

Center Correspondent



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CENTER FOR CIVIC EDUCATION

SPRING/SUMMER 2004

East Brunswick High School Captures the We the People National Title

Students representing East Brunswick High School in East Brunswick, New Jersey, placed first in the 17th annual **We the People: The Citizen and the Constitution** national finals held in Washington, D.C., May 1–3, 2004. The Maggie L. Walker Governor's School for Government and International Studies in Richmond, Virginia, placed second, and Grant High School in Portland, Oregon, placed third.

"I'm ecstatic," said East Brunswick student Kian Berry shortly after the announcement of his school's first-place finish. "I always thought we had the opportunity to do it, but there are so many great schools here. I wasn't sure how good we were until we won today." Fellow student

Abraham Tran cited several reasons for East Brunswick's success: "I would say that it's the way the team comes together, it's the teacher [Alan Brodman], and it's our passion."

The results of the national finals were announced at the awards banquet on May 3, 2004, at the Omni Shoreham Hotel in Washington, D.C. The event was attended by nearly 1,500 students, teachers, competition judges, international guests, and public officials. The banquet was the final event of three days of simulated congressional hearings that determined the national winner.

Classes from all 50 states and the District of Columbia competed in the national finals, which is the culminating

event of the **We the People** high school competition. High school classes qualified for the national championship by placing first in their district and state competitions. The national finals are the result of several months of study for the students, who familiarize themselves with the Center's *We the People: The Citizen & the Constitution* text and testify as experts on the Constitution and the Bill of Rights before a panel of judges. Each class is divided into six panels based on the units of the text. Students immerse themselves in the topics covered by their particular unit, which range from the philosophical and historical foundations of the American political system to the roles of citizens in

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East Brunswick High School students celebrated their first-place finish with teacher Alan Brodman.

Interview with Washington, D.C., Teacher Justin Rydstrom

*Justin Rydstrom is a 1995 **We the People: The Citizen and the Constitution** alumnus from New Hampshire. Today he teaches American Studies at the Thurgood Marshall Academy in Washington, D.C. His eleventh-grade class competed in the **We the People** national finals, May 1–3, 2004. The Thurgood Marshall Academy is a law-based public charter school serving at-risk, low-income students in southeast Washington, D.C. The school integrates issues of justice, equality, and civic participation into its curriculum to produce civically engaged graduates. Rydstrom shared his thoughts on the benefits that the **We the People** program has provided to him and his students.*

CENTER: How has your experience as an alumnus helped to inform your participation in the program?

RYDSTROM: Not only has it informed my participation in the program, it's one of the major reasons that I actually became a teacher. After graduating from college I went back to teach in New Hampshire with my former teacher, Joel Mitchell [Hollis/Brookline High School]. I taught two years there and then I came to the District of Columbia. I enjoy teaching the curriculum to a population that's typically underserved and not recognized.

CENTER: Why did you choose to teach the **We the People** program? What benefits do you think it will bring to your students?

RYDSTROM: We have an interesting school. Thurgood Marshall Academy is a public charter school in the District, but we're also in the Anacostia/Congress Heights neighborhood east of the Anacostia River. Students in this community typically don't have a voice. Part of the mission of our school is to help them engage in democratic society. The **We the People** program, more than anything, helps them to give voice and structure to their

thoughts, whether it's learning about history and case law or how our government was founded. The program helps them find their place in society and encourages them to express their own ideas.

CENTER: As residents of the District do you think that learning about how the federal government and the state governments work is of particular interest to these students?

RYDSTROM: I think it is. All citizens are most affected by local government. Even

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*District of Columbia
**We the People: The
Citizen and the
Constitution** champions
from the Thurgood
Marshall Academy posed
with their trophy.*



Youth for Justice Conducts Training

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 91302-1440
Phone: (818) 591-9321
Fax: (818) 591-9330
Email: 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

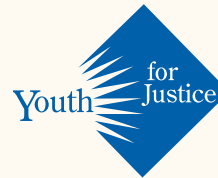
Twenty-four teachers from across the country convened in Manhattan Beach, California, during the week of February 21–27, 2004, to become certified trainers of the *Foundations of Democracy* curriculum. Eighteen of the teachers were selected by state coordinators for the **Youth for Justice** program and six teachers were selected by the **School Violence Prevention Demonstration** program. During 2004 and 2005 these teachers, representing approximately 15 states, will each conduct at least three training sessions with teachers in their states.

The first two days of the training provided an overview of the curriculum, its mission and goals, and model lessons in *Authority* and *Justice*. Participants grappled with the difference between power with authority and power without authority; what makes a good rule; how to choose leaders; and distributive, corrective, and procedural justice. They solved problems

through hearings, *pro se* courts, and debates, and made decisions about Supreme Court cases. Their critical thinking skills were honed as they rendered their carefully considered decisions on actual court cases related to freedom of speech, freedom of religion, and corrective and procedural justice.

Erwin Chemerinsky, Sydney M. Irmas Professor of Public Interest Law, Legal Ethics, and Political Science at the University of Southern California, presented a provocative lecture on justice, amplifying the participants' knowledge of this important concept.

