

We the People

Article 1

2011 Illinois Youth Summit Resource Guide



Constitutional Rights Foundation Chicago

Engaging Youth in Democracy

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Introducing the 2011 Illinois Youth Summit

What is the Illinois Youth Summit?

Youth have the power to bring about change. Since 1995, the Illinois Youth Summit has given students an informed voice in discussions about current issues that affect them.

The 2011 Illinois Youth Summit is a chance for you to explore and discuss these issues as participants in our democratic society. You and your classmates will: study and assess three focus issues; survey other students about the issues; share positions on one or more of the focus issues; and conduct a service project to teach one or more of these issues to other students.

On April 29, 2011, student delegates from each school will meet with policymakers to share their thoughts and experiences on these issues. After the Summit, delegates will report back to their classes, and interested classes will present portions of the Summit to other students.

Policy Questions for 2011 Summit

This past fall, students from participating Illinois high schools selected three issues that they believed were important to understand and address. Based on their decisions, the 2011 Summit will focus on these policy questions:

- Should the Illinois General Assembly expand legalized gambling in Illinois to fully fund education?
- Should Illinois enact a Responsible Bystander Law under which persons have a reasonable duty to report serious crimes?
- Should the United States enact a law requiring all U.S. citizens and authorized immigrants to carry a national identification card?

Objectives

The purpose of the Illinois Youth Summit is to help you and other participating students:

- Analyze the facts and discuss different viewpoints relating to the focus issues
- Practice discussing and deliberating current public policy issues
- Conduct an educational service project in your community based on a Summit issue
- Develop with other students a short position statement on one or more of the focus issues
- Become actively involved in the culminating Youth Summit, either as a delegate or by helping to prepare a class delegation
- Share learning from the Summit with other students

Discussing Controversial Public Issues in a Democracy

Democratic societies draw their authority from the consent of the governed. Without popular support and participation, democracy fails. A critical form of participation is discussion. But how do we listen to and discuss opinions that often are very different from our own? How do we

make decisions fairly? How do we accept outcomes with which we don't necessarily agree? The Illinois Youth Summit curriculum is designed to foster these vital conversations.

What This Curriculum Does

This curriculum is designed to help students explore, discuss, and take a position on the Summit issues. It features models for **deliberating** issues. It introduces **public policy**—how government responds to problems and gets things done—and offers ways for you to assess a policy's effect and effectiveness. The curriculum is organized as follows:

Units 1, 2, and 3 are each devoted to a different **focus issue**. Each unit includes readings, classroom activities, discussion strategies, and additional resources to help you develop the skills necessary to share your views and the views of your classmates with policymakers.

Unit 4 features instructions for you or your class to write and submit to CRFC **position statements** on one or more of the focus issues. Selected position statements will be included in the **Summit Program Booklet** to be distributed on April 29.

Unit 5 offers ways to teach about the focus issues through **service projects**. Every school will plan, conduct, and assess an educational service project and report on their work to CRFC. You can conduct your project with other students in your school, other schools, or your community. Each school that completes a project will be recognized on April 29 and their service project descriptions will be included in the Summit Program Booklet to be distributed on April 29.

Unit 6 provides information for preparing for and participating in the culminating Summit, as well as ideas for taking the conversation on the focus issues beyond the Summit.

Preparing for the Culminating Summit

Your class will send a delegation to the Youth Summit on April 29 at the Dirksen Federal Building in Chicago. In the weeks before the Summit, CRFC will notify your school regarding the final number of delegates who will represent your school.

Your delegates are responsible both to represent the ideas of everyone in class and to speak their own minds. Which policies seemed most promising? Least promising? How did issues look in light of your research and experiences? If you disagree with a policy, what alternatives do you propose? Remember that the delegation needs to be able to explain the class service project. This curriculum also has an activity for students who remain in school the day of the Summit.

Beyond the Summit

After the Summit, delegates are encouraged to share their experience with their classmates. This curriculum also has ideas for post-Summit activities.

Unit 1: Expanding Legalized Gambling to Fully Fund Education in Illinois

Overview

Illinois has the fifth largest economy and the thirteenth highest per capita income of any state. Despite being one of the wealthiest states in the union, Illinois consistently ranks near the bottom in funding for K-12 education. In a recent report on education across the United States, Illinois was given a D- rating for its funding of public education. At the same time, the state has been facing a \$15 billion budget shortfall for 2012. Even with the recently enacted tax increase, a deficit remains. Clearly, finding money to increase funding for education will not be an easy task. One proposal is to expand legalized gambling in Illinois and to direct tax revenues raised through expanded gambling to fully fund education.

This unit will explore whether expanding legalized gambling is a good way to fund public education for K-12 students in Illinois. In addition, it will introduce the idea of public policy—what it is and how to assess its costs and benefits.

Focus Question

- Should the Illinois General Assembly expand legalized gambling in Illinois to fully fund education?

Objectives

- Analyze data related to the question of funding education through expanded legalized gambling
- Define public policy
- Use policy analysis tools
- Recognize the impact of public policy and how to affect policy decisions
- Develop and support a reasoned position on expanding legalized gambling to fully fund education in Illinois

Materials

1A: Activity: Looking at Illinois' Education Report Card

1B: Handout: Report Card on Education in Illinois

1C: Activity: Jigsaw on Gambling and Education

1D: Reading: Gambling in Illinois

1E: Reading: Education in Illinois

1F: Reading: The Illinois State Budget

1G: Handout: Looking at Public Policy: GRADE

1H: Activity: A Civil Conversation on Gambling and Education in Illinois

1I: Handout: Civil Conversation Student Instructions

Gambling and Public Education Funding in Illinois: Selected Resources

1A: Activity: Looking at Illinois' Education Report Card

Objective

This activity is designed to engage students with the topic of school funding, a topic that they may never have thought deeply about before. It uses the concept of the report card to get students thinking about the focus issue.

