would make good mock trials. If you have any questions, please contact Curtis Thompson at (614) 485-3510 or e-mail at cthompson@oclre.org.

1. Which grade level and what subject do you teach? _____

2. Which books are currently being read in your middle school classroom? Please provide a brief synopsis. _____

3. Are there other books that you believe would make a good mock trial? Please provide a brief synopsis. _____

4. If you would like to be considered for the MSMT writing retreat committee, please forward to us your qualifications with the information requested below. (The number of committee members will be limited and participation will be by invitation.)

Return this survey to:
Curtis Thompson
Ohio Center for Law-Related Education
1700 Lake Shore Drive
Columbus, OH 43204

Full Name _____
Position/Title _____ Grade level _____
School/Organization _____
School Mailing Address _____
City _____ State _____ Zip _____
School Phone (____) _____ Fax (____) _____
E-mail _____
Home Mailing Address _____
City _____ State _____ Zip _____
Home Phone (____) _____ Cell (____) _____
E-mail _____

OCLRE Will Come to You!

Interested in learning more about programs of the Ohio Center for Law-Related Education, but unable to travel to Columbus to attend a training session? The Center can come to you! If you have a number of individuals who would like to learn more about a program or programs of the Center, we can schedule a professional development for your group...in your region of the state. Whether you are a seasoned educator, a first-year teacher or a university professor eager to share teaching resources with your pre-service students, the Ohio Center for Law-Related Education staff is happy to schedule a professional development or in-service tailored to your needs and those of your group. For questions or more information, please contact Kate Strickland at kstrickland@oclre.org, or call the Center toll-free at (877) 485-3510.

Thank You, 2007-2008 Donors!

January, 2008 – November, 2008

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. Many parents wanted to recognize the teachers who have made a difference in their child's life. Congratulations!

Corporate & Charitable Funders

Ohio Humanities Council
Ohio State Bar Foundation
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\$3,000 or more

Joan & Daniel Hilson, Esq.

\$1,000-\$2,999

\$500-\$999

Richard A. Dove, Esq., *in celebration of the life of Benson Wolman, Esq.*

JAW Enterprises, Custom Products

\$100-\$299

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Buchanan, *in celebration of the Hon. Dwight Osterud*

David Bloomfield, Esq.

John & Mary Kay Chlebina, *in celebration of Courtney Chlebina and teacher Kevin Hillery, Archbishop Hoban H.S.*

Thomas E. Friedman, Esq.

Lesley Gilbertson & William Hurford, *in celebration of Peter Hurford*

Lawrence Glassmann, Esq.

Rachelle Johnson, Esq.

Barb Metzger, *in celebration of John & Judy Krejewski and Terence & Jay Hillery*

Marion Smithberger, *in celebration of the life of Benson Wolman, Esq.*

David Stebbins, Esq., *in celebration of the life of Benson Wolman, Esq.*

Judith Steiner & John Krajewski, *in honor of Archbishop Hoban H.S.*

Smith Rolfes Skavdahl, LLC

Kimberly & Mark Walker, *in celebration of Zach Walker and teacher Stephanie McGeorge, Westerville North H.S.*

Tom & Margaret Webster, *in celebration of teacher Ken Cox, Belpre H.S.*

\$50-\$99

Ward & Belinda Hill, *in celebration of Ellen Hill*

Larry Klettlinger

Maria Kouroupas, *in celebration of Adam Kouroupas and teacher Scott Long, Centerville H.S.*

\$26-\$49

Betty & Alan Bieber, *in celebration of John Bieber and teacher Fr. Bernie McAniff, St. Xavier H.S.*

Louisa G. Celebrezze and Family, *in memory of Benson Wolman*

Randy Ginn, *in celebration of Jason Anthony Martel Ginn*

Georgia Lang, Columbus Public Schools

Mark & Anna Pyle, *in celebration of Nathan Pyle and teacher Jane Hubbard, Upper Arlington H.S.*

Dr. and Mrs. Nathan Saks, *in celebration of Molly L. Saks and teacher Judith White, Firestone H.S.*

Jeffrey & Margaret Schobert, *in celebration of Jessica Schobert*

Harry Strunk, *in celebration of Daniel F. Strunk*

Up to \$25

Pam Doyle

Scott King, *in celebration of Kelsie King and teacher Richard Carr, Centerville H.S.*

Make a Statement!

