



Constitutional Rights Foundation Chicago

**2007 Illinois Law-Related Education State Conference**  
*“The Words We Live By”*

**Workshop Descriptions [Draft]**

**American Idealist: The Story of Sargent Shriver (All)**

*Charles Meyers, Facing History and Ourselves*

*Bruce Orenstein, Chicago Video Project*

The life and legacy of Sargent Shriver, whose life helped define public service, is depicted in the documentary, *American Idealist*. In this session, participants will learn strategies for using this remarkable work and how Shriver’s involvement in the Peace Corps, Head Start, VISTA, Job Corps, the National Center on Poverty Law and the War on Poverty can be a model for creating a sense obligation and contribution for today’s youth.

**“BONG HiTS 4 JESUS” – Did the Supreme Court Take an Absurd Case? (9-12)**

*Jeanne Polk Barr, Francis W. Parker School, Chicago*

*Chris Busse, O’Fallon Township High School, O’Fallon*

*Elizabeth Robbins, Brooks College Preparatory High School, Chicago*

*Barry Sullivan, Jenner & Block LLP*

*Kathy Bell, Constitutional Rights Foundation Chicago*

The most important student free-speech conflict to reach the Supreme Court since the height of the Vietnam War hinged on a somewhat absurd, vaguely offensive, mostly nonsensical message of protest. In this session, participants will examine *Morse v. Frederick* (2007) and weigh the tension between student speech rights and school discipline. Materials will be distributed.

**Bringing the 14th Amendment Alive Through Nonfiction (5-8)**

*Laurel Singleton, Constitutional Rights Foundation Chicago*

Nonfiction provides a rich resource for teaching about the 14th Amendment and its impact on the day-to-day lives of U.S. citizens, both historically and today. Participants will use oral histories, memoirs, photo essays, biographies, and informational books suitable for upper elementary and middle school students in this interactive session. Book lists and lesson plans will be provided.

**Cultivating Democratic Literacy for Social Justice (9-12)**

*Connie North, Constitutional Rights Foundation Chicago*

What classroom practices cultivate "democratic literacy" among students? How can educators effectively interrupt oppressive student speech? Using case studies from secondary-level classrooms, participants will explore these questions and deliberate the types of classroom discourse that promote social justice.

### **DBQ & ERA: A 3-Letter Approach Sheds Light on a 3-Letter Amendment Fight (9-12)**

*Chip Brady, DBQ Project*

*Phil Roden, DBQ Project*

Why did the ERA Amendment fail? Can students of all skill levels write about why the ERA failed in document-based essays? Participants will learn about an approach that hooks students into placing the DBQ (document-based question) and the ERA in context; individual document analysis; categorizing and grouping documents; and preparing students to write a well-constructed essay in this session. Information about the *DBQ Project* will be available.

### **The Fourth Amendment – Cases and Controversies (9-12)**

*Ronald J. Allen, John Wigmore Professor of Law, Northwestern University School of Law*

This session will focus on the US Supreme Court's recent Fourth Amendment decisions.

### **Freedom of Expression: Should Our Democracy Permit Hate Speech? (9-12)**

*Rob Fowler, East Leyden High School, Franklin Park*

*Mike Manderino, West Leyden High School, Northlake*

*Connie North, Constitutional Rights Foundation Chicago*

Freedom of speech and expression are “words we live by,” but what happens when certain words are painful and hateful? Are they only “words” and the pain a small price to pay for the freedom we cherish? Or, should we punish hate speech as a crime? This session will feature successful teachers who have tackled this issue using SAC (Structured Academic Controversy) – a deliberation strategy featured in CRFCs *Deliberating in a Democracy* program. Classroom materials will be available.

### **Guantanamo Bay: Perspectives on the Constitution from Detainees' Lawyers (All)**

*Matthew Devine, Jenner & Block LLP*

*Sapna Lalmalani, Jenner & Block LLP*

*Doug Sondgeroth, Jenner & Block LLP*

Guantanamo Bay has been called a "legal black hole." Four attorneys for Guantanamo Bay detainees explain what they are doing to try to ensure constitutional protections for their clients while, at the same time, surmounting the many challenges to building effective attorney-client relationships with them.