During the final two days the participants designed and presented lessons of their own on each of the concepts. They focused on how to teach the concepts clearly and thoroughly in the classroom using the interactive activities included in the curriculum. ■



Be sure to bookmark the Center for Civic Education website

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
- *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

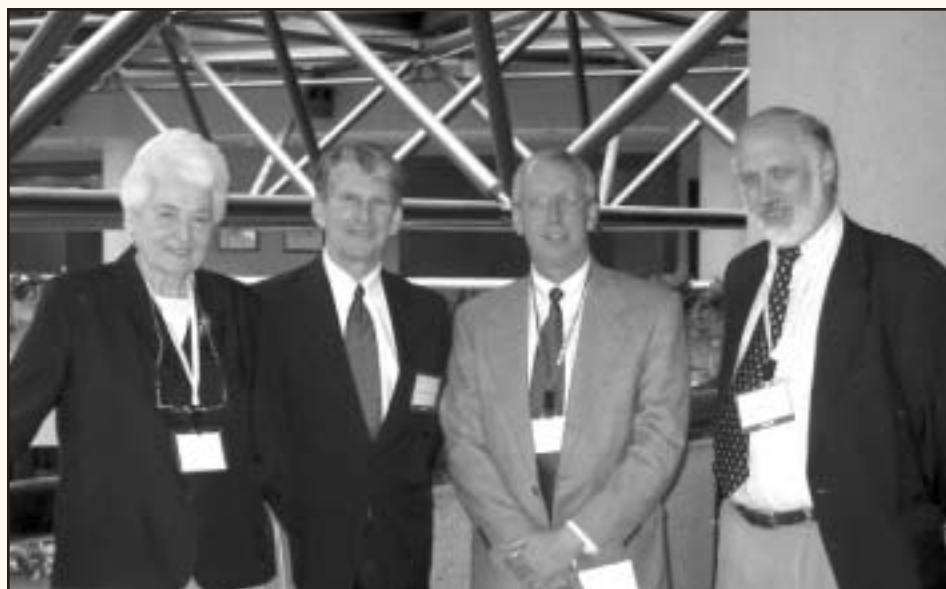
...and a wealth of additional civics-related materials.

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American democracy. During the two preliminary rounds of competition, students from all competing schools face panels of judges who are selected for their knowledge of the Constitution. The judges ask one of three questions that the students are given in advance. Panels of students respond with a four-minute presentation and are asked follow-up questions for six minutes.

"We've always got to expect tough questions from these judges. We have to think on our feet . . . coming up with answers right on the spot," said Munster High School, Indiana, student Ryan Anderson after testifying on the second day of the competition. Judge Robert Schadler, President of Educational Enrichments, commented on the challenges involved in the competition, "We're tackling very complicated, deep questions within a very limited amount of time."

The scores for each class for the first two days of competition were combined to determine the top ten classes, which then competed in the final round of competition held on May 3 in the Dirksen and Hart Senate Office Buildings on Capitol Hill. The results of the final day of competition determined the top three winning classes, as well as winners of regional and



Four of the 78 competition judges (from left to right): Rosamond Ethier, Stephen O'Brien, Jerry Bass, and Robert Schadler.

unit awards. The remaining seven classes from the top ten were presented with special recognition awards (see page seven for a complete list of this year's winners).

Speakers at the awards banquet included Deborah Price, Deputy Under Secretary of Education for the Office of Safe and Drug-Free Schools. Senator Jeff Sessions of Alabama was the recipient of the 2004

Dale E. Kildee Civitas Award, which recognizes members of Congress for their dedication to civic education. **We the People** judge and alumnus Marco Lopez spoke to the assembled students about the importance of civic involvement. Lopez described his experiences with the **We the People** program and as the former mayor of Nogales, Arizona.



Students from Portland, Oregon's Grant High School prepared to testify in the Dirksen Senate Office Building on May 3.

Scholarship Teacher Program Marks Its Fourth Year

Forty-two teachers from across the country observed the finals to learn strategies that will allow them to better prepare their students for their own simulated congressional hearings. Scholarship teacher Stan Paulic of South Eugene High School in Eugene, Oregon, said, "Perhaps the greatest benefit I received was in watching some of the judges work. I took notes on their follow-up questions and intend to use their inquisitorial style when prepping my students for hearings."

Perspectives of the Participants

The **We the People** national finals are the culmination of months of study, practice, and competition for most students. "We read magazines, newspapers, and got up-to-date on local events," said student Deirdre Hines from Delaware's Woodbridge High School. Hines and her classmates compiled encyclopedias of the

information covered in their units, practiced timed speeches, and constantly worked to refine their prepared statements. Many classes received support from their communities. Teacher Ray Parrish of North Carolina's Northwest Guilford High School said that a state senator, a county commissioner, and several lawyers assisted his class by acting as judges in practice sessions to give his students an idea of what the competition would be like.

Despite the inevitable stress and nervousness that comes with testifying before a panel of experts, the students inspired

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Students from Kahuku High and Intermediate School, Kahuku, Hawaii, awaited the arrival of the judges.



*International observers from South Africa and Colombia attended the national finals to gain insights into the way **We the People: The Citizen and the Constitution** is implemented in the United States.*



East Grand Rapids High School, Grand Rapids, Michigan, students engaged in a discussion in a hearing room at the Hart Senate Office Building on the final day of competition.



Students celebrated their accomplishments at the awards banquet on May 3.



Western States award winner, Amador Valley High School, Pleasanton, California; Matthew Campbell, teacher.



Southeastern States award winner, Northwest Guilford High School, Greensboro, North Carolina; Ray Parrish, teacher.