Middle School *We the People:* *The Citizen and the Constitution* is Approaching!

May 13, 2009

**Buckeye Hall of Fame Café
Columbus, Ohio**

Register your class for the excitement and fun of the Middle School *We the People* State Showcase! Visit the OCLRE download center at www.oclre.org to find the registration form. Interested educators, please be the guest of OCLRE to observe the showcase.



Please e-mail questions or comments to Curtis Thompson at: cthompson@oclre.org

Students Can Change Things!

“With courage and initiative, leaders change things.” ~ Jesse Jackson

Take a look at what Ohio middle school students have done in just the past year to change their school and community through OCLRE’s Youth for Justice program:

Cold Hands, Warm Hearts: A team of students from Felicity, Ohio noticed small children in their community with inadequate cold-weather clothing. The team worked collaboratively with the school principal, the mayor’s office, and local businesses to raise donations and start a clothing drive. As a result, with the support of the community, the YFJ team was able to secure the needed warm clothes for the children.

Online Safety: Students at Troy Junior High were concerned for their peers who might succumb to potential dangers on the Internet. The YFJ team worked with their school district’s technology facilitator to create a booklet with helpful tips about online safety and a companion Web site that provided additional information to a larger audience.

Conflict Management: Inner-city students from Cleveland were concerned about the growing number of suspensions in their school triggered by acts of violence. To help, the YFJ team partnered with a city council member and various community organizations to learn better methods of conflict resolution. The team formed a new Safety Team at their school. The YFJ team helped build better communication skills among their peers and scheduled speakers who were positive role models.

These are just a few examples of what middle school students can – and will – do to bring change to their schools and communities. Give them the chance to be leaders.

Youth for Justice (YFJ) is an original program by the Ohio Center for Law-Related Education (OCLRE) that shows students how they can bring change to better their schools, neighborhoods, or communities. YFJ is a hands-on, service learning program offering middle school students (grades 4-9) the opportunity to lead efforts to prevent and eradicate injustices and inequalities they see in their lives. Through the program, students learn about making positive changes in their school and community. Youth for Justice can be used in multiple arenas, such as school classrooms, detention facilities, after-school groups, church groups, and more.

To learn more about Youth for Justice and to view the 2008 Summit Report, visit the OCLRE Web site at www.oclre.org/YFJ. You may also contact Tim Kalgreen at tkalgreen@oclre.org or (877) 485-3510 (toll-free). FREE Youth for Justice Student Project Report available upon request.



OGIA Attendees Get “Behind the Scenes”

On October 22, Ohio Supreme Court Chief Justice Thomas Moyer welcomed 43 Ohio teachers to Ohio Government in Action (OGIA), a two-day professional development workshop for 4th and 5th grade teachers at the Ohio Judicial Center and the Ohio Statehouse in Columbus. The purpose OGIA is to offer teachers authentic hands-on experiences that provide a better understanding of Ohio government.

Participants enjoyed a special behind-the-scenes tour of Ohio Judicial Center with stops in the deliberation room, the robing room and Justice Robert Cupp’s private office. Informative sessions were provided from various government organizations including: the Department of Education, Department of Development and the Environmental Education Council of Ohio. Participants also sat in the seats of state representatives at the Ohio Statehouse and cast a vote while discussing the role of a representative with Representative Cliff Hite. Participants were also treated to presentations by Senator Tom Roberts; Ed Jerse, director of Government Relations for the Department of Development; David M. Gold, from the Legislative Service Commission, who presented on the Ohio and U.S. Constitutions; and Deb Schimmoeller and Al Bell, who presented and provided materials on Representative Democracy in America. A special Ohio Statehouse tour was given to the teachers, following a private lunch with their Representatives and legislative aides. Teachers also received a binder full of resources and lessons that can be referenced and used in their classrooms.



Teachers Lovie Mayo, of Siebert Elementary School in Columbus, and Meg Hall, of Creekview Intermediate Elementary School in Marysville, collaborate on an interdisciplinary activity at the Ohio Government in Action conference.



**OHIO CENTER
FOR LAW-RELATED
EDUCATION**

Partnering with Teachers to Bring Citizenship to Life

Please complete and return form to OCLRE.