### **iVOTE! (ALL)**

*Roxana Hadad, Collaboratory Project*

Participants in this session will learn about iVOTE!, a Northwestern University Collaboratory Project initiative funded by the McCormick Tribune Foundation. iVOTE! encourages Illinois youth to vote by helping understand why bridging the gap between civic engagement and democratic participation is important. Tips of how teachers and students can use the Collaboratory will be demonstrated.

### **Newcomers to New Chance: What Should They Learn in School? (All)**

*Erin Gaffey, Canton Middle School, Streamwood*

*Helen Kornick, Elgin High School, Elgin*

*Steven Klein, School District U-46*

In 1909, the U.S. Immigration Commission reported that almost 60 percent of students in large cities were children of immigrants. Today, school districts in Illinois are increasingly diverse. New Chance, a fictitious city of today, faces a recent influx of immigrant students. What should they learn in school? Participants in this session will act as school board members and committee spokespersons to address this question at a simulated school board meeting. Materials will be distributed.

### **Project Citizen: Service Learning Meets Public Policy (5-8)**

*Jessica Chethik, Constitutional Rights Foundation Chicago*

*Marlene Stanley, Constitutional Rights Foundation Chicago*

In this session, participants will learn how their students can participate in Project Citizen, a program that promotes students working together to identify a problem, research the problem, evaluate alternative solutions, develop their own solution in the form of a public policy, and create a political action plan. Materials and information will be available.

### **A Road to the White House: Teaching the 2008 Presidential Election (All)**

*Shawn P. Healy, McCormick Tribune Freedom Museum*

*Courtney Brouwer, McCormick Tribune Freedom Museum*

This session will illuminate the presidential election process, with an emphasis on the 2008 race and particularly The Iowa Caucuses, New Hampshire Primary, Tsunami Tuesday, and party nominating conventions. A simulation of the electoral vote will highlight the pivotal role of battleground states. Materials will be available.

### **Should Schools Be Able To Use Race to Promote Equality? (9-12)**

*Michael Kaufman, Loyola University of Chicago School of Law*

This session will focus on *Parents Involved in Community Schools v. Seattle School District No. 1 (2007)*, which addresses race-conscious measures to promote racial integration in the public schools. Participants will receive classroom-ready materials.

### **The 'State Secrets' Privilege: Revisiting *U.S. v. Reynolds* (9-12)**

*Nisan Chavkin, Constitutional Rights Foundation Chicago*

This session will focus on the origins and scope of the “State Secrets” privilege by focusing on the U.S. Supreme Court decision *U.S. v. Reynolds* (1953). The session will suggest how to use *Reynolds* and this privilege to explore with students some of the legal and constitutional issues related to the tension between democratic transparency and governmental secrecy. Classroom materials will be provided.

### **Understanding the “Words We Live By” to Form a More Perfect Union (5-8)**

*Laurel Singleton, Constitutional Rights Foundation Chicago*

*Chicago Public School 2006-2007 More Perfect Union Cohort Teachers*

In order for America to form a “more perfect union,” students must develop a basic understanding of the United States Constitution. This session will present highlights from CRFC’s middle school curriculum, *More Perfect Union*, and feature alternative ways for teachers to assess student knowledge and understanding, including the development of writing skills. Sample lessons will be provided.

### **Using Amicus Briefs in the LRE Classroom (9-12)**

*James Landman, ABA Division for Public Education*

*Chuck Williams, ABA Division for Public Education*

Through an arrangement with the U.S. Supreme Court, the ABA Division for Public Education is offering free public access to all amicus curiae (“friend of the court”) briefs filed in cases before the Court. Participants will learn about the role of amicus briefs in Supreme Court arguments and decision-making and learn how they can incorporate amicus briefs into their teaching about the Supreme Court.

### **Using Primary Sources and Artifacts: The Elgin Watch Factory (5-8)**

*Shawn Leaver, Hilltop Elementary School, Elgin*

*Liz Marston, Elgin Area Historical Society and Museum*

*Lucy Elliott, Elgin Area Historical Society and Museum*

In an historical society's special collections, students learn first-hand that primary sources are valuable artifacts. Touching them allows us, quite literally, to touch and connect with the past. In this session, participants will “touch” the past by examining artifacts from the Elgin Watch Factory - America’s leading maker of watches between 1865 and 1965. Discover how your local historical society can partner with your classroom to open new opportunities for your students to learn about the past.