



# Conference Agenda

7:30 AM – 8:00 AM	Registration and Breakfast <i>(Hamburger University Reception Lobby)</i>
7:30 AM – 2:00 PM	Information Displays <i>(Hamburger University Reception Lobby)</i>
8:00 AM – 9:15 AM	Session I Workshops <i>(See schedule for location of workshops)</i>
9:30 AM – 10:45 AM	Session II Workshops <i>(See schedule for location of workshops)</i>
11:00 AM – 12:15 PM	Session III Workshops <i>(See schedule for location of workshops)</i>
12:30 PM – 1:45 PM	Luncheon <i>(Grand Oaks Pavilion, The Lodge)</i>
	Teacher of the Year Awards <i>Gloria Santona, McDonald's Corporation</i> Edward J. Lewis II Award (Elementary Teacher) Barbara O'Donnell Award (Secondary Teacher)
	<b>Keynote Address:</b> Controversy in the Classroom: The Democratic Power of Discussion <i>Diana Hess, University of Wisconsin-Madison</i>
2:00 PM – 3:30 PM	Session IV Workshops <i>(See schedule for location of workshops)</i>

## Acknowledgements

Thanks to our partners: Abraham Lincoln Presidential Library and Museum; American Bar Association Division for Public Education; Annenberg Public Policy Center; Center for Civic Education; Choices; Constitutional Rights Foundation (Los Angeles); DePaul University; DePaul University College of Law; Eastern Illinois University; Lloyd A. Fry Foundation; Illinois First Amendment Center; Jenner & Block LLP; Edward J. Lewis Memorial Fund; Mikva Challenge; Northwestern University School of Law; Family of Barbara J. O'Donnell; Reed Smith LLP; Street Law, Inc.; Stuart Family Foundation; U.S. Department of Education; University of Wisconsin-Madison

*The Constitutional Rights Foundation Chicago thanks McDonald's Corporation for graciously hosting this event.*

# Workshops at a Glance

<b>Session I</b> <b>8:00–9:15 AM</b>	<b>Session II</b> <b>9:30–10:45 AM</b>	<b>Session III</b> <b>11:00–12:15 PM</b>	<b>Session IV</b> <b>2:00–3:30 PM</b>
Street Law: A Course in Practical Law ~ 8th Edition  <b>Room 134</b> Grades 9-12	Crime & Punishment: Should We Ban the Death Penalty?  <b>Room 134</b> Grades 9-12	Guantanamo Bay: The Story Continues  <b>Room 134</b> Grades 9-12	
Lincoln, Race and the 1908 Race Riots  <b>Room 136</b> All Grades	The Burden of Proof: Learning by Doing through Classroom Trials  <b>Room 136</b> Grades 9-12	Project Citizen: Service Learning Meets Public Policy Part I ~ Two Session Workshop *  <b>Room 136</b> Grades 5-8	Project Citizen: Service Learning Meets Public Policy Part II ~ Two Session Workshop *  <b>Room 136</b> Grades 5-8
Got Facts? Or Fiction? Media Rights, Roles and Responsibilities in American Democracy  <b>Room 138</b> Grades 9-12	Issues to Answers  <b>Room 138</b> Grades 9-12	The Supremes Revisit the Death Penalty and the 8 <sup>th</sup> Amendment  <b>Room 138</b> Grades 9-12	
Press Freedoms in the Information Age: Sources, Shields and Citizens  <b>Room 222</b> All Grades	Teaching with Primary Sources from the Library of Congress  <b>Room 222</b> All Grades	A New President!: Hopes, Dreams, and Realities from America's Past  <b>Room 222</b> All Grades	
2009 National Online Youth Summit Up in Arms: Understanding the 2nd Amendment Debate  <b>Room 224</b> Grades 9-12	Uniform Law of Evidence in China  <b>Room 224</b> Grades 9-12	<i>District of Columbia v. Heller</i> (2008)  <b>Room 224</b> Grades 9-12	
More Perfect Union I: Teaching about the Legislative and Judicial Branches *  <b>Room 263</b> Grades 5-8	More Perfect Union II: Teaching about Individual Rights *  <b>Room 263</b> Grades 5-8	Student Voices and Annenberg Classroom: Online Civics Resources for Teachers and Students  <b>Room 263</b> Grades 9-12	

\* Pre-registration is required for these sessions

# Session I Workshops

8:00 – 9:15 AM

Room

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## STREET LAW: A COURSE IN PRACTICAL LAW ~ 8<sup>TH</sup> EDITION (9-12)

134

*Lena Morreale Scott, Street Law, Inc. (Silver Spring, Maryland)*

Sneak Preview! Street Law and Glencoe are preparing to issue the 8<sup>th</sup> edition of the *Street Law* textbook in early 2009. Join the author of the Street Law Teacher Manual for a sneak preview of the text and teacher support materials, including case updates, a new feature about Law Around the World and other enhancements suggested by teachers across the country. This workshop will include a lesson demonstration and materials from the new chapter about Immigration Law.