Procedures

- Tell students that they are going to be looking at a report card today. Ask: What is the purpose of a report card? (*To show how well students are doing in their schoolwork*) If you get a report card that is not as good as you hoped it would be, what do you do? (*Get angry, feel bad, think about the reasons your grades were not what you hoped, make a plan for improving your performance.*)
- Explain that the report card they are going to be looking at today is a report card for the state of Illinois. It shows how well Illinois is doing in providing education to its young people. Ask: What “subjects” would you expect to see on this report card? That is, what are the indicators that a state is doing a good job providing education to its students? (*Some possibilities are funding, student performance, equity, how well prepared students are for the future, drop-out rates, and so on.*)
- Distribute Handout 1B and have students examine the report card in groups of three or four. Allow about 10 minutes for students to discuss the questions on the handout.
- Bring the class back together and focus on the last two questions on the handout:
 - What connections can you draw among the different variables or subjects on the report card?
 - In your view, what is the most serious problem reflected on this report card?
- Help students make connections between funding and other “subjects” on the report card. Display a current headline about the financial crisis in Illinois or use one of these examples:
 - Tax Hike Not Likely to Solve Budget Problems
 - States Faces \$15 billion Budget Shortfall
- Ask: What does this headline suggest about the problem of funding for education? (*Illinois does not have the money to increase education funding.*) Challenge students to think of possible solutions to the problem of education funding in an environment of budget deficits. Explain that students will be examining one proposal for addressing the problem as they proceed through this unit.

1B: Handout: Report Card on Education in Illinois

Subject	Grade
Spending on schools	D-
Equal spending across schools	B-
K-12 achievement	D
Equality of achievement	C-
Early childhood education	B-
College readiness	C-
Readiness for the workforce	C
Supporting teachers in improving their skills	F

1. How would you describe Illinois's overall performance?
2. In what areas is Illinois performing the best? The worst?
3. What connections can you draw among the different variables or subjects on the report card?
4. In your view, what is the most serious problem reflected on this report card? Explain your choice.

Adapted from "Quality Counts 2011: State Report Cards," *Education Week*, January 13, 2011, www.edweek.org/ew/qc/2011/16src.h30.html.

1C: Activity: Jigsaw on Gambling and Education

Objective

The question of whether Illinois should expand legalized gambling to fully fund education in the state is complex. To adequately consider the question, students need background information on gambling, on education, and on the state's budget. This activity uses a jigsaw strategy to provide students with some key points on each of these topics.

Procedures

- Remind students that they are going to be considering an important policy question for the state of Illinois. Should the Illinois General Assembly expand legalized gambling in Illinois to fully fund education? Review with students the definition of a public policy: Public policy is a plan of action, adopted by government, to solve a problem or reach a goal.
- Ask: What is the goal that we are looking at? (*Fully funding education*) What problem is affecting the state's ability to meet this goal? (*Budget shortfall*) What is the plan of action that is being considered as a way to meet the goal? (*Expanding legalized gambling*)
- Ask: In order to consider this policy question, what information do you need? (*Accept all student answers, but ask probing questions to help draw out the idea that they need information about gambling, education, and the state's budget.*) Tell students that today they are going to begin looking at information on three of the topics that came out in their discussion.
- Organize the students into three groups, giving each group one of the readings (1D, 1E, or 1F). Members of each group should read their material and discuss it with their group, focusing on identifying the three to five most important points to share with other students.
- When groups have finished their preparation, create new groups of three students, with one student from each of the initial groups (i.e., each group should include one student who specialized in reading 1D, one for 1E, and one for 1F). The purpose of these groups is to share information from all three readings, so that everyone in the class has information about gambling, education, and the Illinois state budget.
- When groups have finished their sharing, distribute Handout 1G and have the threesomes use the information they have gathered to analyze the proposed policy (*expanding legalized gambling to fully fund education*) using the GRADE tool.

1D: Reading: Gambling in Illinois

Gambling's History in Illinois

Gambling has a long history in America. Many English settlers brought a tradition of gambling with them, and they established an American tradition of using lotteries to raise revenue. In its early years as a nation, the United States saw lotteries, horse racing, and casino-style gambling at taverns and roadhouses take hold and move West as the nation grew. Riverboats on the Mississippi River and its tributaries became floating gambling sites.

By the 1830s, however, public opinion turned against gambling. Some of the opposition was based on religious beliefs. However, social reformers also believed that gambling preyed on the poor. When corruption in the operation of lotteries came to light, opposition grew. By 1840, many states had outlawed lotteries. Meanwhile, development of the railroads and the Civil War brought an end to river travel and the related gambling.

A second wave of legal gambling occurred after the Civil War, but again public opinion and scandal brought an end to these activities. Gambling went underground—popular with some, but illegal.

The third wave of legal gambling started during the Depression and continues to the present. Today, only Hawaii and Utah have no legalized gambling activities in their states. How did this third wave begin? After the economy collapsed in 1929, people saw legalized gambling as a way to stimulate the economy. First to gain legal status was gambling to raise funds for charities—church bingo is an example. Horse racing was made legal in more than 20 states, including Illinois, during the 1930s.

In 1931, Nevada became the first state to legalize casino gambling. For 50 years, it was the only state to allow this form of gambling. In the 1960s and 1970s, however, things began to change. First, states began to launch state-run lotteries as a way to raise revenue for state programs. New Hampshire's state lottery was the first in 1964; Illinois began its state lottery in 1974.

In 1976, New Jersey decided to legalize casino gambling. The first New Jersey casinos opened in Atlantic City in 1978. Iowa authorized riverboat gambling in 1989, and Illinois acted quickly to keep Illinoisans' gambling dollars in Illinois. Illinois authorized riverboats in 1990, and the first boat started operating in 1991. The riverboat operators pay an annual license fee, as well as admission taxes for each passenger and a fairly substantial percentage of their gaming wins. The revenue generated is shared by the state and the local government where the boat is docked.

In 2009, the state turned again to gambling when it needed money. The General Assembly passed and Governor Quinn signed the Video Gaming Act. Income from electronic gambling machines (video poker, etc.) will be used to fund construction projects in Illinois. The first video gambling will not be active until July 2011, so there is no data yet on how much money this law will generate. (Note: This law has recently been challenged in court.)

Generating revenue through gambling is a form of "sin tax"—a tax on goods or services that are seen to some degree as vices. Sin taxes are levied on cigarettes and alcohol, as well as gambling. Sin taxes have been proposed for sugar-laden foods and soft drinks, as well as for products or services that are environmentally damaging. Sin taxes tend to be popular: people who do not smoke, drink, or gamble, for example, support the taxes because they do not have to pay them. Does popularity mean that sin taxes are a good way for a state to raise revenue? That question is still open for debate.

The Current Proposal

Illinois is currently considering a proposal to expand legalized gambling in the state. Some of the expansions that might occur are:

- Licensing five new casinos. The casinos would be in communities with serious economic problems: Chicago, Rockford, Ford Heights, Park City, and Danville.
- Allowing slot machines at race tracks.
- Expanding the number of people who can be gambling at any one time at the existing casinos.

The expansion of gambling could generate up to \$1 billion in new tax revenue each year. All or part of the revenue raised could go to fully funding education.