Please type or print legibly. Thank you.

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Columbus, OH 43216-6562

(877) 485-3510 (toll-free)

Name: _____ Name for nametag: _____

Title/Grade Level: _____ / _____

School/Organization: _____

School District (if applicable): _____ County: _____

School/Organization address: _____

City/State/Zip Code: _____

Work phone number: (_____) _____ Ext: _____ Fax number: (_____) _____

Home/summer address: _____

City/State/Zip Code: _____

Home/summer phone number: (_____) _____

E-mail address checked most consistently (required): _____

Have you attended an OCLRE event previously (please circle)? YES NO

If "yes," which program(s)? _____

How did you learn about this event? _____

Membership Information

OCLRE membership is individual and the annual fee is \$30 (\$15 for college students). Information about member benefits will be sent via mail; memberships expire September 1st.

- I would like to join OCLRE. Membership fee of \$30 is enclosed (please complete payment information below).
- I would like to renew my OCLRE membership; a renewal fee of \$30 is enclosed (please complete payment information below).
- I do not wish to become an OCLRE member. Any applicable non-member rates have been applied and payment information is provided below.
- College student rate, \$15; College/university attending: _____

Method of Payment

Please select the appropriate method of payment. Please refer to back of this form for a complete listing of program fees.

Check # _____ (enclosed) for \$ _____.

P.O. # (if applicable) _____

Credit card (VISA or MasterCard only) _____

Exp. Date ____/____ V-code (3-digit number above signature) _____

Amount to be charged: \$ _____ Signature _____

Please list a reference for the check/charge, i.e., program/event: _____

Programs & Events

Please select the program/event you plan to attend; then complete the payment portion on reverse. *Please note that eligibility for member rate requires individual to be a current member or join OCLRE for a fee of \$30. For more program details, visit www.oclre.org.

I am registering for (select all that apply):

Professional Development Sessions

A fee of \$10 per session for current OCLRE members; a fee of \$55 per session for non-members. Please check the appropriate box(es) for the sessions you plan to attend. *Sessions will be held at the OCLRE offices in Columbus except where noted otherwise.*

- Introduction to Mock Trial professional development, September 27, 2008 – *Dublin, Ohio – Dublin Justice Center*
- We the People* professional development, October 16, 2008 or January 22, 2009 (circle preferred date)
- Project Citizen professional development, November 6, 2008
- Youth for Justice professional development, November 13, 2008
- Youth for Justice professional development, November 20, 2008 – *Cleveland, Ohio – John Carroll University, Dolan Science Center Rooms 202-203*
- Middle School *We the People*/Middle School Mock Trial professional development, December 9, 2008 – *Van Wert, Ohio – Niswonger Performing Arts Center*
- Middle School Mock Trial professional development, January 13, 2009

Conferences, Competitions & Showcases

Please check the appropriate box(es) for the events you plan to attend. Additional paperwork may be required for certain programs; paperwork is available online or will be forwarded by OCLRE upon receipt of this form.

- Law & Citizenship Conference**, September 28 & 29, 2008 – Holiday Inn, Worthington, OH
 - 1-day member rate* of \$150; I will attend and eat meals (select day): _____ Sunday _____ Monday
 - 1-day non-member rate of \$230 ; I will attend and eat meals (select day): _____ Sunday _____ Monday
 - 2-day member rate* of \$275; I will eat meals provided both days (circle): YES NO
 - 2-day non-member rate of \$370 ; I will eat meals provided both days (circle): YES NO
 - College student rate of \$35 (per day)
 - Colleague rate** – I am registering at the “colleague rate” and will attend with _____ (name). Colleague is eligible for the following rates (please circle): **Single day = \$100; Full conference = \$200.**
This rate is applicable for a maximum of 1 colleague from the same district/organization per registrant. *Please send the two registration forms together.*
- Ohio Government in Action (OGIA)**, October 22 & 23, 2008
 - 1-day member rate* of \$90; I will attend (select day): _____ Wednesday _____ Thursday
 - 1-day non-member rate of \$135; I will attend (select day): _____ Wednesday _____ Thursday
 - 2-day member rate* of \$175
 - 2-day non-member rate of \$220
- We the People** state competition (high school), January 23, 2009
- Mock Trial** competition (high school), January 30 (district competition); February 20 (regional competition); March 5-7 (state competition), 2009
 - *Various program and materials fees apply** - Please refer to www.oclre.org/MT/ for mock trial information, forms and fees.
 - I have visited the Mock Trial Web page and completed the additional forms; they are attached.
- Middle School Mock Trial** showcase, April 2 & 3, 2009
 - *Various program and materials fees apply** - Please refer to www.oclre.org/MSMT/ for MSMT information, forms and fees.
 - I have visited the Middle School Mock Trial web page and completed the additional forms; they are attached.
- Middle School We the People** state showcase, May 13, 2009
- Project Citizen** showcase, May 15, 2009
- Youth for Justice** summit, May 19, 2009
- Elementary School We the People** state showcase, May 22, 2009

