

# Center Correspondent



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CENTER FOR CIVIC EDUCATION

WINTER 2004

## Center Co-sponsors First Annual Congressional Conference on Civic Education

State officials, legislators, and educational leaders from throughout the country assembled in Washington, D.C., on September 20–22, 2003, for the First Annual Congressional Conference on Civic Education. The conference sessions focused on the current low levels of civic engagement and ways in which quality civic education for young people can help create civically engaged members of society. More than 350 delegates from all 50 states and the District of Columbia participated in the three-day conference, during which they developed strategies to increase the teaching of civics in their states by changing state educational requirements and practices. The delegates left the conference committed to leading aggressive state campaigns to expand and improve civic education in the nation's schools.

This was the first in a series of five planned annual congressional conferences on civic education hosted by the leadership of both Houses of Congress—Senate Majority Leader William Frist, Senate Democratic Leader Tom Daschle, Speaker of the House Dennis Hastert, and House Democratic Leader Nancy Pelosi. The conference was sponsored by the Alliance for Representative Democracy, a collaborative effort of the Center on Congress at Indiana University, the Trust for Representative Democracy of the National Conference of State Legislatures, and the Center for Civic Education. The Alliance for Representative Democracy is funded by the U.S. Department of Education.

The primary participants were delegations from each of the 50 states and the District of Columbia. A typical delegation was composed of five to seven members, including a facilitator, two representatives

from the legislature (one from each chamber), a chief state school officer or their representative, the governor's education advisor, and influential individuals from the private sector. In addition to the state delegations, there were approximately 50 representatives of national civic education organizations, national education and civic organizations with state and/or local affiliates, and interested offices of the federal government, including the Department of Education and several legislative offices.

The first day of conference proceedings at the Dirksen Senate Office Building began with remarks by former Congressman and Director of the Center on Congress at Indiana University, Lee Hamilton.

Delivering his address "What It Means to Be an American Citizen," Hamilton described the important connection between civic engagement and civic education. Charles Quigley, Executive Director of the Center, followed with a comprehensive statement titled "What Needs to Be Done to Ensure a Proper Civic Education." Karl Kurtz, Director of the Trust for Representative Democracy at the National Conference of State Legislatures, released the results of a new survey, "Attitudes of Americans Toward Democratic Institutions and Civic Education." Judge Eric Andell, Deputy Under Secretary of Education of the U.S. Department of Education, and John Bridgeland, Assistant to the

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*Karl T. Kurtz, Director of the Trust for Representative Democracy, National Conference of State Legislatures, released the survey results "Attitudes of Americans Toward Democratic Institutions and Civic Education."*

## Conference Statement

*The following statement was affirmed by the vast majority of state delegations at the First Annual Congressional Conference on Civic Education, held September 20–22, 2003, in Washington, D.C.:*

**T**he participants at the First Annual Congressional Conference on Civic Education acknowledge that there is an urgent need to address the low level of civic engagement in America. We recognize that

- Civic knowledge and engagement are essential to maintaining our representative democracy. While many institutions help to develop Americans' civic knowledge, skills, and dispositions, schools must have the capacity to prepare students for engaged citizenship. Civic education should be a central purpose of edu-

cation essential to the well-being of representative democracy.

- Civic education should be seen as a core subject. Well-defined state standards and curricular requirements are necessary to ensure that civic education is taught effectively at each grade level from kindergarten through twelfth grade. Strengthening the civic mission of schools must be a shared responsibility of the public and private sectors at the community, local, state, and national levels.
- Policies that support quality teacher education and professional develop-

ment are important to ensure effective classroom instruction and raise student achievement.

- Well-designed classroom programs that foster an understanding of fundamental constitutional principles through methods such as service learning, discussion of current events, or simulations of democratic processes and procedures are essential to civic education.

In recognition of these findings, we resolve to take action to reaffirm the historic civic mission of our schools. ■

*Delegates from Florida. More than 350 delegates from all 50 states and the District of Columbia attended the conference.*



# Youth for Justice Announces Professional Development Institutes for 2003-04

The **Center for Civic Education** is a nonprofit, nonpartisan educational organization. The mission of the Center is to promote an enlightened and responsible citizenry committed to democratic principles and actively engaged in the practice of democracy in the United States and other countries. To attain this goal, the Center develops and implements civic education programs for public and private schools at the elementary and secondary levels, cooperating with educators and scholars in the social sciences, the humanities, and the law. The Center offers curricular materials, leadership training, teacher education, and research and evaluation for national and international civic education programs.



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#### Executive Director

Charles N. Quigley

#### General Editor

Tam Taylor

#### Editor

Mark Gage

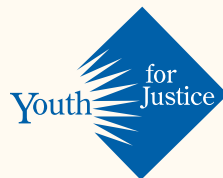
Direct inquiries to  
Center for Civic Education  
5145 Douglas Fir Road  
Calabasas, CA 91302-1467  
Phone: (818) 591-9321  
Fax: (818) 591-9330  
Email: [cce@civiced.org](mailto:cce@civiced.org)

Washington Office:  
Center for Civic Education  
1743 Connecticut Avenue, NW  
Washington, DC 20009-1108  
Phone: (202) 861-8800  
Fax: (202) 861-8811  
Email: [centereast@civiced.org](mailto:centereast@civiced.org)

#### *We the People:*

***The Citizen and the Constitution***  
*Professional Development Institute*  
*for Juvenile Justice Practitioners*

Sponsored by the **Youth for Justice** project and the **We the People: The Citizen and the Constitution** program, this institute is designed for teachers working in juvenile correctional settings. The institute is open to teams of two or three juvenile justice teachers and administrators. The focus of the institute will be the implementation of the **We the People** program. The training dates for the institute are March 10-18, 2004. Contact Robert Leming at 800-350-4223 or Roy Erickson at 916-863-6614 for more information.



***We the People: Project Citizen***  
*Professional Development Institute*  
*for Juvenile Justice Teachers*

The **We the People: Project Citizen** Professional Development Institute for Juvenile Justice Teachers is sponsored by the **Youth for Justice** project and the **We the People: Project Citizen** program. The institute will be composed of teams of two teachers selected from 15 juvenile correction sites. The selection of these teams will target the Office of Justice Planning's 14 reentry sites. This program is based on the two-year pilot program that was conducted in Santa Clara County, California, by Fresh Lifelines for Youth, a nonprofit organization. The focus of the institute will be the implementation of the **Project Citizen** program. Training will take place on April 17-23, 2004, in San Jose, California. Contact Roy Erickson at 916-863-6614 or JoAnn Fallon at 800-350-4223 for more information. ■

Be sure to bookmark the Center for Civic Education website

[www.civiced.org](http://www.civiced.org)

for...

- Information on the Center's Campaign to Promote Civic Education
- Information about the Representative Democracy: Voices of the People project
- Sample lessons from Center texts
- Downloadable applications for the We the People and Project Citizen 2004 Summer Institutes
- *Education for Democracy: California Civic Education Scope & Sequence*
- *National Standards for Civics and Government*
- The final draft copy of *An International Framework for Education in Democracy*
- Articles and papers on civic education

...and a wealth of additional civics-related materials.

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President and Director of USA Freedom Corps, spoke about various activities and initiatives within the administration and expressed support for the goals of the conference.

The conference also featured leading figures in the field discussing four topics: (1) "Civic engagement in the political and civic affairs of the nation—the essential element of representative democracy"; (2) "Ensuring that civic education will be adequately taught in America's schools: what must be done?"; (3) "The role of professional development in civic education"; and (4) "Lessons learned from successful civic education programs."

Among the panelists were experts such as Richard Niemi, Professor of Political Science, University of Rochester; William Galston, Director, Center for Information and Research on Civic Learning and Engagement, University of Maryland; and state officials, including Elizabeth

Burmester, State Superintendent of Public Instruction, Wisconsin; Richard Moore, State Senator, Massachusetts; Denise Merrill, State Representative, Connecticut; and Doug Hart, State Representative, Michigan.

Conference participants gained a first-hand appreciation of the impact of quality civic education programs by observing two student presentations. Four high school students from Pennsbury High School East in Fairless Hills, Pennsylvania, shared their experiences as participants in the Community Action and Problem Solving (CAPS) program, in which youth identify local environmental issues and create solutions to the problems they discover. CAPS is a program of Earth Force, a non-profit organization that offers service learning, hands-on science, and after-school programs.