The Arguments

Supporters of the proposal to expand gambling argue that the idea has public support. In a poll conducted by the Paul Simon Institute at Southern Illinois University, increasing gambling was the only method of raising new revenue that close to a majority of citizens supported—49.9 percent of those polled supported expanded gambling, while 46.3 percent opposed. All other means of raising new revenue—from increasing income tax, to putting sales taxes on services, to selling state assets—were much less popular. And expanding legalized gambling will produce new revenue—perhaps as much as \$1 billion per year for education.

Opponents question whether gambling is really a net gain for the state. When gambling is readily available, problems with compulsive gambling arise. The costs of compulsive gambling are often borne by society. A compulsive gambler may lose his/her job, putting the entire family in need of public services. In addition, gambling is often accompanied by crime, creating costs for the justice system. And the state also invests resources to regulate the gaming industry. According to one gambling critic, for every \$1 the gambling industry brings in, the cost to taxpayers is \$3 (“A Minute with John Kindt” 2011).

Even some people in the gaming industry say that “gambling saturation” could be a problem. Considering that revenues from gambling have gone down as much as one-third in the past few years, there may not be a market for additional casinos. In fact, existing casinos do not want the new competition.

Supporters of expanded gambling argue that some Illinois residents currently find it more convenient to go to casinos in neighboring states than to travel to a casino in Illinois. Casinos in new locations would allow Illinois to keep its gambling dollars at home.

Supporters also note that casinos will bring jobs to the communities where they will be built—first construction jobs, then jobs running the casinos. Opponents, on the other hand, point out that putting slot machines at race tracks does not create jobs.

Supporters of legalized gambling say that gambling is a form of entertainment and that people should be free to spend their money on this kind of entertainment if they wish to. Opponents argue that paying for education with gambling funds devalues education because it suggests to young people that gambling is a legitimate way to make a living.

Some opponents also object to gambling on religious grounds—they feel it is immoral and leads to other bad behaviors. But supporters say that those people’s religious views should not dictate what forms of entertainment should be available to others.

1E: Reading: Education in Illinois

Constitutional Basis for Education in Illinois

The Constitution of the State of Illinois, in Article X, says

A fundamental goal of the People of the State is the educational development of all persons to the limits of their capacities.

The State shall provide for an efficient system of high quality public educational institutions and services. Education in public schools through the secondary level shall be free. There may be such other free education as the General Assembly provides by law.

The State has the primary responsibility for financing the system of public education.

Constitutional Questions in Financing Education

Historically, local communities have maintained control over K-12 education. Local, elected school boards make most of the decisions that affect schools in their communities. Funding for public schools usually comes from a combination of local property taxes and state funding, supplemented by some federal dollars. State funds are most often provided as a basic minimum distributed on a per student basis. Local support for public schools depends on how much a community raises by taxing its residents and businesses.

For much of the twentieth century, racial segregation and discrimination often determined where people were allowed to live and work. Not surprisingly, segregated housing resulted in segregated schools. Further, the tax base for schools in non-white neighborhoods was restricted to property and businesses that were, on average, valued much less than those in white neighborhoods.

In the landmark case *San Antonio Independent School District v. Rodriguez* (1973), Demetrio Rodriguez and other parents in the Edgewood district of San Antonio brought an equal protection suit in federal court. The community of Edgewood was very poor, and 96% of its residents were non-white. The federal district court held that the Texas school funding plan violated the equal protection guarantee of the Fourteenth Amendment.

The school district appealed the decision to the U.S. Supreme Court. In a 5-4 decision, the Court ruled in favor of the San Antonio School District. The Court held that the Texas funding system did not discriminate against any definable “class” of poor people. In other words, the Court found that poor people affected by this system did not form a class of people eligible for equal protection. The Court also held that education was not a “fundamental right or liberty.”

Since the Court found that there was no right to education guaranteed in the Constitution, it held that the issue of equalizing education funding was to be decided within each state—using state constitutions and in state courts—not by the federal Constitution.

A Matter of Dollars and Cents? Equity in Public School Funding in Illinois

Today, one of the issues around school funding for public education remains the inequality within states. Illinois is no exception.

Why is this true? The majority of funding for education comes from local sources, despite the Illinois Constitution's statement that "The State has the primary responsibility for financing the system of public education." According to the *Chicago Tribune* (Secter 2011), the state of Illinois, on average, provides only 27.5% of the funding for its school districts, with local districts paying 65% and the remaining 7.5% coming from the federal government. This figure is far below the national average.

Most of the money raised by local school districts comes from property taxes. Property owners pay taxes based on the value of their property. Districts that contain valuable property thus can raise more money than poorer districts. Not surprisingly, this generally means that young people from poorer families go to schools with less money than those from wealthier families. Often, African-American and Latino students are over-represented in schools with inadequate funding.

Doing the Numbers
A difference of just \$2,000 in per pupil expenditures between districts translates into \$50,000 per class of 25 students, or \$800,000 for a school of 400 children.

An example provided in the *Illinois Kids Count 2009* report (Voices for Illinois Children 2009) shows how this difference works. In the Posen-Robbins school district in southern Cook County, local taxes produce less than \$2,000 per student. In Kenilworth in northern Cook County, local taxes raise more than \$18,000 per student.

The state has tried to address the problem using supplemental state aid. A group called the Education Funding Advisory Board sets a "foundation level" of funding. The foundation level for 2011-11 is \$6,119. If a district cannot raise that much money per student, the state is supposed to provide additional funding to help it do so.

There are two problems with this system. First, the state legislature has not usually provided enough money to fund every district to the foundation level. Second, even with the supplemental funding (as well as other state and federal funding), schools in poorer communities have fewer resources than those in wealthier communities. Remember our earlier example? With state and federal funding, Posen-Robbins can spend about \$8,600 per student, while Kenilworth can spend \$18,600. The difference is less—but it is far from gone.

As has been the case in other states in the decades since *San Antonio v. Rodriguez*, challenges to the Illinois school funding formula have gone through the state courts. In the 1990s, a group of school districts sued the state to challenge the funding formula. In *Committee for Educational Rights v. Edgar* (1996), the Illinois Supreme Court held that, while it neither endorsed the funding system nor meant to discourage reform efforts, it did not find the system unconstitutional.

Supreme courts in other states, such as Kentucky, Montana, New York, and Texas, have held that their funding systems were unconstitutional and have ordered their legislatures to change them. Most of these orders, however, have gone unfulfilled.

Does Money Matter?