Unit 1 award winner, Westminster Christian Academy, St. Louis, Missouri; Ken Boesch, teacher.



Unit 4 award winner, Nashua High School South, Nashua, New Hampshire; Tarin LaFrance, teacher.

WE THE PEOPLE: THE CITIZEN AND THE CONSTITUTION

2004 NATIONAL FINALS AWARD WINNERS

National Winner: East Brunswick High School, East Brunswick, New Jersey

Second Place: Maggie L. Walker Governor's School for Government and International Studies,
Richmond, Virginia

Third Place: Grant High School, Portland, Oregon

HONORABLE MENTION

*Other Top Ten Finalists
Alphabetically by State*

Sparkman High School
Harvest, Alabama

Dobson High School
Mesa, Arizona

Our Lady of Lourdes Academy
Miami, Florida

Kahuku High and Intermediate School
Kahuku, Hawaii

Maine Township High School South
Park Ridge, Illinois

East Grand Rapids High School
Grand Rapids, Michigan

Heritage Christian School
Milwaukee, Wisconsin

REGION AWARDS

*Best Non-Finalist
from Each Region*

Western:
Amador Valley High School
Pleasanton, California

Mountain/Plains:
McAllen Memorial High School
McAllen, Texas

Central:
Central Academy
Des Moines, Iowa

Southeastern:
Northwest Guilford High School
Greensboro, North Carolina

Northeastern:
Half Hollow Hills High School East
Dix Hills, New York

UNIT AWARDS

*Best Non-Finalist
for Each Unit*

Unit One:
Westminster Christian Academy
St. Louis, Missouri

Unit Two:
Tahoma Senior High School
Covington, Washington

Unit Three:
Lincoln Southeast High School
Lincoln, Nebraska

Unit Four:
Nashua High School South
Nashua, New Hampshire

Unit Five:
Highland High School
Albuquerque, New Mexico

Unit Six:
Ohio County High School
Hartford, Kentucky

Simulated Congressional Hearings Distinguish the We the People Program

Each year, thousands of students learn about the institutions of American constitutional democracy and discover the contemporary relevance of the Constitution and Bill of Rights through their study of the **We the People: The Citizen and the Constitution** curriculum. Many elementary, middle, and high school classes participating in the program take part in simulated congressional hearings, the culminating activity of the program. Participating in the hearings gives students an opportunity to demonstrate their knowledge and understanding of constitutional principles and to evaluate, take, and defend positions on relevant historical and contemporary issues. The hearing format involves entire classes working in cooperative groups to prepare and present four-minute responses to predetermined questions. Students then answer six minutes of previously unrevealed follow-up questions.

Many high school programs and some elementary and middle school programs incorporate a competitive feature into the hearing. Students advance from a congressional district level competition to a state competition. A classroom hearing or a regional hearing are sometimes also held. For high school students, the highest level of competition is the national finals, held each spring in Washington, D.C.

The participation of government and judicial leaders is a distinctive feature of the simulated congressional hearings. New Hampshire Governor Craig Benson and Wyoming Governor Dave Freudenthal gave keynote addresses at the hearings in their respective states. In California, Governor Arnold Schwarzenegger sent a letter to student participants and their teachers applauding them for their involvement in an event that he described as offering “an excellent introduction to the ideas and institutions that are vital to our democratic government.” A letter from Senator John Kerry was read at the Massachusetts state competition. In other states, members of Congress and state legislators participated as hearing judges, signed certificates of achievement, and distributed awards. State Supreme Court justices were among the competition judges at the Arizona,

New Mexico, Oregon, and Wyoming district and state competitions.

We the People alumni participate in competitions throughout the country as teachers, coaches, judges, timers, and speakers. Alumna Lisa Snyder commented, “Participating in the **We the People** program was the pinnacle of my K–12 education—the most memorable experience I have ever had, and I would love to do anything I can to help with this program.”

The **We the People** program continues to grow throughout the country. Congressional district hearings were held in Utah for the first time. In the at-large congressional district states of Alaska and Wyoming, expanding program participation resulted in each state holding its first regional competition. In California, a home-school consortium class participated for

the first time in the state competition after winning at the regional level.

The most distinctive feature of the simulated congressional hearing is the impact it has on students. After placing second in their state competition, a group of Michigan students asked their teacher if they could continue their civic involvement by assisting middle school students in the **We the People: Project Citizen** program. After a noncompetitive Michigan hearing, student Melissa Hedberg said, “I think the [simulated] congressional hearing was a very good experience. I actually felt like my voice and opinion were important and perhaps even more importantly, I felt they were heard. It was a new feeling, and it definitely motivates me to be more active and take an interest in government.” ■

*Jeffrey Cox,
a 1989*

***We the People:
The Citizen and
the Constitution**
alumnus from
Chicago, Illinois,
spoke at the
National Advisory
Committee meeting
on April 30, 2004.*

*Cox is now a
staff associate for
the House
International
Relations
Committee.*



From Elementary School to the National Finals

After preparing for the **We the People: The Citizen and the Constitution** national finals since what seemed to teacher Michael Gordon to be the “dawn of time,” students from Indiana’s Munster High School finally faced judges’ questions during two days of simulated congressional hearings in Washington, D.C., May 1–2, 2004.

This was the first time that any class from Munster High School had made it to the national finals. Although the class did not place in the top ten during the competition, the students won the pride and admiration of their community. “They understand that they’ve already done better than anyone in our school’s ever done,” said Gordon.