A second student presentation by former students of Robert Frost Middle School, Rockville, Maryland, showcased the Center's **We the People: The Citizen**

**and the Constitution** middle school hearing. Displaying poise, humor, and a mature understanding of the subject matter, the students responded to a question on voter turnout in the U.S. Judges for this session included conference participants John Patrick, Indiana University; David Rudolph, Maryland House of Delegates; and Jeri Thomson, consultant to Senate Democratic Leader Tom Daschle.

The highlight of the first day was a dinner presentation by former astronaut and Senator John Glenn (Ohio), who acknowledged the importance of the efforts initiated at this conference and commended the participants for their commitment to follow through with their state action plans.

On the second day of the conference, each of the 51 delegations developed its own plan of action for carrying the need for reaffirmation of the civic mission of the schools back to their home states. The Center, as part of its ongoing Campaign to Promote Civic Education, will provide a planning grant for each delegation to



Panel Two discussed teaching civic education in America's schools. Panelists included (from left to right) Martin Davis, Moderator; Ruben Zepeda, LAUSD; Margaret Branson, Associate Director, Center for Civic Education; Eugenia Kemble, Executive Director, Albert Shanker Institute.

Former students of Robert Frost Middle School, Rockville, Maryland, showcased the **We the People: The Citizen and the Constitution** program.

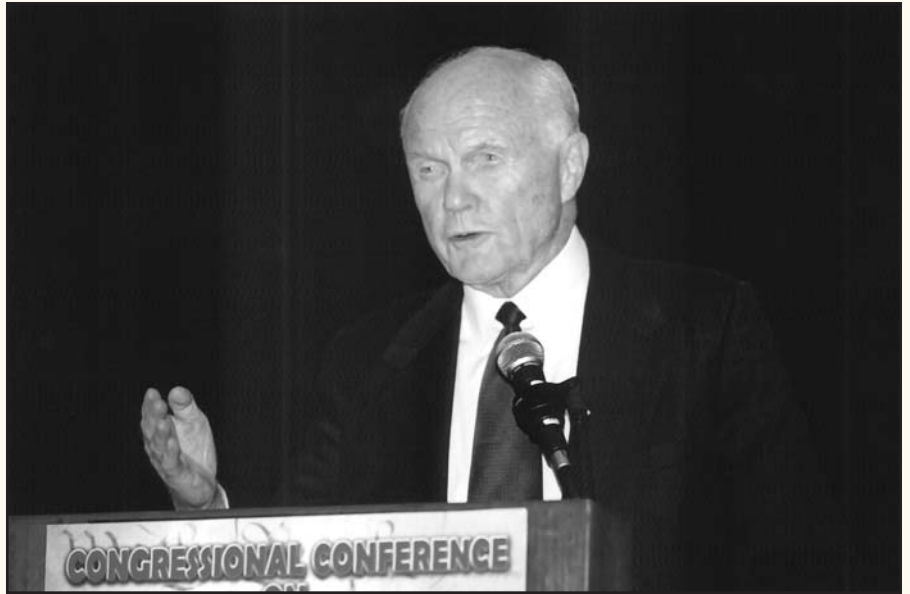


expand into a state coalition to strengthen civic education requirements in their states.

In the concluding session, a representative from each state delegation rose to declare that the state had a plan that they were going home to implement. In addition, the majority of state delegations voiced approval for the conference statement. (See the “Message from the Center” article on p. 2.)

At a closing reception, Senators Tom Daschle (South Dakota) and Lamar Alexander (Tennessee) spoke to the assembled delegates and emphasized the importance of civic education. Senator Daschle said, “The hard and unsung work of training America’s children and citizens to be We the People is the work that each of you have undertaken. I applaud you for signing on to be leaders in your own states—to reinvigorate efforts to encourage all of our people to become attentive and active citizens.”

The First Annual Congressional Conference on Civic Education ended with delegates prepared to return home to begin the work of advancing civic education in their schools. An example of this commitment is provided by State Representative Pat Farr, a member of the Oregon delegation, who wrote the following in an op-ed piece that appeared in the *Register-Guard* of Eugene, Oregon: “I hope to boost awareness in Oregon of the importance of



*Former Senator John H. Glenn gave the keynote speech at the dinner held on the second night of the conference.*

involving this generation and future generations of students in what’s happening in local, state, and national government. The result will be better decision-making and ultimately better government. A key challenge is that the rhythm of politics is very different from the rhythm of daily life for today’s kids. While information in real life is instant, democratic government is a far more deliberative process. If we can teach in a manner that captures kids’

attention and fosters patience in the sometimes snail-like pace of government, we can indeed be confident that we will leave our great country to a new generation that will make us even greater.”

For information about the conference and each state’s plans, visit [www.representativedemocracy.org](http://www.representativedemocracy.org). For more information, contact Mark Molli at the Center’s Washington, D.C., office ([molli@civiced.org](mailto:molli@civiced.org)). ■



*Senate Democratic Leader Thomas A. Daschle was an honorary host of the conference.*



*Senator Lamar Alexander addresses conference participants.*

## Project Citizen National Showcase 2003

San Francisco, California, was the host city for the seventh annual **We the People: Project Citizen** national showcase, July 23–25, 2003, held in conjunction with the National Conference of State Legislatures' (NCSL) annual meeting. Student portfolios chosen to represent each state were displayed in the NCSL exhibition hall where legislators and their staffs from around the country had the opportunity to see which public policy issues are on the minds of students.

In each portfolio, students identified a problem facing their community, researched alternative policies, presented the class's recommended policy, and developed an action plan to implement the policy. Student portfolios addressed public policy issues directly affecting their community, including fire codes, traffic, littering, recycling, class size reduction, helmet laws, and beaver overpopulation.

Evaluators for this year's showcase included legislators, legislative staff, and educators. Kate Wade, Program Evaluation Director at the Wisconsin Legislative Audit Bureau, commented that "it is good to see a hands-on way for middle school students to build their understanding of public policy development."

After the portfolio evaluation was completed, one of the following achievement categories was assigned to each portfolio based on the total scores awarded by the evaluators: Superior, Exceptional, Outstanding, and Honorable Mention. Karl Kurtz, NCSL's Director of State Services, announced the winners at the meeting's closing plenary session.

Five classes representing the states of Kansas, South Carolina, New York, Washington, and Wisconsin were selected to attend the national showcase and the NCSL meeting. As part of the **Project Citizen** Student Ambassador Program, these classes had the opportunity to learn about the local government of San Francisco, including a visit to City Hall and a meeting with Mayor Willie Brown. The students also met with legislators from their state. Jeanna Kooser, the teacher from the Washington delegation said, "For my students from the small town of Puyallup, Washington, meeting with their legislators was one of the highlights of the trip to San Francisco. The kids were thrilled to have

the chance to actually lend the 'voice of the people' to the ears of their very own representatives. This experience directly illustrated to them the influence they could have in public policy as active citizens. **Project Citizen** gave my kids a true-life civics lesson they will never forget."

A complete listing of states participating in the 2003 **Project Citizen** national showcase and their achievement levels is available on the Center's website at [www.civiced.org](http://www.civiced.org). For more information on **Project Citizen**, contact Michael Fischer at the Center ([fischer@civiced.org](mailto:fischer@civiced.org)). ■



*Students from Crestwood Elementary School, Madison, Wisconsin, received a rating of Superior at the national showcase.*

### WE THE PEOPLE: PROJECT CITIZEN 2003 NATIONAL SHOWCASE SUPERIOR ACHIEVEMENT AWARDS

Mansfield Middle School, Tucson, Arizona  
Pine Hollow Middle School, Concord, California  
Grant Ranch School, Denver, Colorado  
Lisbon Central School, Lisbon, Connecticut  
Quabbin Regional Middle School, Barre, Massachusetts  
Forest Hills–Northern Hills Middle School, Grand Rapids, Michigan  
W.J. Quarles Elementary School, Long Beach, Mississippi  
Monforton School, Bozeman, Montana  
Pinelands Regional Junior High School, Little Egg Harbor Township, New Jersey  
Cane Creek Middle School, Fletcher, North Carolina  
Varnum Public School, Seminole, Oklahoma  
Stell Middle School, Brownsville, Texas  
Meadow Ridge Elementary School, Mead, Washington  
Crestwood Elementary School, Madison, Wisconsin

## Arizona

Students from Copper Rim Elementary in Globe and Madison Number One Middle School in Phoenix presented their **We the People: Project Citizen** portfolios to legislative clerks as part of a National Conference of State Legislatures meeting in Scottsdale. Students introduced the format of the hearings to the audience by presenting their prepared statement. They then answered questions from the audience. The students' enthusiasm for **Project Citizen** brought new support for and interest in the program.