Some people do not accept the idea that equality of opportunity can be measured in dollars and cents. Scholar W. Norton Grubb (2009/2011) speaks for many when he says, "Dollars do not

educate children.” In their view, the state has no obligation to spend beyond a basic minimum level of support—that is the decision of parents and taxpayers in each community. It is not inequality that hurts children in poor schools; rather, it is waste, poor teaching, and an environment that does not support learning. As then-Governor George W. Bush said in 2000, “We cannot continue to pour money into schools that won’t teach” (“The Battle Over School Choice” 2000).

Other people worry that, by equalizing revenues across the state, state legislatures will follow California, which provides relatively equal funding per student for education but at one of the lowest levels of any state.

On the other hand, others doubt that the current system of public education funding is providing an equal opportunity for all children, particularly those who go to class in poor school districts. Many argue that the idea that money does not matter defies common sense. They find evidence for the importance of funding in their own experiences as students, teachers, and parents. But evidence can also be found in the research of Michael Rebell and Joseph Wardeniski, who show that smaller class sizes—which are more expensive—are effective in helping students learn, as are intensive and expensive remedial reading programs and meaningful public preschool programs. All of these programs are more widely available in communities with more resources to spend on education.

Some opponents of equalizing funding argue that it is the intrinsic value that some communities place on education that accounts for their success rather than the amount of money spent. Jonathan Kozol (1991) reminds us that poor communities value education as well: they often tax themselves at a higher rate than wealthier communities—they simply do not have the wealth needed to generate high levels of financial support.

Even those who agree on the need to equalize funding for public schools may disagree on how to achieve that goal. Some continue to try to work through their state courts to force states to fund education more equally. Still other reformers look to state legislatures to change how funds are raised and spent. For example, some advocates are asking the Illinois General Assembly to expand legalized gambling in the state to fully fund public schools.

1F: Reading: The Illinois State Budget

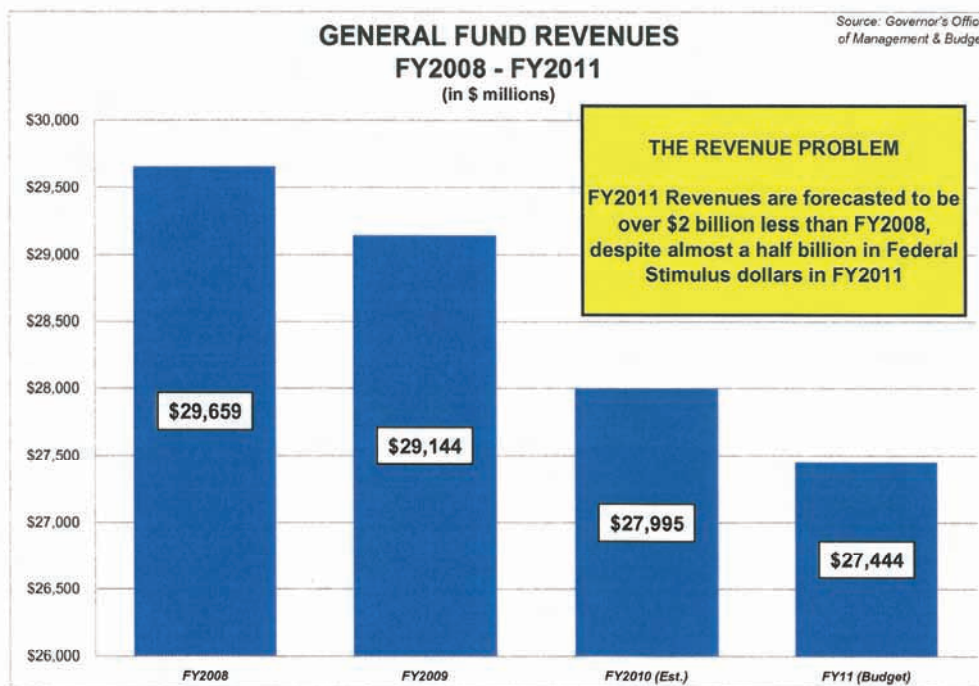
In January 2011, the General Assembly passed and Governor Quinn signed an income tax increase. The tax increase will generate an estimated \$6.5 billion annually. However, this still leaves a budget deficit of as much as \$9 billion dollars.

Despite the fact that the budget was widely discussed during the fall election campaign, Illinois residents don't really seem to understand the problem. At least that's what a poll conducted by the Paul Simon Institute at Southern Illinois University suggests ("Illinois not sure . . ." 2011). People were asked what the state should do about the budget deficit. Well over half (57 percent) said the state has plenty of money and just needs to cut waste and fraud; 26.6 percent said budget cuts and more revenue are needed, 9.3 percent said a tax increase is needed, and 7.1 percent had no opinion.

The information below will help you understand some of the state's budget challenges.

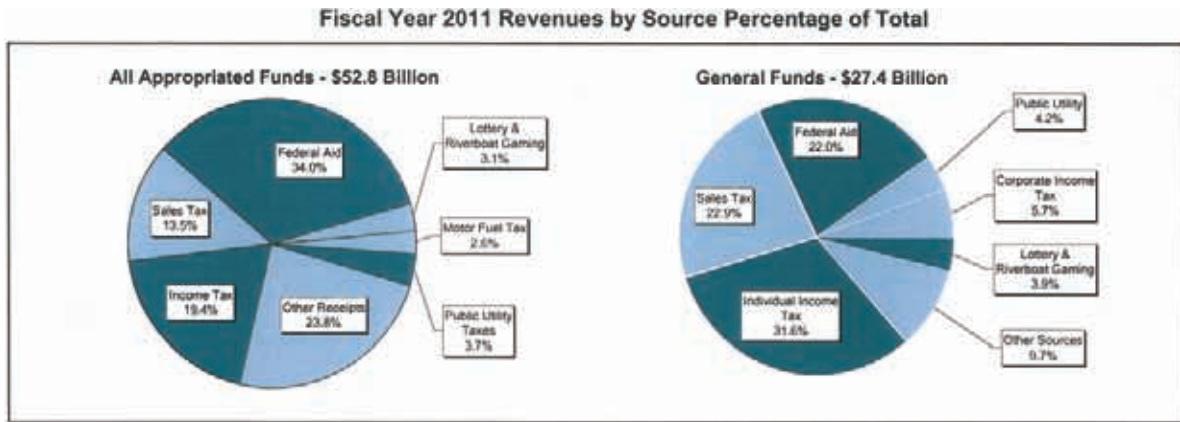
Revenue

Revenue is the money that comes into the state. Thus, it is the money the state has available to spend. This graph shows what has happened to state revenues in the past few years.