For each of the classes competing at the national finals there is an inspiring story of what brought them there, but what set the class from Indiana apart is that more than half of the 17 students in Gordon’s class had participated in the **We the People** program in elementary school. Now retired from Elliott Elementary School in Munster, Sandra Baker has followed the progress of her former students since she taught them the **We the People** curriculum in the fifth grade. “As fifth graders, these students gained an appreciation of their rights and responsibilities as American citizens,” said Baker. “They understood the complexities of our government and embraced its principles and ideals. That understanding and commitment has only deepened as they grew older.”

Student Kelley Fernandez credits her participation in elementary school as a key reason for her involvement in high school. “Once you get involved,” she said, “it kind of just engulfs you.”

The students began their preparation for the

competition as part of Michael Gordon’s semester-long class in the fall of 2003, but continued their studies as an extracurricular activity when the class ended. According to Gordon, the students studied for their state and district competitions two to three times per week, then increased their studies to four to five times per week shortly before the national finals, in addition to reading on their own.

The Munster community also pitched in. “A number of lawyers and judges and people from around the area volunteered to help us,” said Fernandez. In addition, the students were recognized by various community organizations, including the state legislature. “Our community has modeled the values the students have studied,” said Sandra Baker. “The class goes to Washington with a proud community cheering for the hard work and dedication they have displayed.”

The students have realized various benefits from their participation in the **We the People** program. Tom Stine, the father of student Emily Stine, credits the program for his daughter’s public speaking abilities. “This has given her a lot of confidence, of

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).

being able to talk in front of people,” said Stine. “The program is an incredible mechanism for developing academic confidence,” said Gordon. “It mixes the rigors of the academic world with the competitive rigors of sports.”

Baker commented that the benefits of the program that she introduced her students to as children will have a lasting impact on their lives. “These young people will be fine American citizens who will participate in and monitor our government. They understand how fragile our democracy is and what it takes to keep it strong.” ■



Michael Gordon’s class from Munster High School, Munster, Indiana, after the national finals awards banquet on May 3.

Congressional Conference Delegates Work to Strengthen Civic Education

State and at-large delegates to the First Annual Congressional Conference on Civic Education, held in Washington, D.C., in September 2003, have been working toward achieving their first-year goals of strengthening and improving civic education. The conference was sponsored by the Alliance for Representative Democracy, a collaborative effort funded by the U.S. Department of Education and composed 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. In the months since the congressional conference, state delegations have been building campaign coalitions composed of policymakers, representatives of state and local education organizations, civic organizations, academicians, and citizens.

Kentucky State Facilitator and Campaign Manager Deborah Williamson and her delegation worked closely with the Secretary of State and the Scripps Howard Center for Civic Engagement at Northern Kentucky University on legislation establishing a Civic Education Review Commission under the Secretary of State. The legislation, which was introduced by congressional conference delegates State Representative Tanya Pullin and State Senator Jack Westwood, was signed into law by Governor Ernie Fletcher on April 7, 2004. The review commission is empowered to examine all aspects of civic education in Kentucky and make recommendations to correct the deficiencies it finds.

Utah congressional conference delegate Representative LaVar Christensen sponsored HB22, which was signed into law by Governor Olene S. Walker on March 19, 2004. The law provides legislative recognition that civic and character education are fundamental elements of the public education system's core mission and mandates that constitutional responsibility be taught in connection with regular school work.

Legislation has also been introduced by congressional conference delegations

in Colorado, Connecticut, Maine, Massachusetts, Rhode Island, and Washington.

On April 22, 2004, the Georgia Campaign hosted the Georgia Summit on Education at the state capitol in Atlanta, which was attended by Secretary of State Cathy Cox and State Superintendent of Schools Kathy Cox. On the same day, the California Campaign for the Civic Mission of Schools, a joint project of the Congressional Conference Delegation and the Constitutional Rights Foundation, hosted a coalition-building meeting in Sacramento of relevant California education stakeholders. On April 28, 2004, the North Dakota delegation hosted the North Dakota Summit on Civic Education at the state capitol in Bismarck. Representatives of all state education and civic organizations joined policymakers at the summit.

The Nebraska, New Hampshire, and South Dakota coalitions held state summits modeled on the congressional conference. Kentucky, Louisiana, Maine, Maryland, Michigan, Missouri, New Jersey, Oklahoma, and Washington are planning state conferences for later in 2004. Several other state campaign committees are exploring the possibility of holding their own state conferences.

Coalition-building meetings have taken place or are planned to take place over the next few months in Alaska, Colorado, Kansas, Kentucky, Michigan, Mississippi, Montana, New Jersey, New York, Vermont, Washington, and Wyoming.

Several state delegations and the coalitions they have built are working closely with existing civic education efforts in their states. These include Maine (Governor's Commission), Nevada (Legislative Commission), North Carolina (Civic Education Consortium), Ohio (Legislative Task Force), Rhode Island (Legislative Commission), and Wisconsin (Department of Public Instruction).

The Alabama, Arizona, Colorado, Connecticut, Delaware, Florida, Hawaii, Idaho, Iowa, Mississippi, New Jersey, Oklahoma, Tennessee, Texas, and West Virginia delegations are conducting surveys of the

current status of civic education in their states, existing civic education resources, or of educators', policymakers', and public attitudes about civic education.