Native American Issues Enrich *We the People...*

**by Miriam Herrick, teacher, Hanby Arts Middle School,
Westerville**

Ms. Herrick was nominated by OCLRE to attend the first Navajo Nation Experience sponsored by the Center for Civic Education. She was one of 35 teachers nationally to be selected.



Miriam Herrick and Chief Justice of the Navajo Nation, Herb Yazzie.

The first annual Navajo Experience was a four-day conference in Chinle, Arizona in October. It was a rich experience in Navajo culture, politics and sense of place. Friday morning we traveled from Albuquerque to Chinle, stopping in Gallup for lunch at Earl's, a local fixture on Rte. 66 that has plentiful local dishes and serves as an outlet for the local Navajo, Zuni and Hopi artisans. We then drove two hours to Window Rock, the seat of the Navajo Nation's government, and visited the war memorial, Navajo council chambers, library and history museum. Another two hours up the road, and we arrived Chinle, the site of our conference. Distances are great in this part of the country and we spent our fair share of time in the vans over the four days of the conference!

Our mornings were filled by Native American scholars and teachers who enlightened us about Navajo history, government, beliefs. We learned of the experience of an indigenous people with extra constitutional status in the United States of America. Speakers included professors of history from the Universities of Minnesota, Arizona State and New Mexico, as well as two Navajo scholars and two Navajo teachers.

A shared experience in two of the Navajo nation's incredible locations, Canyon de Chelly and Monument Valley lead to greater understanding and learning about the importance of these places to the Navajo culture. Navajo guides shared history and pointed out interesting features of the parks. These "field trips" included the teachers from around the country as well as Navajo teachers, guides and a few of the speakers.

We were also given the great opportunity to meet and hear the Chief Justice of the Navajo Nation speak about the judicial structure of the Nation. His talk helped clarify the integration of indigenous culture and community problem solving with the formal court system modeled after the United States judicial system. This integration of the two cultures is present in many aspects of Navajo life. The importance of maintaining Navajo cultural traditions is weighed and balanced with the realities of life on the reservation in the United States. The Navajo have been one of the most successful Indian Nations in the U.S. and have maintained much of their cultural integrity despite monumental obstacles.

The experiences and knowledge gained by this unique and extraordinarily rich conference have enriched my teaching and will benefit my students in countless ways.

We're Going Green! But We Need Your Help

To reduce the amount of printed materials we send to citizenship/social studies teachers, the Ohio Center for Law-Related Education is inviting Ohio educators to sign up for our electronic mailing list. Teachers will be able to receive information about our exciting academic programs – all online. If you want to join the movement, please let us know by sending your contact information to oclre@oclre.org. Thanks!

Not By Votes Alone...The Vital Imperative of Restoring the Civic Mission of Schools

by Ted McConnell, executive director, Campaign for the Civic Mission of Schools



Ted McConnell, executive director, Campaign for the Civic Mission of Schools

Celebrities implored young people to “Rock the Vote” in November, and they did-- in record numbers! So, it would be easy to assume that we are entering a golden age of youth civic engagement. We see news networks regularly segments on the power of the millennials.

Two troubling trends underlie the increase in youth turnout. First, we risk being lulled into the false assumption that youth voting is all we need to ensure a healthy democracy for the next generation. Second, the young people who do vote are disproportionately white and middle or upper class. Both these trends represent serious threats to the legitimacy of American democracy.