Source: Illinois State Budget (Springfield, IL: Governor's Office, 2011), www.state.il.us/budget/FY2011/FY2011_Operating_Budget.pdf

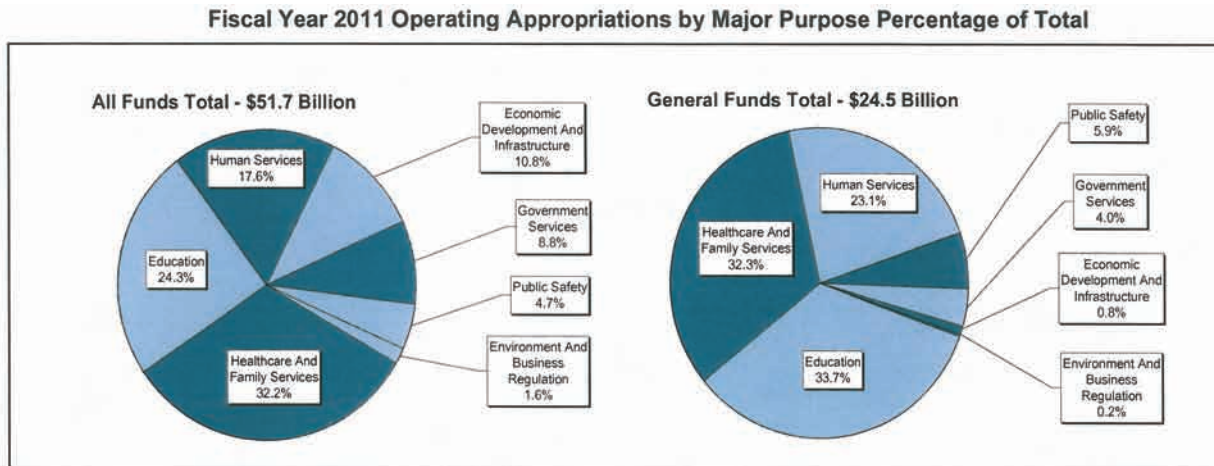
Illinois's revenue comes from many different sources, including gambling:



The revenue from gambling has decreased for several years in a row. The decrease is attributed to the economic downturn and the law banning indoor smoking. The overall revenue from gambling last year was \$1.019 billion, a nearly 5% decrease from the previous year. Most of the decrease occurred in revenue from riverboats, which goes to the General Education Fund. It fell to about \$400 million. That was the lowest revenue gained from riverboats since 2000. Lottery sales generated \$625 million for education last year.

Appropriations

Appropriations are the way that the state spends its money. The categories of spending are shown in the graphs below.



Since the economic downturn, spending in virtually all categories has decreased. The budget for education was cut by more than \$1 billion between 2010 and 2011.

Source: Illinois State Budget (Springfield, IL: Governor's Office, 2011), www.state.il.us/budget/FY2011/FY2011_Operating_Budget.pdf

1G: Handout: Looking at Public Policy: G R A D E

“Public policy is a plan of action, adopted by government, to solve a problem or reach a goal.”

In a democracy, you have a say on government policies and proposed policies. It’s important that you take a critical look at them. Use the following GRADE test to analyze public policies.

Goal	What is the policy and what is its goal? If you don’t know what it’s supposed to do, you can’t measure its success or failure. Policies are designed to address problems. What problem or problems is this policy supposed to address?
Rivals	Who supports this policy? Who opposes it? Knowing the rivals can help you understand who the policy might affect and whether the policy favors special interest. Also, rivals are terrific sources for information. Be sure to check their facts though.
Advantages	What are the policy’s benefits? What is good about the policy? Will it achieve (or has it achieved) its goal? Will it achieve the goal efficiently? Is it inexpensive? Does it protect people from harm? Does it ensure people’s liberties?
Disadvantages	What are the policy’s costs? What is bad about the policy? Is it inefficient? Is it expensive? Does it cause harm? Does it intrude on people’s liberties? Are there any potential consequences that may cause damage?
Evaluate the alternatives	One alternative is to do nothing. Most serious problems have various policy proposals. Evaluate them. Look at their goals, advantages, and disadvantages.

Adapted from *The Challenge of Information* (Los Angeles: Constitutional Rights Foundation, 1998).

1H: Activity: A Civil Conversation on Gambling and Education in Illinois

Objective

This activity is designed to have students consider all sides of the argument regarding gambling and education in Illinois by taking part in a civil conversation on the issue. A civil conversation is a large-group discussion based on a text (in this case, multiple texts—the readings from the jigsaw activity). The goal of the discussion is for students to gain a deeper understanding of the issue and to gain perspectives that they can use in formulating their own positions.

Procedures

- Tell students that they are going to be taking part in a class discussion of the unit’s focus question: Should the Illinois General Assembly expand legalized gambling in Illinois to fully fund education? The discussion will be conducted using the civil conversation model. Distribute the instructions for the civil conversation (Handout 1I) and go over them with students, clarifying that the text for this conversation is actually the set of jigsaw readings (Readings 1D, 1E, and 1F) used in the previous activity.
- Allow time for students to complete questions 1-5 of Handout 1I. Have students do the preparation in their threesomes from the previous activity so that they can be sure to consider information from all three readings. To help students with question 5 (which asks them to write two questions about the reading that are worthy of discussion), recommend “how” and “why” questions more than “who” or “what.” Feel free to offer a sample question. During the discussion, if students ask questions that require more information, you may want to create a “parking lot” in which you “park” or post those questions. If time permits, students can conduct research to find answers to those questions.
- When students have finished preparing, organize the class into a circle so that all students are able to see each other; this arrangement is critical in helping students self-regulate during the conversation (e.g., they can see who is trying to get into the conversation and help create “space” for that student to speak).
- Go over the rules for the civil conversation.
- There are a number of ways you can begin the conversation. You may start by posing a question of your own devising. You may “whip around” the class, asking every member of the group to respond briefly to question 3, 4, or 5 on Handout 1I. (Students should not just repeat what others say but can simply indicate agreement.) Jot down the points made or issues raised as they answer. Continue the conversation by discussing common points or issues.
- Debrief the activity by having the class reflect on the effectiveness of the conversation. Begin by asking students to return to the Reading Guide and answer questions 6 and 7. Then ask:
 - What did you learn from the civil conversation? Did the conversation help you understand the issue of expanding gambling to fund education in a new way? Did it help you begin to formulate and justify your position on the issue?
 - What common ground did you find with other members of the group?
 - What did we do well in conducting the conversation? What improvements could we, as a class, make?
 - Why is it important to discuss controversial issues in a democracy?