## Connecticut

James Schmidt, Director of the Connecticut Consortium for Law and Citizenship Education, Inc., received the prestigious Friend of Social Studies Award at the annual Connecticut Council for the Social Studies conference. Conference organizers recognized Schmidt for his efforts in making the *Connecticut History Curriculum Guide* and *Civics Curriculum Guide* available to teachers throughout the state. Schmidt serves as the state coordinator for both the **We the People: The Citizen and the Constitution** and the **Project Citizen** programs.

## District of Columbia

Roceal Duke, Social Studies Specialist for the Washington, D.C., public schools and a former national finals judge, is the new **We the People** state coordinator for the District. Duke recently served as a delegate at the First Annual Congressional Conference on Civic Education. Bernard Toomer, a middle school teacher and trainer for the **School Violence Prevention Demonstration Program**, is the new **Project Citizen** state coordinator. Duke and Toomer take over for Jocelyn Odle and Muriel Jackson. Odle served as the **We the People** state coordinator and as a member of the Center's Washington, D.C., staff. She is continuing her involvement in the **We the People** program as a dis-

trict coordinator in Virginia. Jackson served as the **Project Citizen** state coordinator.

## Hawaii

Twenty-five teachers representing the islands of Hawaii attended a **We the People** workshop in Honolulu on October 23–25, 2003. This event was hosted by state coordinator Lyla Berg with the goal of increasing awareness of the **We the People** program throughout the islands.

## Idaho

Cindy Wilson, **We the People** District 1 co-coordinator and teacher at Orofino High School, received the prestigious Milken Family Foundation National Educator Award. Wilson was presented with the award in a surprise, all-school assembly to recognize her commitment to furthering excellence in public schools. Wilson has been a teacher for 19 years, and her class has represented Idaho at the **We the People** national finals for the last three years. She is the first educator in Idaho to receive this award.

## Illinois

District Coordinator Linda Knowles Franklin conducted a **We the People** training in September 2003 at Thornton Township High School. State Coordinator Pat Feichter assisted with professional development training for teachers of grades 10–12. Feichter also recently conducted training for AP Government teachers.

## Indiana

State Coordinator Janet Hunter and District Coordinators Dennis Beadles, Anna Johansen, and LeAnne Bernstein spearheaded six **Project Citizen** workshops in October 2003. Suellen Reed, Indiana's Superintendent of Public Instruction, sent a memo to the network of Indiana school superintendents to urge support for **Project Citizen** and the October workshops.

## Maryland

State Coordinator Marcie Taylor-Thoma trained more than 90 teachers from the Maryland and Washington, D.C., metro areas on September 13, 2003, at the U.S. Naval Academy's Nimitz Library. Tyrone Powers, Director of the Institute for Criminal Justice, and Stephen Frantzitch of the Naval Academy gave presentations at the conference about the challenges to civic participation in a security-conscious world. Participants chose three breakout sessions to attend. Topics included **We the People**, **Project Citizen**, state standards, and teaching students civic participation through patriotism.

## Michigan

Carole Cotts, District 3 coordinator and North Hills Middle School teacher, brought her class of seventh-grade **Project Citizen** students to testify about backpack safety before the Michigan House of Representatives' education committee in September 2003. In recognition of the students' public policy efforts, Governor Jennifer Granholm signed a proclamation establishing October as Student Backpack Safety Month.

## North Carolina

Susan Temple has accepted the state coordinator position for the **We the People** program, with support from the North Carolina Bar Association as the institutional base. Previously, Carleen Wray and Gina Boyd served as state coordinators for **We the People** and **Project Citizen** at the National Association of Students Against Violence Everywhere.

## Oregon

Terry McElligott, District 1 coordinator and teacher at Chehalem Valley Middle School, received the 2003 Middle School Teacher of the Year Award from the American Lawyers Auxiliary.

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**We the People: Project Citizen** is a civic education program designed to help middle school students to become competent and responsible participants in state and local government. It actively engages students in learning how to monitor and influence public policy, and it encourages civic participation among students, their parents, and members of the community. **We the People: Project Citizen** is funded by the U.S. Department of Education.

For more information on **Project Citizen**, contact Michael Fischer at the Center ([fischer@civiced.org](mailto:fischer@civiced.org)).

## Project Citizen Professional Development Institutes, Summer 2004

### WESTERN INSTITUTE

Boise State University  
Boise, Idaho  
July 17–22

### MOUNTAIN/PLAINS INSTITUTE

University of New Mexico  
Albuquerque, New Mexico  
July 8–14

### CENTRAL INSTITUTE

Chattanooga State  
Chattanooga, Tennessee  
June 11–16

### SOUTHEAST INSTITUTE

Florida State University  
Tallahassee, Florida  
July 10–16

### NORTHEAST INSTITUTE

Salve Regina University  
Newport, Rhode Island  
July 24–30

Applications are available on the Center's website at [www.civiced.org/institutes.php](http://www.civiced.org/institutes.php)

## Center Releases Guide to Expand Civic Education in California

A new, groundbreaking tool has been sent to every public and private school in California to help educators expand the teaching of civics at all grade levels. *Education for Democracy: California Civic Education Scope & Sequence* is a comprehensive, multifaceted curriculum guide designed to aid school administrators, curriculum developers, and classroom teachers in integrating civic education in a systematic way. *Scope & Sequence* shows how teaching civics can meet state and national standards and provides teachers with lesson ideas and suggested resources.

"A democratic form of government can only work if its citizens are involved," said California State Superintendent of Public Instruction Jack O'Connell. "That path to becoming an involved, civic-minded adult should begin in the classroom. The *Scope & Sequence* should help ensure that California's classrooms contribute to an enlightened citizenry."

Currently, California does not have specific standards for civics and government that are separate from the state history/social science standards. The 285-page *Scope & Sequence* provides a sequential civics program that shows how civic education can be enriched while meeting the existing history/social science standards.

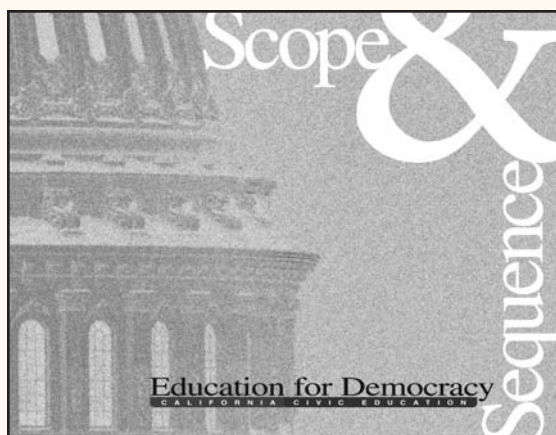
*Scope & Sequence* demonstrates how teachers can weave civic education lessons into a variety of lesson plans. The curriculum can be adapted for use in writing classes, reading assignments, and other

subject areas included in California's English-Language Arts Standards and Creative and Performing Arts Standards.

Fifth-grade teacher Kim Allender of Miller Elementary School in Burbank, California, said, "Democracy education is embedded in the standards for social studies and language arts. This new K–12 *Scope & Sequence* gives teachers and administrators guidance on what to teach, when to teach it, and where to find the instructional resources."

The *Scope & Sequence* has been sent to every school superintendent and school board president in the state. Bill Hatcher, Superintendent of the Kern County High School District in Bakersfield, called the *Scope & Sequence* a "wonderful tool." Robert Wells, Executive Director of the Association of California School Administrators, noted that "research proves that civic education, when taught appropriately, will empower our students to engage in the democratic process as adults. The *Scope & Sequence* will enable districts to implement civics in the right way."