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## LINCOLN, RACE AND THE 1908 RIOTS (ALL GRADES)

136

*Erin I. Bishop, Abraham Lincoln Presidential Library and Museum (Springfield, Illinois)*

Springfield's place in state and national history can be traced to two outstanding historical facts: Abraham Lincoln and the 1908 Race Riot. Said one historian, "Lincoln immortalized Springfield while the race riot scandalized it." While our memory of Lincoln has been well-preserved, our memory of the riot has been nearly erased. In this session, participants will explore the history of the 1908 Race Riots through primary sources from the Abraham Lincoln Presidential Library and Museum. In doing so, they will examine the issue of race in American History and the reality of Lincoln's legacy as the Great Emancipator.

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## GOT FACTS? OR FICTION? MEDIA RIGHTS, ROLES, AND RESPONSIBILITIES IN AMERICAN DEMOCRACY (9-12)

138

*Marianne Boe, Resurrection High School*

In this historic presidential election year, media scrutiny is at an all time high. What responsibilities do citizens have to discern fact from fiction in political debate? Do your students understand the Founders' reason for affording political speech the highest protection? This interactive session will explore journalists' role as mediators between political candidates and the public, discuss ways journalists and all citizens can improve the accuracy of reporting, examine political speech, and more. Session will feature free instructional material from the Bill of Rights Institute.

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## PRESS FREEDOMS IN THE INFORMATION AGE: SOURCES, SHIELDS AND CITIZENS (ALL GRADES)

222

*Shawn Healy, McCormick Freedom Museum*

How can we best obtain the information we need to be effective citizens in an ever-changing media environment? Learn about Information Age challenges and opportunities related to press freedom. Specific topics emphasized include: the Fairness Doctrine, media coverage during times of war, reporter's privilege, and the extent to which bloggers are journalists.

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## 2009 NATIONAL ONLINE YOUTH SUMMIT UP IN ARMS: UNDERSTANDING THE 2<sup>ND</sup> AMENDMENT DEBATE (9-12)

224

*Rina Shah, American Bar Association Division for Public Education*

Participants in this session will learn more about the National Online Youth Summit (NOYS), a free, national web-based program that encourages youth to learn about and critically evaluate a timely, law-related topic through online civil discussion with peers. This spring semester program is accompanied by a curriculum guide, which is adaptable and can be integrated with existing coursework. In this session, NOYS activities highlighting this year's topic, the Second Amendment debate, will be discussed.

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## MORE PERFECT UNION I: TEACHING ABOUT THE LEGISLATIVE AND JUDICIAL BRANCHES (5-8) \*

263

*Laurel Singleton, Constitutional Rights Foundation Chicago*

In this session, participants will experience lessons from CRFC's *More Perfect Union* curriculum that focus on the legislative and judicial branches (Articles I and III of the Constitution). They will take part in two interactive lessons, including a simulated legislative hearing and an each one/teach one exercise.

\* Pre-registration is required for these sessions

# Session II Workshops

9:30 – 10:45 AM

Room

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## CRIME & PUNISHMENT: SHOULD WE BAN THE DEATH PENALTY? (9-12)

134

*Damon Huss, Constitutional Rights Foundation (Los Angeles, California)*

Every society has laws about crimes and punishes those who commit them. In a democracy, these punishments are limited: the government cannot punish anyone however it pleases but must follow laws and procedures approved by the people. Democracies differ dramatically, however, regarding capital punishment. This session will feature a new classroom lesson from the Deliberating in a Democracy program. Classroom materials will be available.