The Indiana and Massachusetts delegations held conferences focused on engaging schools of education in the effort. The Second Summit on Civic Learning was convened on October 24, 2003, at the Statehouse in Boston, Massachusetts, by conference delegate and State Senator Richard Moore. The Massachusetts summit drew professors and officials from various schools of education to discuss how to improve preservice teacher education.

In addition to the efforts of the state delegations, the at-large delegates and other organizations have been working to strengthen and improve civic education. Lee Hamilton, former congressman and Director of the Center on Congress at Indiana University, is hosting a series of meetings for the representatives of major national education and civic organizations to inform them about the conference and state campaign activities and to seek their involvement in advancing the goals of the conference. Follow-up meetings are being held with each attending organization to formulate a plan for working together to ensure that the state affiliates of these organizations are involved with the campaign in their states and to publicize the effort. The response of the National Association of State Boards of Education (NASBE) is an exemplary outcome of the meetings. Working with the National Center for Learning and Citizenship of the Education Commission of the States and the Alliance for Representative Democracy, NASBE will devote the Fall 2004 issue of its quarterly journal, the *State Education Standard*, to in-depth coverage of civic education and civic engagement.

The Second Annual Congressional Conference on Civic Education will be held December 4–6, 2004, in Washington, D.C.

More information on state activities and the Congressional Conference can be found at www.representativedemocracy.org. ■

School Violence Prevention Demonstration Program Moves into Fifth Year

Professional development will be the focus of year five of the **School Violence Prevention Demonstration Program**. The program year began with the first training seminar for **Violence Prevention Program** teachers, held July 15–20, 2003, in Woodland Hills, California. The focus of the seminar was how to merge the three curricula of the program, **We the People: The Citizen and the Constitution**, **We the People: Project Citizen**, and *Foundations of Democracy* into a highly effective methodology for training future teachers in the specific needs of the program.

The Center's Native American initiative is being expanded to include a small pilot of the **Violence Prevention Program** with Native American teachers and students in the Los Angeles Unified School District. Native American teachers will use the program and work to strengthen ties between the Center and other Native American teachers throughout Los Angeles, Orange, Riverside, and

San Diego counties. In Alaska, Anchorage will continue to serve the general population in the city's school district and a new site will service the rural populations. This year, Bethel will serve as the rural city center, with teachers from the Yup'ik village of Tuntutuliak joining them. The expansion will continue to feature specific geographic regions throughout Alaska and strengthen rural Native American representation in the **Violence Prevention Program**.

Elementary and middle school students from Cleveland and Oakdale, Tennessee, were involved in the **We the People** Tennessee state competition. Students from Evelyn Forbes' class at Oakdale Elementary School held a mock trial of the Grinch, a character from the Dr. Seuss book *How the Grinch Stole Christmas!* The animated student who portrayed the Grinch was represented by a team of students who defended him against the charge of stealing Christmas. Other students served as the prosecution. The trial

was a creative way for elementary students to showcase their understanding of the *Foundations of Democracy* curricula. The students used the concept of corrective justice in a simulated trial that appealed to their peers and encouraged their active involvement in the materials used in the **Violence Prevention Program**.

The **Violence Prevention Program** welcomed two new program coordinators to its staff, Brian Griffin and Megan Linford. Griffin was hired in June 2003 and Linford in February 2004. Griffin comes to the Center with experience in classroom teaching, research, and educational evaluation from his experiences in the San Diego Unified School District and the University of California. Linford is an alumnus of the **We the People** programs and a former Duane E. Smith Memorial Intern Fellow. She served on the Alumni Network Advisory Committee and has experience in classroom teaching and nonprofit work. ■



Tami Trotter's class at North Star Elementary in Anchorage, Alaska, worked on the Center's *Foundations of Democracy* curriculum, which is part of the **School Violence Prevention Demonstration Program**.

Opportunities for Professional Development

Teacher institutes are offered throughout the United States for upper elementary, middle, and high school teachers. These institutes are designed to assist teachers in implementing curriculum content, classroom strategies, and performance assessment.

NEWS from the STATES

Alabama

We the People: Project Citizen students in Selena Florence's class received a special visit from Representative Spencer Bachus (AL-06) in February. Representative Bachus spoke about his Tornado Shelters Act, which passed in 2003. Florence's students were in the research phase of their **Project Citizen** class assignment when they discovered pictures of tornado shelters on a Bachus website. The students chose to trace the policy as part of their class project.

California

The National Council for the Social Studies named **Project Citizen** teacher Merrell Frankel the Middle School Teacher of the Year in November 2003. Frankel teaches at Berendo Middle School in Los Angeles. The California Council for the Social Studies (CCSS) gave awards to two **We the People: The Citizen and the Constitution** coordinators at its annual meeting in March. District 37 Coordinator Barbara Vallejo-Doten received the Outstanding High School Teacher Award for her teaching, curriculum leadership, professional

service, and professional leadership. Vallejo-Doten teaches at Millikan High School in Long Beach. Region 7 Coordinator John Hergesheimer received CCSS's highest honor, the Hilda Taba Award. Recipients of this award have made significant contributions to social studies education in California. Hergesheimer was recently a contributing editor to the Center's *Education for Democracy: California Civic Education Scope & Sequence*.

Indiana

District 1 Coordinator Cathy Bomberger was given the Indiana State Bar Association's Liberty Bell Award in November for her involvement in **We the People**. Eight classes participated in the simulated congressional hearings when Bomberger became involved with the program in 1995. Since then the number has increased to nearly 30.