The *Scope & Sequence* was developed through a grant from the California Department of Education that came to the Center through the Los Angeles County Office of Education. The *Scope & Sequence* is accessible online at [www.civiced.org](http://www.civiced.org). Copies of the guide are also available for purchase by contacting Dick Kean at the Center ([kean@civiced.org](mailto:kean@civiced.org)). ■



*Education for Democracy: California Civic Education Scope & Sequence* shows how teaching civics can meet state and national standards. The text also provides teachers with lesson ideas and suggested resources.

## Samples from Education for Democracy: California Civic Education Scope & Sequence

Below are samples from the hundreds of activities and resources provided by *Scope & Sequence*. In a simplified form, they illustrate how the guide will assist California teachers.

Grade Level	California History-Social Science Standards	Sample Classroom Application	Sample Resources
2	Students explain governmental institutions and practices in the United States and other countries.	Write a story or a play that shows what might happen if people are not respectful of others. Discuss why it is necessary to show respect to people who might be different than you.	Print: <i>The Butter Battle</i> by Theodore Geisel (Dr. Seuss). The book explains the serious differences between the Zooks and the Yooks and discusses how intolerance and violence can quickly get out of hand.
4	Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican American War, the Gold Rush, and the granting of statehood.	Students trace the history of their community and the people who contributed to its development. Students create displays or posters celebrating local history for their school, community center, or local library.	Print: <i>Statehood: California Chronicles</i> . This book includes articles about the achievement of statehood and the Compromise of 1850, laws and issues of the Mexican Government, Vallejo (a Californian for statehood), and the State Seal.
8	Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.	Using Lesson 7 in <i>We the People</i> Level 2, Center for Civic Education, Reprint 2003, students explore the basic ideas of government that were expressed in the Declaration of Independence.	Internet: Colonial Williamsburg Foundation. <i>Eighteenth Century and Twentieth Century Forms of Resistance</i> . <a href="http://www.history.org/history/teaching/tchcrtwo.cfm">http://www.history.org/history/teaching/tchcrtwo.cfm</a> . Students use the website to examine the various types of resistance used in colonial times and compare them to the forms of resistance that took place in the twentieth century.
12	Students evaluate, take, and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.	Ask: How well do your elected officials at local, state, and national levels represent your positions on important issues? Have students create “report cards” in graphic format.	Internet: Constitutional Rights Foundation. <i>Election Update: Issues Facing America</i> . <a href="http://www.crfusa.org/youthvoice/YouthVoice_Intro.htm">http://www.crfusa.org/youthvoice/YouthVoice_Intro.htm</a> . This is a two-part lesson online. Lesson one introduces high school students to critical election-year issues and lesson two gives students an opportunity to build their own Youth Platform.

## Revised *We the People* Elementary Text

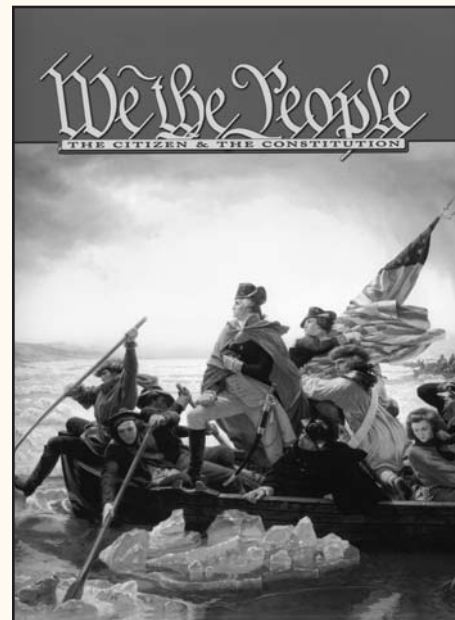
The Center recently announced the publication of an updated version of the *We the People: The Citizen & the Constitution* elementary text. This revision features an attractive full-color layout, extensive use of photographs, and a number of new illustrations and charts.

Substantive changes have been made to update the content of the text. For example, a new lesson on the role of the United States in world affairs appears in Unit Five. The text has been rewritten extensively and now aligns more directly with the Center's *National Standards for Civics and Government*.

The new edition of the *We the People* elementary text also includes a number of new instructional activities and strategies. These include small group exercises labeled "Ideas to discuss" or "Problem to solve." In addition, the text includes full-

class activities, such as legislative hearings or class debates. The instructional activities are intended to aid in knowledge acquisition and in the development of critical thinking and participation skills. At the conclusion of each lesson, the text suggests several activities that students might do as additional work to enrich and extend the material. Katherin Sniffen, a teacher at St. George the Great School in Danbury, Connecticut, said, "I've been using the elementary text since it first came out in 1988, and I'm glad that so much of what I've had to supplement in the past is now included in the text."

The new teacher's edition incorporates the student text with instructional activities for the teacher. All materials needed to organize and conduct the culminating legislative hearing are included in the teacher's edition. ■



The revised *We the People: The Citizen & the Constitution* elementary text features an attractive full-color layout, extensive use of photographs, and a number of new illustrations and charts.

## Fifth Annual National Academy Held at Loyola Marymount University

"Political and Constitutional Theory for Citizens," a *We the People* national academy, was held at Loyola Marymount University in Los Angeles, California, on July 5–26, 2003. Will Harris of James Madison's Montpelier Institute in Virginia served as the academic director. Twenty-five teachers from throughout the country and eleven teachers from Colombia, Madagascar, Panama, Poland, Russia, Serbia, and the West Bank participated in the academy. During the three-week academy, these teacher-scholars studied major works of political theory, such as Aristotle's *Politics*; Hobbes's *Leviathan*; Locke's *Second Treatise*; *The Federalist* and anti-federalist writings; and U.S. Supreme Court opinions. Two preceptors, Kevin Fox from Arcadia, California, and Shellee O'Brien from Plano, Texas, assisted participants with readings, discussions, lectures, and presentations on political, constitutional, democratic, and interpretive theory. Participants also dis-

cussed the challenges of teaching this material and meeting the goals described in the *We the People* texts *National Standards for Civics and Government* and the *International Framework for Education in Democracy*.

A sixth national academy, which received a grant from the National Endowment for the Humanities, will be held at Loyola Marymount University, Los Angeles, California, on July 5–31, 2004. Applications are available on the Center website ([www.civiced.org/wtp\\_natlinstitute\\_app.pdf](http://www.civiced.org/wtp_natlinstitute_app.pdf)).

For more information on institutes, check the Center website or contact Gia Ayer at the Center ([ayer@civiced.org](mailto:ayer@civiced.org)). ■

This year's national academy participants included teachers from throughout the United States and seven other countries.



# Teachers Receive Professional Development through We the People Institutes

Much of the success of the **We the People: The Citizen and the Constitution** program can be attributed to the knowledgeable and skilled teachers who implement the curriculum in classrooms across the country. To expand and enhance the performance of that body of well-trained teachers, the Center conducted five regional **We the People** institutes this summer. Each institute included teacher participants from the elementary, middle, and high school levels.

In addition to the five regional institutes, the Center hosted two **We the People: The Citizen and the Constitution** institutes for elementary teachers at James Madison University in Harrisonburg, Virginia.

Although varied in length, the agenda for each institute focused on traditional Center professional development goals. Institute participants received rigorous training in content knowledge, innovative pedagogical techniques, and authentic assessment practice. Teachers enjoyed morning lectures from scholars, then applied the knowledge gained during these lectures to sessions with teacher mentors. In the afternoon, mentors guided participants through **We the People** teaching methods. A major part of the afternoon sessions involved teacher preparation for a culminating hearing held at the end of each institute. On the last day of each institute, judges witnessed and evaluated the performance of the teachers during simulated congressional hearings that replicated the authentic assessment activities used with students in the **We the People** program.

## *Mountains/Plains Region We the People: The Citizen and the Constitution Summer Institute, Montana State University–Billings, June 17–25, 2003*

The Montana Civic Education Association conducted its Mountains/Plains Region Summer Institute at Montana State University–Billings under the direc-

tion of Marlene LaCounte and Stevie Schmitz, Montana **We the People** coordinators. Scholars for the institute included Susan Leeson, Justice (Ret.), Oregon Supreme Court; Anthony Corrado, Professor of Political Science at Colby College, Waterford, Maine; Melody Rose, Assistant Professor of Political Science, Portland State University, Portland, Oregon; Vikram Amar, Professor of Law, University of California Hastings College of Law, San Francisco; and Howard Schweber, Assistant Professor of Political Science, University of Wisconsin at Madison. Thirty-six teachers and seven mentors participated in the eight-day institute highlighted by pedagogy sessions for teachers. Participants also visited historic sites in Montana, including the Little Bighorn Battlefield and sites from the Lewis and Clark expedition.