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## THE BURDEN OF PROOF: LEARNING BY DOING THROUGH CLASSROOM TRIALS (9-12)

136

*Jeanne Polk Barr, Francis W. Parker School*

Students connect intellectually and emotionally to courtroom dramas, particularly when they step into the roles of witness, attorney, judge, and jury. In building and arguing a case, students expand their research, collaboration, writing, and speaking skills, moving beyond passive learning to make deep connections to the material at hand. Participants in this session will examine the advantages of using a range of trial formats, from appellate-style moot courts on contemporary issues, to landmark trial reenactments, to dramatizations of the historical context surrounding pivotal American trials. This presentation will be rooted in actual classroom experiences and offer an array of takeaway materials.

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## ISSUES TO ANSWERS (9-12)

138

*Brian Brady, Mikva Challenge*

Over the last four years, Mikva Challenge's *Issues to Action* program and curriculum has helped dozens of Chicago teachers provide students with an understanding of community organizing and activism through hands-on practice in this area. *Issues to Action* is a 6-step curriculum for guiding students through a community action process, and Mikva staff will present case studies on their experiences with this project. Mikva will also provide an overview and lessons from the Issue to Action curriculum.

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## TEACHING WITH PRIMARY SOURCES FROM THE LIBRARY OF CONGRESS (ALL GRADES)

222

*Cindy Rich, Eastern Illinois University*

Teaching with Primary Sources is a Library of Congress initiative with the goal of assisting educators in locating, acquiring and effectively incorporating primary sources into curriculum. This session will closely look at the various divisions of the Library of Congress website and those resources developed specifically for educators. Participants will participate in model lessons using primary sources such as letters, maps, photos, sheet music, audio and print materials that may help engage learners, with a special emphasis on law-related education. Print resources will be provided.

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## UNIFORM LAW OF EVIDENCE IN CHINA (9-12)

224

*Ronald J. Allen, Northwestern University School of Law*

This session will focus on the progression of China toward the rule of law in general, and the adoption of a uniform law of evidence in particular. The significance of factual accuracy and its contributions to the rule of law will be discussed.

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## MORE PERFECT UNION II: TEACHING ABOUT INDIVIDUAL RIGHTS (5-8) \*

263

*Laurel Singleton, Constitutional Rights Foundation Chicago*

In this session, participants will experience lessons from CRFC's *More Perfect Union* curriculum that focus on individual rights. They will take part in a newspaper scavenger hunt and a lesson exploring Americans' ever-evolving Fourth Amendment rights.

\* Pre-registration is required for these sessions

# Session III Workshops

11:00 AM – 12:15 PM

Room

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## GUANTANAMO BAY: THE STORY CONTINUES (9-12)

134

*Carolyn Pereira, Constitutional Rights Foundation Chicago*

*Matt Devine, Jenner & Block LLP*

*Brian Lewis, Reed Smith LLP*

An opportunity to meet two attorneys who have represented Guantanamo Bay detainees and to explore why and how to discuss the controversy surrounding their detention. Articles and lessons provided.

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## PROJECT CITIZEN: SERVICE LEARNING MEETS PUBLIC POLICY PART I ~ TWO SESSION WORKSHOP (5-8) \*

136

*Jessica Chethik, Constitutional Rights Foundation Chicago*

*Debra Faletti, Mozart Elementary School*

*Marlene Stanley, Constitutional Rights Foundation Chicago*

In this session, participants will learn how their students can participate in Project Citizen. Using Project Citizen students work cooperatively to select a problem in their community, generate possible solutions, determine their own public policy solution, and create and implement an action plan. Materials and information will be available.

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## THE SUPREMES REVISIT THE DEATH PENALTY AND THE 8<sup>TH</sup> AMENDMENT (9-12)

138

*Lena Morreale Scott, Street Law, Inc. (Silver Spring, Maryland)*

*Megan Beaudoin, Hirsch Metro High School*

In 2008, the Supreme Court issued two significant decisions relating to the death penalty and the Eighth Amendment. In this session, you will examine the Court's recent decisions and explore several teaching strategies to help students understand the issues, decisions and implications.

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## A NEW PRESIDENT!: HOPES, DREAMS, AND REALITIES FROM AMERICA'S PAST (ALL GRADES )

222

*James Wolfinger, DePaul University*

This session uses the 2008 presidential election as a springboard for examining America's experience with two pivotal presidents of the twentieth century: Franklin Roosevelt and Ronald Reagan. Each entered the White House at a time that the country was in turmoil and each ran on promises to bring great change. Using these men as case studies, this session will examine the following questions: What did they promise? How did the American people interpret their promises? How well did the presidents fulfill their pledges? What might the presidencies of Roosevelt and Reagan tell us about the hopes and dreams fostered by our newest president?