Maryland

District 7 Coordinator John Krownapple trained Howard County elementary and middle school teachers and gifted and talented resource teachers in the **We the People** program. At the

training teachers participated in a simulated congressional hearing and were shown how the materials correlate to Howard County's fifth-grade curriculum. The teachers have been working collaboratively using the **We the People** curriculum. Elementary students participated in simulated congressional hearings this spring in the culminating activity of the program.

New Hampshire

Valenda Morrisette is the new **We the People Programs** state coordinator. She is the Law-Related Education Coordinator at the New Hampshire Bar Association. Melissa Childs served as the state coordinator before Morrisette.

New York

Former Arizona State Coordinator Debbie Shayo is the new **We the People Programs** state coordinator in New York. Shayo is administering the programs through the New York State Bar Association. Stephen Schechter and Michele Ringrose from Russell Sage College were the previous coordinators.

Oklahoma

Elizabeth Davis, the new Law-Related Education Coordinator for the Oklahoma State Bar, has accepted the state coordinator position for **We the People** and **Project Citizen**. Michael Reggio served as the previous state coordinator for both programs. Assistant state coordinators for the programs were Mary Oppgard and Lance Chapman. **We the People** alumna Karina Henderson has been hired by the Oklahoma State Bar as the Law-Related Education Assistant.

South Dakota

Patty Pearson, Executive Director of Kids Voting South Dakota, is the new **Project Citizen** state coordinator. Pearson worked for the South Dakota Secretary of State before joining Kids Voting South Dakota. ■



Wyoming Governor David D. Freudenthal (far right) and State Superintendent of Public Instruction Trent Blankenship (far left) met with students from the **We the People: The Citizen and the Constitution** state-championship-winning class from Cheyenne Central High School in Cheyenne, Wyoming.

W E T H E P E O P L E P R O G R A M S

Project Citizen Teachers Visit Northern Ireland and the Republic of Ireland

A group of Rhode Island educators involved in **We the People: Project Citizen** traveled to Northern Ireland and the Republic of Ireland in November 2003 to meet with their partners from Civic-Link, an initiative of Co-operation Ireland's Youth, Education and Community Programme. Civic-Link incorporates the action-learning and public policy approach of **Project Citizen** to build cross-border dialogue, positive relationships, and a responsible citizenry. The visit was the culminating activity for the group of 14 American teachers, each of whom had been partnered with one school or agency in Northern Ireland and another in the Republic of Ireland.

Francine Paradis, an educator at Samuel Slater Junior High School in Pawtucket, Rhode Island, said, "I have enjoyed the cultural exchange with my Irish partners. We have been using the Internet to exchange information on relevant public



*Carmel Heaphy, a Civic-Link teacher from Ballinacree College, Sligo, Ireland, spoke to a class of **We the People: Project Citizen** students at a Rhode Island middle school.*

policy issues, governmental structures, demographics, educational data, and our communities. Our trip to visit our partners has strengthened our relationship

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 the 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).

and has helped us to develop plans for the future."

The group also attended briefings with educational ministries, met with officials from Co-operation Ireland, and exchanged ideas with school administrators, teachers, students, and community members.

The Irish-Rhode Island Exchange Partnership was established in the summer of 2003 by the Pell Center for International Relations and Public Policy at Salve Regina University in Newport, Rhode Island; Co-operation Ireland, headquartered in Belfast and Dublin; and the Center. Civic-Link has been used as a training tool to build understanding of different cultures, mend cultural differences, and promote better relations between the people of Northern Ireland and the Republic of Ireland. ■

Project Citizen Students Tackle Tobacco Ads

When students from Dale Newton's eighth-grade class at Twinfield Union School in Vermont discovered that tobacco advertisements were appearing in student editions of national magazines, they decided to do something about it. As part of the final step of the **We the People: Project Citizen** program, the students developed an action plan to remove the advertisements, focusing specifically on the high school edition of *Newsweek*.

Through their research students discovered that approximately 20% of the deaths in Vermont were caused by smoking. They learned that the tobacco advertisements influenced teenagers to start smoking, which was in violation of Vermont's tobacco settlement. The class considered three alternative policies: (1) prohibiting tobacco ads from appearing in *Newsweek*, (2) adding a clause to the tobacco settlement banning tobacco advertisements from

magazines whose purpose is to educate students, and (3) creating a version of *Newsweek* that would not include tobacco ads.

After weeks of research the students decided to pursue the third alternative—removing all tobacco ads from publications purchased and used by schools. To implement their policy the students brought the issue before Vermont Attorney General Bill Sorrell and the National Association

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Study Shows Positive Results Among Indonesian Project Citizen Participants

A study of Indonesian adolescents conducted in 2002–03 found significant increases in political knowledge, research skills, and political participation among students who participated in Kami Bangsa Indonesia, a translated and adapted form of **We the People: Project Citizen**. Participants in Kami Bangsa Indonesia met with members of interest groups, visited officials, worked to get others to support their positions, attended meetings, and spoke with government officials at higher rates than students in matching control groups. Participants gathered information on problems in their communities from government officials, organizations, scholars, and others at higher rates than their peers, indicating that their

political participation was better informed. Nearly half of the students went beyond the scope of the program and lobbied local government officials to adopt their proposals. Of these, 13% were successful in getting their proposals adopted.