“This has been a tremendous experience for me,” said Terry Hogan of Owasso, Oklahoma. “It is going to change how I teach. The content of **We the People** will no doubt be exciting for my students and me.”

## *Southeastern Region We the People: The Citizen and the Constitution Summer Institute, Furman University, Greenville, South Carolina, June 19–27, 2003*

Furman University hosted thirty-six teachers at the Southeastern Region **We the People** Summer Institute, conducted with support from the South Carolina Bar Association and under the direction of Cindy Coker, South Carolina **We the People** coordinator. Scholars for the institute included Susan Leeson; Scott Casper, Associate Professor of History, University of Nevada, Reno; Fred Spiegel, Professor Emeritus of Political Science, University of Missouri–Columbia; Hank Chambers, James S. Rollins Professor of Law, University of Missouri–Columbia; Howard Schweber; and Richard Hardy, Professor of Political Science, University of Missouri–

*We the People: The Citizen and the Constitution, the most extensive program of its kind in the country, brings the study of the U.S. Constitution and Bill of Rights to elementary, middle, and high school students. The program is implemented by a network of 50 state coordinators and 435 district coordinators. **We the People** is funded by the U.S. Department of Education.*

*For more information on **We the People**, contact Robert Leming at the Center (leming@civiced.org).*

Columbia. Participants also attended a reception at the residence of Furman University’s President, David Shi.

## *Central Region We the People: The Citizen and the Constitution Summer Institute, Columbia College of Missouri, Columbia, July 9–17, 2003*

The fifth annual Central Region Summer Institute at Columbia College of Missouri was conducted in cooperation with the Missouri Bar and under the direction of Millie Aulbur, Missouri **We the People** state coordinator. After an opening session that included student hearing demonstrations, participants enjoyed a week of lectures by outstanding speakers. Susan Leeson; Jeff Tulis, Associate Professor of Government, University of Texas at Austin; Fred Spiegel; Richard Hardy; Hank Chambers; and Howard Schweber served as the main speakers for the event.

One of the highlights of the week was the culminating hearing event held in Jefferson City, Missouri. Participants conducted their simulated congressional hearings in the Missouri Supreme Court building and later toured the Missouri State Capitol.

“I’ve already held a mini-hearing with my students,” said John Baade of Grundy Center, Iowa. “It was one of the best activities I have ever done. I felt prepared because of my time in the institute.”

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## **Western Region We the People: The Citizen and the Constitution Summer Institute, Boise State University, Boise, Idaho, July 11–19, 2003**

Thirty-six teachers from ten states, American Samoa, and Guam and seven mentors attended the sixth annual **We the People** Western Region Summer Institute at Boise State University, directed by Dan Prinzing, Idaho coordinator for **We the People** Programs. After an opening dinner that highlighted the Basque culture of Boise, the participants attended a week of content lectures by top scholars. Those scholars included Bernie O'Connor, Assistant Dean, College of Arts and Sciences, Eastern Michigan University; Stephen Shaw, Professor of Political Science, Northwest Nazarene University, Nampa, Idaho; Melody Rose; Richard Hardy; Judith Failer, Assistant Professor, Indiana University; and Stephen Frantzich, Professor of Political Science, U.S. Naval Academy.

The week included luncheon lectures by Idaho historians and culminated in the simulated congressional hearing held at the Idaho State Capitol in the Senate chambers.

"The week was one of the most enriching experiences of my career," said Nichole Evans of Apache Junction, Arizona. "I am looking forward to a great American Government unit with my students."

## **Northeastern Region We the People: The Citizen and the Constitution Institute, Northeastern University, Boston, Massachusetts, August 1–9, 2003**

The Center, with a grant from the Lincoln-Filene Foundation, conducted its Northeastern Region Institute at Northeastern University under the direction of Sandra Stotsky, Deputy Secretary of the Massachusetts Department of Education and Richard Katula, Professor of Communication Studies at Northeastern University. Scholars for this institute included Anthony Corrado; Scott Casper; Mark Silverstein, Professor of Political Science at Boston University; Wendy Parmet,

Professor at Northeastern University School of Law; and Stephen Frantzich. Thirty-six participants were selected from throughout the Northeast.

Michael Thurston, a participant from Whitefield, Maine, said, "I have been fortunate to teach for nineteen years, and during that time I have attended dozens of conferences. The **We the People** conference is by far the most beneficial."

## **We the People: The Citizen and the Constitution Summer Institute for Elementary Teachers, James Madison University, Harrisonburg, Virginia; Session I, July 7–15, 2003; Session II, July 20–28, 2003**

Seventy-two elementary teachers from throughout the United States were selected to attend Sessions I or II of the Center's elementary teacher **We the People** institute. Sandy Baker, **We the People** consultant from Munster, Indiana, directed Session I of the institute. Mary Lee Webeck, Assistant Professor of Education,

University of Texas at Austin, directed Session II. Participants of both sessions began their experience with tours of the U.S. Supreme Court and other Washington, D.C., sites before traveling to James Madison University. Later in the week, participants of both sessions enjoyed a tour of Montpelier, the home of James Madison.

Highlights of each institute included several exceptional scholars. John Patrick, Director, Social Studies Development Center, Indiana University, and Tom Vontz, Assistant Professor of Education, Rockhurst University, Kansas City, Missouri, presented at both sessions. In addition to Dr. Patrick and Dr. Vontz, Matt Gutwein, Professor of Law, Indiana University School of Law, and Barbara Perry, Professor of Government, Sweet Briar College, Sweet Briar, Virginia, presented at the first session while Susan Leeson and Judith Failer presented at the second session.

"I have grown so much as an educator and citizen as a result of this summer institute," stated Kathy Rivenburg of Shrewsbury, Massachusetts. "I can hardly wait for school to begin so that I can implement this program." ■



*Participants at the We the People: The Citizen and the Constitution Summer Institute for Elementary Teachers at James Madison University in Harrisonburg, Virginia.*

## State Institutes

State and district **We the People: The Citizen and the Constitution** institutes were held in Arizona, California, Colorado, Florida, Georgia, Indiana, Kansas, Louisiana, Maryland, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Jersey, New Mexico, New York, Ohio, Oregon, Tennessee, Texas, Virginia, Washington, and Wisconsin. State and district

**We the People** coordinators directed these institutes.

“Holding an institute in my state,” said Kathy Hand, state coordinator in Washington, “has significantly increased **We the People** participation. The teachers are excited with the materials and appreciate the support that a state program can give them in the classroom.” ■



Participants in the 2003 Kansas State Summer Institute visited the Dwight D. Eisenhower Center in Abilene, Kansas.

## We the People and Project Citizen Coordinators Convene in Washington, D.C.

The national network of **We the People: The Citizen and the Constitution** state and district coordinators met for their annual conference on June 28–July 1 in Washington, D.C. The four-day meeting prepared more than 500 coordinators from all 50 states and the District of Columbia for the upcoming program year. While new coordinators were introduced to the network, veteran coordinators addressed ways to expand the implementation of the program in their states and congressional districts.

Speakers included Mayor Marco Lopez, of Nogales, Arizona, a **We the People** alumnus, and William A. Galston, Director of the Center for Information and Research on Civic Learning and Engage-

ment. Lopez, introduced by his former teacher and Arizona District 8 coordinator George Thomson, attributed his interest in civic engagement largely to **We the People**. Galston discussed *The Civic Mission of Schools*, a report on the lack of civic engagement among American youth and the power of civic education to reverse these statistics by drawing young citizens into the democratic process. A debate on affirmative action by Kermit Hall, President of Utah State University, and Will Harris, a professor at the University of Pennsylvania, provided a scholarly stimulus for the conference participants.