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## DISTRICT OF COLUMBIA V. HELLER (2008) (9-12)

224

*Jeffrey M. Shaman, DePaul University College of Law*

This presentation covers the recent decision of the United States Supreme Court in *District of Columbia v. Heller* (2008). The Court held that the Second Amendment of the Constitution protects an individual right to bear arms unconnected with service in a militia and that a D.C. law prohibiting the possession of handguns was an unconstitutional violation of the Second Amendment. The presentation will discuss the reasoning in the Court's majority opinion, as well as the reasoning in the two dissenting opinions that were entered in the case. The session will also include a discussion of the constitutional and historical significance of the *Heller* decision and its importance as part of the curriculum.

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## STUDENT VOICES AND ANNENBERG CLASSROOM: ONLINE CIVICS RESOURCES FOR TEACHERS AND STUDENTS (9-12)

263

*Jeremy Quattlebaum, Annenberg Public Policy Center (Philadelphia, Pennsylvania)*

Student Voices is a national civics education initiative which provides state-standardized curricula and web-based tools for any classroom setting. Attendees learn how Student Voices works, how to access curricular materials and research tools online, and how their students can utilize the website to support civics learning. Educators are also given access to Annenberg Classroom, providing free access to lesson plans and multimedia resources and connecting them with teachers and field experts across the United States. This session provides in-depth demonstrations of both the Student Voices ([www.student-voices.org](http://www.student-voices.org)) and Annenberg Classroom ([www.AnnenbergClassroom.org](http://www.AnnenbergClassroom.org)) websites, projects of the Annenberg Public Policy Center at the University of Pennsylvania.

\* Pre-registration required

# Luncheon

12:30 – 1:45 PM

Room

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## WELCOME AND INTRODUCTION

*Carolyn Pereira, Constitutional Rights Foundation Chicago*

Grand Oaks  
Pavilion  
(The Lodge)

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## 2008 LAW-RELATED EDUCATION TEACHER OF THE YEAR AWARDS

*Bob Switzer, McDonald's Corporation*

### *Edward J. Lewis II Award*

This award is given to an elementary teacher in memory of Edward J. Lewis II, an outstanding teacher and partner at the law firm of Jenner & Block LLP who chaired CRFC's Lawyer Advisory Committee.

### *The O'Donnell Award*

This award for high school teachers is named for the late Barbara J. O'Donnell, a superb teacher and former director of the Center for Law Justice at Chicago's Lincoln Park High School.

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## KEYNOTE ADDRESS: CONTROVERSY IN THE CLASSROOM: THE DEMOCRATIC POWER OF DISCUSSION

*Diana Hess, University of Wisconsin-Madison*

**Diana Hess** is an associate professor of Curriculum and Instruction at the University of Wisconsin-Madison, where she teaches courses for undergraduate and graduate students in social studies education, social studies research, and democratic education. Since 1998 she has been researching what young people learn from deliberating highly controversial political and legal issues in schools. A nationally recognized speaker, Dr. Hess also develops and teaches professional development programs for teachers, school administrators, and lawyers in the U.S. and other nations. Her book, *Controversy in the Classroom: the Democratic Power of Discussion*, will be published in 2009.

# Session IV Workshops

2:00 – 3:30 PM

Room

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## PROJECT CITIZEN: SERVICE LEARNING MEETS PUBLIC POLICY PART II ~ TWO SESSION WORKSHOP (Grades 5-8) \*

136

*Jessica Chethik, Constitutional Rights Foundation Chicago*

*Debra Faletti, Mozart Elementary School*

*Marlene Stanley, Constitutional Rights Foundation Chicago*

Part II of the two-session workshop. See Part I for details.

# About Constitutional Rights Foundation Chicago

The Constitutional Rights Foundation Chicago (CRFC) works with elementary and secondary schools to develop critical thinking skills, civic participation, and commitment to the rule of law among young people. Nonprofit and nonpartisan, CRFC is a national leader in the design and implementation of quality law-related education (LRE) programs for local, national, and international projects. CRFC was founded in 1974 as part of the Constitutional Rights Foundation in Los Angeles and became an independent 501(c)(3) organization in 1990.

\* Pre-registration required

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