Active citizenship demands far more than spending a few minutes in a voting booth each November. To determine the health of our democracy, we need to ask more of our young people: Are they reading the newspaper? Are they discussing politics and public policy with friends and family? Are they engaged in local politics? Are they participating in community service?

Despite the signs of hope, the answer to these questions is “not enough.” Two-thirds of students scored below proficient on the last National Assessment of Education Progress (NAEP) in civics, administered in 2006. Less than a third of eighth graders surveyed could identify the historical purpose of the Declaration of Independence, and less than a fifth of high school seniors could explain how citizen participation benefits democracy.

These findings are not surprising, given that civic education has been in steady decline over the past generation. Schools are offering fewer civics classes as high-stakes testing and an emphasis on literacy and math dominate school reform discussions. As a result, too many young people do not understand of how our political system works, and therefore lack the tools to improve our communities and the nation through political engagement. The other untold story of increasing youth turnout is the widening civic achievement gap. The NAEP test results reveal the extent of the gap: African-American and Hispanic students are twice as likely as their white counterparts to score below proficient on national civics assessments, and a similar gap exists based on economic class.

The young people most likely to be directly affected by government policy – from the war in Iraq to the housing crunch to the lack of affordable healthcare – are also the least prepared to speak up.

The civic achievement gap represents not only differences in civic knowledge, but also differences in attitude toward government and the political process. A citizen's race and class is a key determinant of their trust in government and trust in each other, resulting in vast differences in political participation based on racial and socioeconomic status.

The low participation rates of these demographics means that their priorities will be the first to be neglected. The young people most likely to be directly affected by government policy – from the war in Iraq to the housing crunch to the lack of affordable healthcare – are also the least prepared to speak up.

This widening chasm is a significant threat to democratic ideals and practice, since we are failing to empowerment the poor, minority and immigrant individuals most in need of high quality civic education. Without giving every citizen the tools to make their voice heard, how can we expect our national discourse to represent the values of the entirety of “We the People”? Under the cloud of No Child Left Behind, civics has taken a backseat to reading and math, leading to the decline in civic knowledge we witness today. This trend is especially severe in less advantaged communities, where the pressures of school assessment are far more acute.

We need more and better classes to impart the knowledge of government, history, law and current events that students need in order to understand and participate in a democracy. In order to infuse civic virtue in our youngest citizens, civic learning should be incorporated throughout students' academic careers.

A healthy democracy requires the informed and active participation of its citizens. For self-governance to work, citizens must understand and actively engage in the process. Gaining civic knowledge and skills doesn't just happen. People must be taught – how their government and the political system work as well as their rights, role and responsibilities. Since the earliest days of our republic, schools have had the twin missions of educating students for the workplace and for active and informed citizenship; the latter mission is the civic mission of our schools.

Schools, districts, states and the federal government should work together to restore the civic mission of schools. Only through partnerships among the stakeholders will schools have the funding, flexibility and institutional support necessary for effective civic learning to take place.

No, an increase in youth voting is not enough. The stakes are too high to allow us to be satisfied with a small increase in youth turnout. Our commitment to civic learning will determine whether or not we sustain a healthy democracy well beyond this November's election. Only through effective civic learning for every child can we create the type of informed and engaged citizens that will preserve a dynamic democracy for generations to come.

Author's note: The National Council for the Social Studies is a founding and active member of the Campaign for the Civic Mission of Schools. Justice Sandra Day O'Connor, former Congressman Lee Hamilton and former Governor Roy Romer serve co chairs of the Campaign's National Advisory Committee.

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Reporter

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OCLRE 2009 Calendar

January 13, 2009	Middle School Mock Trial professional development
January 22, 2009	<i>We the People</i> professional development
January 23, 2009	High School <i>We the People</i> state competition
January 30, 2009	High School Mock Trial district competition
February 20, 2009	High School Mock Trial regional competition
March 5-7, 2009	High School Mock Trial state competition
April 2 & 3, 2009	Middle School Mock Trial state showcase
May 13, 2009	Middle School <i>We the People</i> state showcase
May 15, 2009	Project Citizen state showcase
May 19, 2009	Youth for Justice state summit
May 22, 2009	Elementary <i>We the People</i> state showcase

For more information about OCLRE programs and events, please visit www.ocltre.org or call (877) 485-3510 (toll-free).

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