The parallel network of **We the People: Project Citizen** coordinators also met in Washington, D.C., on October 18–21 for

The Center will sponsor three regional institutes, two national elementary institutes, and one national academy during the summer of 2004. The institute sites and dates are as follows:

### NATIONAL ACADEMY

Loyola Marymount University  
Los Angeles, California  
July 5–31

### EASTERN REGION INSTITUTE

Vanderbilt University  
Nashville, Tennessee  
July 8–16

### INSTITUTE FOR ELEMENTARY TEACHERS, SESSION I

James Madison University  
Harrisonburg, Virginia  
July 12–20

### INSTITUTE FOR ELEMENTARY TEACHERS, SESSION II

James Madison University  
Harrisonburg, Virginia  
July 19–27

### WESTERN REGION INSTITUTE

Loyola Marymount University  
Los Angeles, California  
July 21–29

### NEW ENGLAND REGION INSTITUTE

Northeastern University  
Boston, Massachusetts  
August 6–13

Thirty-one state institutes will also be held in 2004.

Applications are available throughout the **We the People** network and on the Center website. For more information on institutes, go to the Center website ([www.civiced.org](http://www.civiced.org)) or contact Gia Ayer at the Center ([ayer@civiced.org](mailto:ayer@civiced.org)).

their annual coordinator conference. The second annual **Project Citizen** conference gathered the largest number of coordinators in the history of the program. During state meetings, breakout sessions, and plenary sessions, state and district coordinators developed their implementation plans for the 2003–04 program year.

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## The First Civitas Southeast Europe Regional Conference Held in Bosnia and Herzegovina

The Center, in conjunction with Civitas@Bosnia and Herzegovina and the Office of Public Affairs, United States Embassy, Sarajevo, Bosnia and Herzegovina, hosted the first **Civitas: An International Civic Education Exchange Program** Southeast Europe Regional Conference on October 15–18, 2003. Bosnia and Herzegovina hosted participants from nine countries and sites from the region at the Hotel Saraj in Sarajevo for the three-day conference that highlighted the best practices for implementing and sustaining education for democracy.

At the conference's opening reception, Charles Quigley, Center Executive Director, and Richard Nuccio, Director, International Programs, joined Ambassador Clifford Bond, United States Embassy, Sarajevo, in welcoming the conference participants. On Thursday, October 16, Dr. John Patrick from the Social Studies Development Center at Indiana University offered the keynote address "Essential Elements of Education for Democracy." Dr. Falk Pingel, Director of Education, Office of Security and Cooperation in Europe Mission to Bosnia and Herzegovina, and Vedrana Spajic-Vrkas, University of Zagreb, Education Department, presented their paper "Education for Democratic Citizenship, European Perspective." Douglas Ebner, Counsel for Public Affairs, Office of Public Affairs, United States Embassy, Sarajevo, detailed the political, cultural, and educational advancements made in Southeast Europe. Ebner emphasized the continuing need to support the implementation and sustaining of education for democracy programs.

The conference afforded each regional site the opportunity to share its best practices with the conference participants. The Bosnian and Croatian partnerships outlined their activities in two sessions while Albania, Bulgaria, the Council of Europe, Kosovo, Macedonia, Romania, and Serbia



*Conference participants included (from left to right) Charles Quigley, Sharon A. Moran, Rahela Dzidic, Ambassador Robert Beecroft, Cultural Affairs Officer Edwina Sagito, Richard Nuccio, Federal Minister of Education and Science Dr. Zijad Pasic, and Republika Srpska Minister of Education and Culture Dr. Gojko Savanovic.*

and Montenegro showcased their education for democracy programs during the **Civitas Exchange Program** fair. The delegates from Slovenia expressed their eagerness to explore possibilities for a **We the People: Project Citizen** pilot program.

Regional participants also attended concurrent sessions on Bosnia and Herzegovina's reforms in the areas of preservice, elementary, and secondary education. American partners and educational experts from Bosnia and Herzegovina discussed the need for educational reforms at the kindergarten through university levels. Extensive and thorough planning and teacher training on all levels was emphasized.

Conference highlights included a panel discussion titled "Education Reform in Bosnia and Herzegovina." Robert Beecroft, Head of Mission, Office of Security and Cooperation in Europe; Dr. Zijad Pasic,

Federal Minister of Education and Science; and Dr. Gojko Savanovic, Republika Srpska Minister of Education and Culture, presented their perspectives on the efforts, accomplishments, and challenges of education for democracy activities in Bosnia and Herzegovina. In addition, student groups from the University of Banja Luka and a Brcko District primary school presented their portfolios and impressions of their successful work during the **Project Citizen** program in their schools.

For regional organizers, the first **Civitas: An International Civic Education Exchange Program** Southeast Europe Regional Conference was a rewarding experience. Many sites had not communicated with neighboring sites for more than a decade, yet the participants found a common focal point for future cooperation in education for democracy programs. ■

**Opportunities for Professional Development** Teacher institutes for **We the People** programs are offered throughout the United States for upper elementary, middle, and high school teachers. For a complete listing of institutes, see pages 8 and 13. These institutes are designed to assist teachers in implementing curriculum content, classroom strategies, and performance assessment.

# International Leaders Exchange Information on Civic Education at Leaders' Seminar

The seventh annual **Civitas: An International Civic Education Exchange Program** Leaders' Seminar was held in Mexico City, Mexico, on September 25–30, 2003. The objective of each year's seminar is to share information about the programs, projects, and activities conducted through the **Civitas Exchange Program**. Civic organizations, academic institutions, and education authorities from around the world participated in presentations and workshops on civic education curricular materials, projects, and programs. There was a special focus on the experiences of different countries and programs in addressing issues of tolerance and diversity through civic education. One hundred and fifty delegates from more than 40 countries and 29 U.S. states attended the seminar.

This year's seminar highlighted the programs of the Center's partner in Mexico, the Federal Electoral Institute (IFE), and was cosponsored by IFE and the Mexican Department of Education (SEP). IFE is an autonomous agency of the Mexican fed-

eral government responsible for organizing federal elections as well as promoting civic education. A translated and adapted version of **We the People: Project Citizen** became part of IFE's three-year Civic Education Strategy Plan and is now promoted as an elective course throughout Mexico's school system.

The conference began with a keynote address by IFE's first director, Jose Waldenberg, who spoke to the participants about the important role that civic education is playing in Mexico's democratic transition. He stressed the view that civic education is a task that must be given constant attention since its fruits become apparent only over the long term.

The highlight of the seminar was a presentation by four students from Oaxaca, the extreme southwestern part of Mexico, where the majority of the population is indigenous. The students focused their public policy project on trash disposal in their community.

The panel discussion "Islam and Democracy" was chaired by the Center's Indonesia

**Civitas: An International Civic Education Exchange Program** is administered by the Center for Civic Education and funded by the U.S. Department of Education under the Education for Democracy Act approved by the U.S. Congress. The program is implemented worldwide in cooperation with the U.S. Department of State.

For more information about international programs, contact Dr. Richard A. Nuccio at the Center ([nuccio@civiced.org](mailto:nuccio@civiced.org)).

program director, William Ryan, himself a convert to Islam. Other speakers included Muna Darwish Al Shami, Director of the Jordanian Center for Civic Education Studies; Radwan Masmoudi, Director of the Center for the Study of Islam and Democracy; and Syed Hussein, Deputy Vice Chancellor of the Universiti Sains Malaysia.

At the conclusion of the seminar, representatives of IFE and the Center signed a letter of agreement recognizing the importance of civic education and pledging each institution to work cooperatively to advance democracy education in their respective countries and internationally. ■

## Project Citizen Launched in Puerto Rico

In March 2003, the Senate and Department of Education of Puerto Rico launched a **We the People: Project Citizen** pilot program involving 13 schools from across the island. Michael Fischer, Director of **Project Citizen**, traveled to San Juan to assist officials in planning the program and to conduct a professional development workshop for the teachers who participated in the pilot. During his visit to Puerto Rico, Fischer met with Antonio Fas Alzamara, President of the Senate, and César Rey, Secretary of Education, to outline how **Project Citizen** is conducted

in the U.S. and to discuss the implementation of the program in Puerto Rico.