II: Handout: Civil Conversation Student Instructions

Rules for Civil Conversations

1. Read the text as if it were written by someone you really respect.
2. Participate in the conversation and invite others to participate.
3. Listen carefully to what others are saying.
4. Ask clarifying questions if you do not understand a point raised.
5. Be respectful of what others say.
6. Refer to the text to support your ideas.
7. Focus on ideas, not personalities.

Civil Conversation Reading Guide

Reading: Jigsaw Readings on Gambling and Education in Illinois (**Readings 1D, 1E, and 1F**)

Review the readings that you discussed with your partners. Briefly answer the following.

1. This set of readings is about _____
2. The main points are:
 - a. _____
 - b. _____
 - c. _____
3. In the readings, I agree with
4. In the readings, I disagree with
5. What are two questions about this set of readings that you think need to be discussed? (The best questions for discussion are ones that have no simple answers, ones that can use materials in the text as evidence.)

The next two questions should be answered after you hold your civil conversation.

6. What did you learn from the civil conversation?
7. What common ground did you find with other members of the group?

Gambling and Public Education Funding: Selected Resources

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Unit 2: Responsible Bystander Act

Overview

In 1964, Americans were shocked by a news story from New York City: 28-year-old Kitty Genovese was attacked and killed while as many as 38 neighbors and passersby heard her screams and did nothing. In the nearly 50 years since, cases involving bystanders who do nothing to help a person under attack have continued to appall the nation. In April 2011, a mentally disabled teenager, a resident of Chicago's South Side, left her apartment to take out the trash. Her mother did not see her again for 24 hours. Where was she? In the basement of an apartment building where men and boys lined up to gang rape her. More than one person saw what was happening in the basement but did not call the police. Outrage over cases like these has prompted some citizens to call on the legislature to pass a Responsible Bystander Act.

Can a law that requires action help prevent or alleviate the effects of crime? In this unit, students will consider whether Illinois should enact a Responsible Bystander Act, which would create a legal duty for persons who witness serious crimes to report them. They will consider dilemmas facing people who witness crimes and learn the arguments for and against making reporting crimes a legal duty. The culminating activity in the unit is a simulated legislative hearing on a proposed Responsible Bystander Act.

Focus Question

- Should Illinois enact a Responsible Bystander Law under which persons have a reasonable duty to report serious crimes?

Objectives

- Understand the reasons for bystander apathy
- Recognize the impact of public policy, including possible unintended consequences
- Understand the function of legislative hearings and the citizen's role in such hearings
- Develop and support a reasoned position on a Responsible Bystander Act

Materials

2A: Activity: The Bystander's Dilemma: A Human Graph

2B: Handout: Statements for a Human Graph on the Bystander's Dilemma

2C: Reading: Responsible Bystander Act

2D: Activity: Legislative Hearing on a Responsible Bystander Act

Responsible Bystander Act: Selected Resources

2A: Activity: The Bystander's Dilemma: A Human Graph

Objective

This human graph activity is designed to introduce students to the issues raised by the question that underlies the policy issue in this unit: What should a bystander do when he/she witnesses a crime? Students also begin to formulate a position on the unit focus question.

Procedures

- Explain the purpose of this activity. Then create a line – either by pointing from one end of the room to the other or by drawing one on the board. One end of the line should be designated as “Strongly Agree,” the mid-point as “Don’t Know /Undecided,” and the other end of the line as “Strongly Disagree.”
- Ask for five to eight volunteers to serve as a “human graph.” Explain that you will read a scenario followed by a series of statements and they will react to each statement by standing in front of the part of the graph that corresponds to their opinion.
- Instruct the class that the members of the human graph are not allowed to speak; therefore, the class will have to interpret the graph’s meaning based on where they stand.
- Read the introduction on Handout 2B, “Statements for a Human Graph on the Bystander’s Dilemma.” Note that this scenario is based on an incident that happened in Washington, D.C., in January 2011 (Martin 2011). Then begin reading the statements one at a time. After reading each statement, allow time for the “human graph” to understand the statement and react by physically moving to a position on the line. Then ask the rest of the group to explain why they think the participants in the human graph are standing where they are. Encourage students to focus on the possible consequences of each activity. You may choose to let the human graph students explain their positions after the other students have commented.
- The human graph students should feel free to move about on the line, changing their opinion if an argument seems persuasive to them. Continue with this process until all statements have been evaluated and discussed.

Note: This activity can also be done with the entire group along the line. When the whole class is the graph, ask questions of students at different points on the line about why they chose to stand where they stood. Another option would be to ask students if their answers would change if the scenario was modified (see Handout 2B for examples).

- Follow the human graph activity by asking students what they think AJ is legally obligated to do. After allowing students to speculate, explain that, under current Illinois law, ordinary citizens are not required to intervene when they witness a crime; they are not even required to report the crime. Pose the unit question to students: **Should Illinois enact a Responsible Bystander Law under which persons have a reasonable duty to report serious crimes?** Ask each student to write a brief paragraph giving their initial response to this question; in their paragraphs, students should give the strongest argument they can think of for such a law. Below their paragraphs, students should write the strongest argument they can think of for the opposing point of view.

2B: Handout: Statements for a Human Graph on the Bystander's Dilemma

AJ is waiting for the train to go downtown. The platform is crowded with people waiting for trains. AJ sees teenagers approach a man sitting on a bench reading a book. One of the young people hits the man on the head, while the other one grabs his book and throws it on the tracks. They then push the man to the ground and begin kicking him. What should AJ do? Think about what you think is right, as well as the consequences of each action. Do you Strongly Agree that AJ should take this action, Agree, Don't Know, Disagree, or Strongly Disagree?

- AJ should call 9-1-1.
- AJ should do nothing.
- AJ should use a camera phone to film the scene.
- AJ should jump into the fray to try to stop the attack.
- AJ should yell "Stop" and try to enlist others to help.
- AJ should look for a transit police officer to intervene.

Additional Scenarios (optional)

Imagine that AJ witnessed a teenage boy repeatedly slapping and hitting a two-year-old he appears to be caring for. Would this change your responses?

Imagine that there are only two or three people sitting on the platform in addition to AJ and the man who is attacked. Would this change your responses?

Imagine that as AJ is watching the attack, one of the attackers looks directly at AJ and shakes his head. Would this change your responses?