The sample for this study consisted of 1,435 middle school students and matching treatment and control groups from six provinces. The 84 ethnic groups that were surveyed reflect Indonesia's diversity. The majority of respondents, 67%, identified their religious affiliation as Islamic, 21% as Protestant, 10% as Catholic, and smaller numbers as Hindu and Buddhist. Indonesia is the most populous Muslim country in the world, with 88% of the population practicing Islam.

The program resulted from collaboration between the Center for Civic Education in Indonesia and the Center's headquarters in Calabasas, California. It was funded by a USAID grant that began in 2001. More than 316,000 students and 10,107 teachers and principals from across the archipelago are currently involved in Kami Bangsa Indonesia. The results of the study are encouraging, particularly given the challenges facing this new democracy. Programs such as Kami Bangsa Indonesia promise to close the gap between Indonesians' high support for democracy and their lack of knowledge about democracy. ■

News from the Sites

Iraq

James Adomanis, Maryland State Coordinator for **Project Citizen**, has been on the front lines in Iraq, training teachers in the Kurdish area of Irbil, a city with a

population of about one million. Through ties he established years ago with officials in the Kurdistan Regional Government in northern Iraq, Adomanis, who is also director of the Maryland Center for Civic Education, has traveled to Iraq several

times since the U.S. military invasion to assess the condition of Iraq's devastated educational infrastructure. During his most recent trip, Adomanis worked with Iraqi teachers who wish to educate their students in democratic values and practices.



James Adomanis (second from left, kneeling) met with Iraqi educators during his December 2003 visit to Irbil, Iraq.

Adomanis said, "Northern Iraqi teachers were eager and ready to take what they had learned at the training and begin the work of civic education as a way of helping their country reap the benefits of democracy."

Muhammad Ihsan Sulivany, Minister of Human Rights in the Kurdistan Regional Government, attended two of the Center's international leaders' seminars in Moscow and Mexico City. Translations of the Center's *Foundations of Democracy* primary-level curricular materials in the four different languages used in the region are on prominent display in the lobby of the Kurdish Ministry of Education.

In addition, U.S. officials asked the Center for background materials on basic concepts of democratic values and practices to be used in adult education campaigns. U.S. officials also asked the Center to recommend experts to evaluate the democratic consultations organized around the country as part of the preparation for the transfer of sovereignty to an Iraqi government.

India

Center staff Jack Hoar, Senior Advisor, and Neha Rastogi, Assistant Director of International Programs, traveled to New



Jack Hoar (right), Senior Advisor, and Neha Rastogi (left), Assistant Director, met with students at the Deepalaya School Kalkaji Extension in New Delhi, India.

Delhi, India, in January 2004 to explore opportunities to initiate education for democracy activities in the country. The primary goal of the visit was to gain a general overview of the current state of the educational system in India with a special focus on education for democratic citizenship. Hoar and Rastogi met with a number of representatives from the U.S. government mission, NGOs, educators and administrators from both public- and private-sector schools, and key leaders in the civil society and education fields.

Latin America

The first year of Civitas Latin America concluded in September 2003 with the participation of 6,255 teachers, 256,063 students, and 2,375 parents, school administrators, and civic and political leaders in Latin America and the United States. An evaluation by WestEd, a San Francisco, California, educational research corporation indicated that the program's greatest impact was achieved through teacher training. During 2003, 139 training sessions were conducted in the Center's **Project Citizen** and *Foundations of Democracy* materials. These training sessions are expected to facilitate the long-term impact of the program by improving teacher practice through in-depth teacher development activities.

The pace of activities continues in the second program year. On February 4, 2004, Civitas Venezuela and the Education Administration of the state of Miranda, Venezuela, conducted the first annual **Project Citizen** showcase. The top five projects from the 25 schools participating in the program presented their projects to an audience of parents, teachers, and civic and political leaders from the region. The Education Administration plans to expand the program to 50 additional schools in the state. Training for new teachers and follow-up activities for the existing participants will be conducted throughout 2004 by the Justice Resource Center of New York and Civitas Venezuela as part of the Venezuela/New York partnership.

Madagascar

Neha Rastogi and two Center consultants, Douglas A. Phillips from Sierra Vista, Arizona, and Phyllis Bowie from Anchorage, Alaska, traveled to Madagas-

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 Richard A. Nuccio at the Center (nuccio@civiced.org).

car in February 2004. Phillips and Bowie conducted a four-day *Foundations of Democracy* training of trainers in Fianarantsoa as part of the Madagascar Media Message Ainga Project (M3/Ainga). After completion of the training, the newly trained participants and consultants separated to conduct simultaneous *Foundations of Democracy* trainings for teachers in six sites throughout the provinces of Antananarivo and Fianarantsoa. M3/Ainga is a cooperative project designed to enhance the civic education of Malagasy youth by improving their awareness of civic issues and by enabling them to become informed and responsible participants in economic and legal matters. The Center has been collaborating with Pact Madagascar to advance education for democracy through the M3/Ainga project since the summer of 2002.