The success of the pilot program was demonstrated in June 2003 when portfolios from some of the participating classes were displayed in a showcase event in San Juan. A Puerto Rican version of the **Project Citizen** student text is currently being developed based on the feedback provided by the teachers of the pilot program. Officials of the Department of Education are also reviewing other Center programs for possible adaptation in Puerto Rico. ■

# New!

Foundations of Democracy  
Interactive CD-ROMs



## Center Launches Program in Africa

With a grant from the U.S. Department of Education, the Center and other leading civic education organizations in the U.S. from California, Kentucky, New Jersey, Ohio, Pennsylvania, and Washington, D.C., are collaborating with nations in Africa to create a Civitas Africa program. The focus of this two-year program includes exchange visits with educators and civic leaders; development and implementation of effective civic education curricula in African and U.S. school systems; professional development institutes for elementary, secondary, and pre-

service teachers; increased knowledge among U.S. and African educators and students of the history and governance of their partner countries; and the conduct of research and evaluation projects to determine the effect of civic education programs on the knowledge, skills, and character traits of students in the United States and Africa.

Previous collaboration among the participating organizations in Sub-Saharan Africa has led to the authorization to implement **We the People: Project Citizen** in all federal government colleges throughout

Nigeria, formal recognition and support from the respective Ministries of Education for the implementation of **Project Citizen** in schools in Senegal and Madagascar, and the implementation of **Project Citizen** in rural, semirural, and urban schools in one of the nine regions of South Africa. With the success of democracy education in Sub-Saharan Africa, the Center will strengthen and expand the existing network to provide a mechanism for the exchange of information and best practices and increased cooperation among civic leaders and organizations in Africa and the United States. ■

## First Year of Civitas Latin America Program a Success

Civitas Latin America had its first program year from October 2002 to September 2003. During the first year, activities were conducted with organizations in Argentina, Brazil, Chile, Costa Rica, Colombia, Dominican Republic, Guatemala, Mexico, Panama, Peru, Venezuela, and Uruguay.

The first Civitas Latin America Leaders Seminar was conducted in Santo Domingo, Dominican Republic, on May 25–30, 2003. The seminar was sponsored by the Center and hosted by the Civic Education

Consortium of the Dominican Republic, a network of nongovernmental organizations, educational institutions, and government agencies working in civic education. More than 50 delegates from the United States and Latin America participated in the seminar.

In addition, the Center collaborated with the American Federation of Teachers to develop lessons for U.S. high school students focusing on Latin American democracy, called “Democracy in Latin America: Past Progress, Current Realities,

and Future Challenges.” Other activities of the program year included dozens of exchange visits, technical assistance visits, fact-finding missions, teacher trainings, workshops, and conferences. To date, 561 teachers, 269 students, and 116 civic and political leaders from 9 U.S. states and 17 Latin American countries have directly participated in the program. A number of these Latin American countries are working in partnership with California, Colorado, Florida, New Mexico, New York, and Texas. ■

## We the People and Project Citizen Coordinators Convene in Washington, D.C.

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Karl Kurtz, Director of the National Conference of State Legislatures’ Trust for Representative Democracy, delivered a report entitled *Citizenship: A Challenge for All Generations*. Similar to the findings of *The Civic Mission of Schools*, Kurtz’s presentation detailed a survey of Americans aged 15–26 that demonstrated both civic disengagement among our youth and the power of civic education to make a difference.

Bernard Toomer, the newly appointed Washington, D.C., state coordinator, brought his class from Our Lady of Perpetual Help School to present a **Project Citizen** simulated legislative hearing to the coordinators. A number of **Project Citizen** portfolios were also displayed in the foyer and were used to help train new coordinators. ■



Teachers prepare their portfolios as part of **Project Citizen** training at the Northeast Regional Institute in Newport, Rhode Island, in July 2003.

# Civic Education Effort Launched in Peru

With support from the U.S. Embassy in Lima, Peru, and the Fulbright Scholar Program in Washington, D.C., Michael Fischer, Director of the Center's **We the People: Project Citizen** program, assisted in launching a unique effort to promote civic education in Peru. Fischer traveled to Chiclayo, Peru, as a Fulbright Senior Specialist in the spring of 2003. While in Chiclayo, Fischer worked with the staff of the Instituto Cultural Peruano Norteamericano (ICPNA–Chiclayo) to plan for the integration of civic education concepts, themes, content, and instructional methodologies in the organization's cultural and language instruction programs.

The ICPNA–Chiclayo is one of twelve similar binational centers throughout Peru dedicated to teaching the language and culture of English-speaking nations

throughout the world, focusing on the U.S., Canada, and Great Britain.

In cooperation with Ana Maria De la Torre Ugarte, the Executive Director, and Majid Safadaran, the Academic Director, Fischer conducted a rigorous review of the binational center's existing program, the English-language instructional material, and the strategies and cultural offerings currently available. Fischer worked with the institute's board of directors, faculty, and staff to explore ways in which civic education could be integrated into the binational center's overall program. Faculty at ICPNA–Chiclayo participated in a series of workshops that focused on identifying civic education themes, concepts, and content in the instructional materials currently being used; examining instructional methodologies to demonstrate practices associated with democ-

racy; and looking at organizational practices and policies to see how they could be used as a vehicle for promoting democratic principles and values.

Since the original effort was launched, De la Torre Ugarte and Safadaran have worked with the U.S. Embassy's Cultural Affairs Office to share their findings with the directors of the other binational centers in Peru. Nearly all of the binational centers have now adopted the goals and principles of the civic education integration project. A series of conferences in Peru have helped to expand the original findings. Most recently Safadaran and Jorge Rivera of the U.S. Embassy attended the Center's **CIVITAS: An International Civic Education Exchange Program** International Leaders Seminar in Mexico City where they presented the project to the other delegates from around the world. ■

## News from the Sites

### Arab Civitas

Arab Civitas is a regional association of Arab educators promoting the implementation of civic education programs such as **Project Citizen** and *Foundations of Democracy* in elementary and secondary schools. Since August 2003 the program has expanded from the three initial participating countries (Jordan, the Palestine National Authority, and Egypt) to eight, with the identification of national coordinators for Lebanon, Tunisia, Morocco, Yemen, and most recently, Bahrain.

In January 2004, master trainers Ken Rodriguez and Norma Wright conducted *Foundations of Democracy* training for 120 teachers in the West Bank, Jordan, and Egypt. A three-person team composed of Will Harris, the director of the Center's National Academy for teachers; Kevin Fox; and Andy Washburn led a two-week seminar for 70 teachers and ministry officials on Education for Democracy in Ramallah. The Arab Civitas regional office in Amman, Jordan, conducted a four-day workshop on **Project Citizen** with participants from Lebanon, the Palestine National Authority, Egypt,

Jordan, Morocco, Yemen, and Bahrain. The program's funding is expected to double for next year, which will permit continued expansion of civic education in the region.

### Bulgaria

Center consultants Sanja Morris (California) and Sandy Baker (Indiana) traveled to Bulgaria in September 2003 to conduct a training of trainers seminar for the *Foundations of Democracy* series, which discusses the themes of Authority, Privacy, Responsibility, and Justice. Virginia Valova and Rumen Valchev from Bulgaria's Open Education Center were instrumental in organizing the three-day seminar to advance the knowledge and skills of these 20 future trainers of teachers.

The seminar was held in the village of Primorsko, located on the Black Sea. An important goal was the seminar's usage of *Foundations of Democracy* materials to fulfill the requirements for the standards for civic education recently established in Bulgaria. Participants hoped that widespread teacher training and the availability of *Foundations of Democracy* materials

would become a priority for the ministry of education for the 2003–04 school year.

### Serbia

With the support of the U.S. Embassy in Belgrade, Center consultants Dee Morgan and Doug Phillips were joined by Bosnia **Civitas** coordinators Amir Hodzic and Milak Mensur from Zenica in conducting the second-year pilot **Project Citizen** program training for 48 new teachers. Civic Initiatives Executive Director Miljenko Dereta and Program Assistant Natasa Djuricic serve as Belgrade's local coordinators for Center programs and activities.

The August 2003 training, held in Arandjelovac, followed the first-year pilot program training for more than 200 teachers. The purpose of the second-year pilot program training was to introduce the adapted **Project Citizen** materials into all 250 Serbian pilot-program classrooms. The ministry of education has approved the inclusion of **Project Citizen** in all Serbian region schools during the 2004–05 school year. ■

## News from the States

continued from page 7

The award was presented to McElligott in recognition of her outstanding accomplishments in promoting law-related education in her classroom. Her students participate in both **We the People** and **Project Citizen**.