2C: Reading: Responsible Bystander Act

In October 2009, a fifteen-year-old girl attending her school's homecoming dance was beaten, robbed, and gang-raped outside her high school in Richmond, California. The attack continued for more than two hours. Yet no one assisted her or reported the incident to police. As many as 20 people watched, cheered, or took cell phone pictures and videos of the attack. People around the United States expressed shock, but under current law ordinary citizens are not generally required to assist or rescue someone in distress or even to report a crime.

Bystanders are not always apathetic [indifferent]. In January 2011, when a gunman opened fire at a "Congress on Your Corner" event in Tucson, Arizona, several bystanders called 911 within seconds. A young member of Congresswoman Gabrielle Giffords' staff rushed to her side to stop the bleeding. Meanwhile, a 74-year-old man who had been shot and another man who ran to the scene from a nearby store tackled the gunman. Others rushed to hold him down. A woman grabbed the magazine the gunman was trying to load into his gun.

Why do bystanders act in one case and not another? Can a law that requires action help prevent or alleviate the effects of crime without endangering bystanders? Those are the questions explored in this reading.

The Bystander's Dilemma

Why do bystanders sometimes act and sometimes remain passive? In 1964, Kitty Genovese was murdered in New York City. Thirty-eight people allegedly heard or saw the attack and did nothing. That case prompted psychologists to research the question of bystanders' actions. One of those early studies, by Bibb Latane and John Darley (1970), still provides some of the best information about how bystanders make decisions about what to do when they see someone in trouble.

Latane and Darley found that five questions determine whether a bystander will take action:

1. What is happening? Some people do not even notice what is happening around them. They may be thinking about their own problems, talking on the phone, or simply looking in the "wrong" direction.
2. Is this an emergency? Quite often, it is hard to tell exactly what is happening. People may look at a situation and decide it is not an emergency.
3. Am I responsible? When there are more people around, people tend to feel less responsible for what is happening. They think someone else will act, so they do not need to.
4. What can I do? Often, people are not sure if they have the capability to help.
5. What will happen if I take action? Bystanders think about the possible consequences of taking action. Could they be hurt? Could they make things worse? Could they be sued if they try to help and matters get worse?

According to Patricia Oswald (1999), another factor is also important. People are more likely to help others whom they see as more like themselves. Evidently, bystanders empathize more with someone who is like them. Empathy is one of several personality factors that influence how a

bystander responds. Another is egoism. Those who are very concerned with their own welfare are less likely to help others.

David Hyman (2006), a professor of medicine and law at the University of Illinois, provides a different perspective on the issue. He argues that the few infamous cases in which bystanders do not act get too much attention. His research suggests that people generally do help when they see someone in trouble—whether as the result of a crime, an accident, or a natural disaster. On average, he says, two people may die in the United States every year because of bystander inaction (this includes accidents and natural disasters, as well as criminal attacks). In that same year, more than 900 Americans intervene in low-risk situations, and nearly 250 intervene in risky situations. He sees the problem not as failure to act, but people who put themselves in danger when they intervene.

Many major religions have teachings on the right thing to do when a person finds him/herself witnessing danger to another. Nearly all major religions have a tenet that resembles the Golden Rule: Do unto others as you would have them do unto you. But many also have specific teachings about the responsibility to help others. For example, Christianity has the parable of the Good Samaritan, told by Jesus to emphasize the importance of helping someone in distress, no matter whether the person is like you or not (Luke 10:25-37). In Judaism, the Talmud identifies the Old Testament passage “neither shalt thou stand idly by the blood of thy neighbor” (Leviticus 19:16) as creating a duty to help a person in peril. In Islam, the prophet Muhammed calls Muslims to direct action saying, "If any one of you comes across an evil, he should try to stop it with his hand (using force), if he is not in a position to stop it with his hand then he should try to stop it by means of his tongue (meaning he should speak against it)" (al-Jaami' as-Sahih by Imam Muslim Book 1, No. 79). While religious leaders may agree on what is the moral thing to do, they may not necessarily agree that a state's law should require that behavior.

Current Law

Is there a legal duty to assist someone who is being victimized or is otherwise in peril? According to the courts, the common law does not provide a general duty to assist. One of the important cases in this area is a Michigan Supreme Court case from more than 100 years ago. In the case of *People v. Beardsley*, the court held that a man was not responsible to assist a woman who had overdosed, even though she was in his house at the time.

In *Jones v. United States* 308 F.2s 307 (D.C. Cir. 1962), the U.S. Court of Appeals identified situations in which there is a legal duty to assist someone. These situations fall into several categories, including the following:

- Duties based on statute. For example, many states have laws requiring people to report child abuse.
- Duties based on contract. For example, employers have a duty to report work place injuries of their employees.
- Duties based on status. For example, parents have a duty to assist their children, spouses to assist each other, employers to assist employees, and so on.

- Duties based on assuming a duty. This means that, is a person voluntarily steps in to help someone, that person then has a duty to continue helping.

Several states have enacted laws that establish some duty to assist those in peril. Vermont and Rhode Island require people to assist others if there is no risk to the person providing assistance. Minnesota's law requires people either to assist or to call the police or rescue personnel. The laws in these three states allow small fines to be levied for failure to comply.

Massachusetts, Hawaii, Washington, Wisconsin, and Ohio have laws that require people to report a serious crime that they have witnessed to authorities. California requires witnesses to report serious crimes against children under 14 years of age, and Florida requires reporting of sexual crimes. Specific requirements and penalties vary by state. Penalties may include fines and jail sentences.

Is a Responsible Bystander Act a Good Policy for Illinois?

Should Illinois enact a Responsible Bystander Act requiring witnesses who view serious crimes to report those crimes? Many arguments can be made on each side of the issue.

Supporters of the law say that it would reduce crime. Crime is a serious problem in our state, and any policy that can reduce crime is a good idea. Knowing that bystanders are required by law to report a crime would deter people from committing crimes in any circumstance where there might be witnesses.

There are already laws that require certain groups to report specific crimes. For example, teachers and doctors must report evidence of child abuse. This law is no different—it simply applies to the general population. Several states already have laws that require witnesses to report crimes. There is no evidence that these laws have caused problems or that they have been abused by prosecutors.

Supporters of the law recognize that intervening when a crime is occurring can be dangerous. That is why they are asking for a law that only requires reporting the crime. Reporting the crime will allow the professionals to get to the crime scene as quickly as possible. Police officers have the skills and knowledge necessary to intervene safely.