Malaysia

Projek Warga (I Am a Malaysian Citizen) is the Center's USAID-funded **Project Citizen** pilot program in Malaysia. In September 2003, more than 600 students from 22 middle school classes participated in a two-day showcase about various community public policy problems organized by Dr. Syed Hussein, Deputy Vice Chancellor of the Universiti Sains Malaysia in Penang. Building on this success, the Center will continue **Project Citizen** training for middle school teachers in Malaysia and add training in Thailand during 2004-05 with a new grant from the Department of State's Bureau of Democracy, Human Rights, and Labor. ■



Students from Edna Sutton's class from East High School, Denver, Colorado, met with Supreme Court Justice Clarence Thomas during their trip to the *We the People: The Citizen and the Constitution* national finals in Washington, D.C. Justice Thomas explained how the Supreme Court operates and answered the students' questions.

East Brunswick High School Captures the We the People National Title

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judges, teachers, and observers with their performances. "I'm very impressed by how much the students know and how well they're able to convey it," said North Carolina State Coordinator Susan Temple. "I feel privileged to be here," said Oklahoma seventh judicial district judge and competition judge Jerry Bass. "It's amazing to step back and watch and listen and look at these kids and how much hard work that they put into it."

Students cited a spirit of camaraderie, teamwork, an improvement in their public

speaking skills, and an increased willingness to participate in the political process as benefits of their participation in the *We the People* program. Andrew Martin, a *We the People* alumnus and student coach for Michigan's East Grand Rapids High School pointed out the benefits of such a rigorous competition, "The great thing about this program is that it gives you so many life skills for the future: speaking skills, a higher level of confidence, a higher level of knowledge. It's a great way for kids to learn, to build that

self-confidence and to become better citizens." Judge Jerry Bass was encouraged by the performance of the students at the finals, "The fact that these kids are reading about and learning and studying the Constitution bodes well for our future."

For more information on *We the People: The Citizen and the Constitution*, contact Robert Leming at the Center (leming@civiced.org). ■

New Interactive CD-ROMs for *Foundations of Democracy*

The primary level of the *Foundations of Democracy* series now features each concept, Authority, Privacy, Responsibility, and Justice, on an interactive CD-ROM.

The four CDs may be ordered individually or as a set.



Interview with Washington, D.C., Teacher Justin Rydstrom

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though the national government is here in the District, most of our students are not familiar with the national government. They're familiar with their local advisory neighborhood commissioner or their local ward representative to the city council, but they're often not aware of the fact that the nation's government also occurs in their city. So I think it helps inform them at both levels and that's very important.

CENTER: How do you think the program has contributed to your students' education? What benefits do you think they'll derive from it?

RYDSTROM: I'd go back to what I was saying before about voice, certainly. I think that's what's most important, but I think it benefits them in a number of other ways, such as the ability to be exposed to more of the world, especially at the national

level. The students are here with representatives from all 50 states. It's easy to be insular in Washington, D.C., and not look past your community, and I think this gives them an opportunity that they would not otherwise have.

CENTER: Do you think that it will encourage their political participation in the future?

RYDSTROM: Definitely. I have a number of students who have already expressed interest and I'm sure that we'll see some proof of that in the future.

CENTER: How did your students prepare for the competition?

RYDSTROM: With a lot of time: many late evenings, many weekend days, giving up days on their vacation over spring break. It's great to see the first class from our

school go through this competition. These 18 students, the first junior class at the school, have worked very hard for a common purpose and put in the time and effort that is required by the competition.

CENTER: Have the students surprised you at all?

RYDSTROM: They have, at times when I least expect it. Individual students have shown it at different moments and I think that one of the strengths of this competition is that students compete as a whole class. It's not about the best and the brightest, it's not an after-school program, but it's a regular classroom program that encourages each student to pull his or her weight. It's been encouraging to see the students shine in that way. ■

Project Citizen Students Tackle Tobacco Ads

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of Attorneys General, who took action on their behalf. As a result of the students' action plan, magazines such as *Newsweek*, *Time*, and *US News and World Report* are required to employ a method known as selective binding, which allows advertisements to be printed in certain editions of

the magazine, but not in others. Tobacco ads no longer appear in magazines distributed to classrooms throughout the country.

The success of the students from Vermont demonstrates the kind of civic engagement encouraged by **Project Citizen**. Sorrell commended the students,

saying, "Without their involvement, we would not have known what was going into these student editions. This is a wonderful example of what can be accomplished through active citizen participation." ■

Attention We the People Alumni

register for the

We the People Alumni Network

at

www.civiced.org

By registering, alumni can

- Be part of the national network of We the People alumni
- Make a difference for current We the People students
- Learn about internship and job opportunities

Teachers can

- Encourage students to register for the network
- Contact alumni to help you in your classroom

We the People Elementary Text Wins Award

The Center was awarded the Publishers Marketing Association's 2004 Benjamin Franklin Award for the revised *We the People: The Citizen & the Constitution* elementary student text during a ceremony on June 2



at the association's annual meeting in Chicago. Experts from the book-selling, reviewing, librarian, and book design fields selected the text from among more than 1,400 entries.

The text was a finalist in the Education/Teaching/Academic category.

The revised and updated version of the *We the People: The Citizen & the Constitution* elementary text was published in 2003.

Judges praised the text for its photos, illustrations, and design. The teacher's guide was acknowledged by a judge as "a great review and study guide for teachers." Another judge commented on the student text, "Simply put, this book is excellent."



Feedback from teachers and students has been positive since the release of the revised edition. "I am eager to start teaching this to my fifth-graders and to start training teachers with this new textbook," said teacher Kim Allender of Joaquin Miller Elementary School in Burbank, California. "Congratulations on a tremendous new addition to the Center library."



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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