### Pennsylvania

The highly acclaimed National Constitution Center (NCC) in Philadelphia has established **We the People** and **Project Citizen** as two of its primary educational programs. Stephanie McKissic, assisted by Lynn Klein and Lisa Meredith, will serve as the state coordinator for the **We the People** programs. The NCC will provide the hundreds of children expected to visit the NCC during the inaugural year with exposure to the programs. The **We the People** programs were previously coordinated by George Franz. He was a district coordinator when **We the People** first began in 1987 and became the state coordinator for **We the People** and **Project Citizen** in June 1998.

### South Carolina

Cynthia Cothran, Law Related Education Manager for the South Carolina Bar Association, is the new state coordinator for the **Project Citizen** program. Beth DeHart, who is also a Law Related Education Manager at the South Carolina Bar Association, will oversee the **We the People** program. Lisa Burgess coordinated both **We the People** programs before leaving the South Carolina Bar Association in the summer of 2003.

### South Dakota

Lennis Larson has retired as the state coordinator for **We the People** in South Dakota after many years of service. Lennis will remain active in the program as the district coordinator and a classroom teacher. Don Simmons, Executive Director of the South Dakota Humanities Council, has assumed the **We the People** state coordinator role.

### Tennessee

The **Project Citizen** program saw tremendous growth in 2003, with increases in the number of classes and youth organizations participating in the state showcase held at the capitol in May. Representative Jim Cooper (TN-05) was the opening

speaker, and other state leaders and educators served as judges. Students showcased portfolios on topics such as playground management, recycling, and exercise programs for middle schools. "I think this [**Project Citizen**] would be an excellent way for students to solve problems within our high school," said one principal.

Daphne Green, Doe Elementary School teacher and **Project Citizen** District 1 coordinator, welcomed State Representative Jason Mumpower when he visited her fifth-grade class during the annual America's Legislators Back to School Week, a program administered by **Project Citizen's** cosponsor, the National Conference of State Legislatures. Each student was presented with a state pin. Green was later invited to attend the general assembly of both the House of Representatives and Senate at the Tennessee state capitol. In addition to sitting in on committee meetings, Green also had the opportunity to personally meet with the state's new governor, the Honorable Phil Bredesen, to discuss the importance of teaching civic education to students.

### Utah

Paul Puzey, Social Studies Specialist at the Utah State Office of Education, and

Bill Spence, a teacher at Pleasant Grove Junior High School, are the new state co-coordinators for **Project Citizen**.

### Vermont

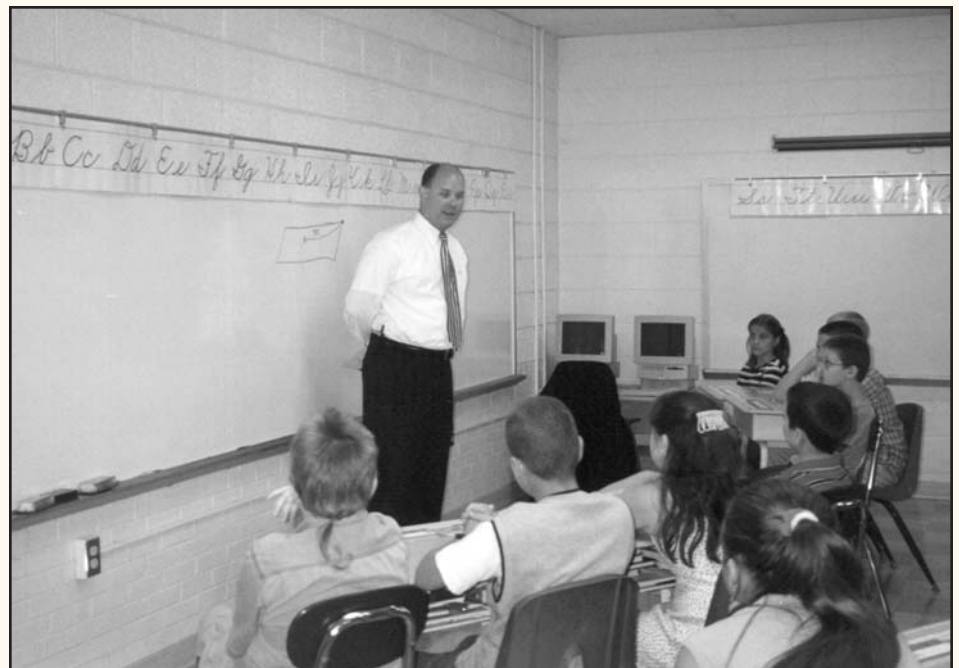
**We the People** and **Project Citizen** were both named in the Vermont History/Social Science Resource Guide, which includes instructional material on the Vermont state standards in civics education.

### West Virginia

Jennie Shaffer, the former principal of Keyser High School, agreed to become the **We the People** state coordinator in July 2003. She replaced Ernie Dotson after he stepped down in June. The West Virginia Bar Association, directed by Thomas Tinder, provides the institutional base for the program under Shaffer.

### Wisconsin

**We the People** programs state coordinator Dee Runaas was recognized with the Golden Gavel Award by the board of the National High School Mock Trial Championship in May 2003. Runaas serves as the Law-Related Education Coordinator at the Wisconsin State Bar. ■



Tennessee State Representative Jason Mumpower met with students of Daphne Green's fifth-grade class at Doe Elementary School, Mountain City, Tennessee.

*The Center for Civic Education develops and administers a wide range of critically acclaimed curricular, teacher-training, and community-based programs that feature cooperative-learning and problem-solving skills.*

## Education for Democracy: California Civic Education Scope & Sequence

A comprehensive, multifaceted curriculum guide designed to aid school administrators, curriculum developers, and classroom teachers to integrate civic education in a systematic way. *Scope & Sequence* shows how teaching civics can meet state and national standards and provides teachers with lesson ideas and a wide range of resources.

## National Standards for Civics and Government

A set of K–12 exit standards specifying what students should know and be able to do in the field of civics and government. The *Standards* are a valuable resource for teachers, educational agencies, school administrators, curriculum developers, textbook writers, and community groups.

## CIVITAS: A Framework for Civic Education

A model curriculum framework for the nation's elementary and secondary schools. *CIVITAS* sets forth the knowledge, skills, dispositions, and commitments necessary for effective citizenship.

## We the People: The Citizen and the Constitution

A nationally acclaimed civic education curriculum focusing on the history and principles of the U.S. Constitution and Bill of Rights. The culminating activity, a simulated congressional hearing, is an exemplary performance-assessment model for elementary, middle, and high school levels. The curriculum supports most state social studies frameworks in the areas of civics and government, and helps students develop the skills necessary to pass the citizenship section of state competency tests.

## We the People: Project Citizen

A middle school civic participation program in which students work together to identify and propose remedies for public issues in their communities. The program encourages civic participation among students, their parents, and members of their communities.

## Foundations of Democracy

*Foundations of Democracy: Authority, Privacy, Responsibility, and Justice.* The curriculum consists of materials for students from primary school through grade twelve on four concepts fundamental to an understanding of politics and government.

## Exercises in Participation Series

The series encourages upper elementary and middle school students to develop plans to solve problems in a hypothetical school as a model for addressing and dealing with problems in their own school.

*Violence in the Schools: Developing Prevention Plans* can be incorporated into a social studies or middle school core curriculum.

*Drugs in the Schools: Preventing Substance Abuse* fulfills state drug education program requirements and those of the Drug-Free Schools and Communities Act.

## American Legacy: The United States Constitution and Other Essential Documents of American Democracy

A pocket-size booklet containing the U.S. Constitution and the Declaration of Independence with passages from other documents that encompass essential ideas of American democracy.

## Comparative Lessons for Democracy

A resource book for high school teachers developed as part of *Civitas: An International Civic Education Exchange Program*. The 35 lesson plans and resource materials actively engage students in comparative analyses of the emerging democracies of Central and Eastern Europe, including their histories and transitions.

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- Comparative Lessons for Democracy
- We the People: The Citizen and the Constitution
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