Opponents of the law say that deciding whether to act is a complex decision involving numerous unconscious psychological factors. Those people who would normally come forward after some time has passed—people whose testimony can be critical in solving a case or getting a conviction—may never come forward if a law turns waiting into a crime! In fact, they could be protected by the Fifth Amendment's protection against self-incrimination. Rather than making it a crime not to report, opponents argue, government should support education that gives people the knowledge and skills to intervene appropriately.

Opponents are also concerned that intervening—even by calling 911—could put the witness in danger or intensify the danger for the victim. Furthermore, they say, the witness may not understand what is actually occurring. A law requiring reporting may result in many well-intended false reports. Prosecutions of witnesses who failed to report a crime could clog up an already overcrowded justice system.

Other opponents feel that the Responsible Bystander Act infringes on people's freedoms. Individuals in a free society should be responsible for making their own decisions. And, in fact, the law is not needed because most people already make the right decision and report any crimes they witness.

Questions to Consider

1. In your view, how serious is the problem of bystander apathy? How does your assessment of the problem influence your view of the Responsible Bystander Act?
2. How could you research whether required reporting has been an effective deterrent to crime in the states that have such laws? How important would this information be to your view of the Responsible Bystander Act?
3. What is the strongest argument in support of the Responsible Bystander Act? What is the strongest argument opposing the Responsible Bystander Act?

2D: Activity: Legislative Hearing on a Responsible Bystander Act

Objective

Legislative hearings are held by committees of the U.S. Congress, the Illinois General Assembly, and other legislative bodies. The purpose is to gather information upon which to base decisions about public policy. These hearings are a basic function of legislative branches of government.

This simulated legislative hearing involves a panel of legislators and fictional groups of citizens – representing a variety of interests – who have come to testify at a hearing before the Illinois General Assembly on the following question:

Should the Illinois General Assembly enact a law under which persons have a reasonable duty to report serious crimes?

Preparations

- Assign the following roles (divide the class into groups of four to six):

Legislative Committee. This Committee will take testimony on the proposed law. Six legislators is a practical number for a committee, but this number may be varied to meet class requirements. One legislator is designated as chairperson.

Citizens Against Crime. This group is concerned about the problem of crime in Illinois. Thus, they support any legislation they believe will prevent crime. A Responsible Bystander Act would prevent crime because criminals would no longer be able to count on the apathy of bystanders. If all witnesses came forward, committing a crime without getting caught would be more difficult.

Council of Clergy. This group includes leaders from six different religions. Each of these religions believes in something resembling the Golden Rule: Do unto others as you would have them do unto you. Thus, group members believe people have a moral duty to help those in distress. However, they do not support legislating morality. Instead, they feel it is their own responsibility to do a better job of providing moral education for the community.

Police Officers. This group is made up of about 20 officers who have investigated cases in which large groups of people witnessed violent crimes and did nothing. They did not even report the crime. These officers believe they should be able to arrest and charge such passive bystanders. Thus, they support the proposed law. They do not support a more aggressive law requiring intervention; they believe this would lead to more injuries and deaths.

Law Professor Mary Williams' Torts Class. Professor Williams' class has been studying the bystander's dilemma. Based on their research, students have concluded that a Responsible Bystander Act would actually prevent the reporting of some crimes. Some witnesses do not come forward until hours or days after the crime. A law that would criminalize this delay would be likely to deter them from coming forward.

Victims' Rights Advocates. The interests of crime victims are the primary concern of this organization, which supports the bill. If a Responsible Bystander Act could save one life or stop a violent attack before permanent harm is done to the victim, they say, then Illinois should enact such a law and begin enforcing it immediately.

Ryder and Majeed Psychology Associates. Psychologists have been studying bystander behavior since the 1960s. This group of clinical psychologists is well aware of the research on bystander "apathy," and they believe that education is the answer to the problem. Criminalizing the decision someone makes in a moment of extreme stress is a bad idea.

Recorder. A person to keep a record of proceedings and present a review of recommendations.

- Explain the purpose of the legislative hearing and the procedures to be followed [see below]. Prepare a handout of the student instructions for a legislative hearing if needed.
- Allow time for participants to prepare for the legislative hearing.
- Arrange to use the hearing or committee room of a local legislative body. Alternatively, set up a table for six legislators, a desk for the recorder, and a desk for the witness in the front of the classroom. Find a gavel and prepare nameplates with the students' names and their roles.
- Conduct the legislative hearing using the outlined procedures.

Procedures

1. Before the hearing, student legislators may contact local legislators or other outside resource people to help them understand their role as well as current laws on the topic. They may prepare questions for the various witness groups.
2. Prior to the hearing, student witnesses may contact local groups or local chapters of national organizations that would have an interest in this topic. They should obtain any background information that will help them in presenting that group's position on the topic.
3. Student witnesses may wish to discuss similarities in positions with other student witnesses. They might wish to explore the possibilities of supporting a common bill proposal.
4. The committee chairperson calls the legislative hearing to order, announces the purpose of the hearing, and announces the order in which the witnesses will testify.
5. Each witness is called and permitted a set amount of time to present an opening statement, followed by questions from members of the committee.
6. The chairperson is the first to question the witness, followed by each of the other members of the committee. However, a committee member may interrupt to ask a question or make a comment at any time during the proceedings.
7. Use these suggested time limits: two to three minutes for a witness' opening statement and five to six minutes for questions from the chairperson and other committee members.
8. After the witnesses have been heard, legislators on the committee review testimony, discuss the proposal, and make recommendations on what their next step(s) will be.

Follow-Up Questions

- In what ways is holding a public hearing an effective way for the Illinois General Assembly to get information? In what ways is it limited?
- What was the most compelling thing you learned about the Responsible Bystander Act from your preparation? From another participant?
- Do you agree with the committee's recommendation? Why or why not?
- What would help you understand this issue more clearly?

Adapted from "Legislative Hearings," *Law-Related Education in Juvenile Justice Settings* (Washington, DC: Youth for Justice. 1993, 1999, 2003).

Responsible Bystander Act: Selected Resources

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Unit 3: National Identification Card

Overview

Several of the persons who carried out the terrorist attacks of September 11, 2001, used state-issued driver's licenses as identification. After those tragic events, renewed debate arose in the United States about the value and legal implications of a national identification card for American citizens. Such a card would be issued by the federal government and be more comprehensive than a driver's license, a Social Security card, or even a passport. Reflecting concerns about such a card, the legislation that created the U.S. Department of Homeland Security specifically said that there will be no national ID card. Nonetheless, the 9/11 Commission recommended that a much more stringent system of identification be established in the United States.

In May 2005, the U.S. Congress passed the REAL ID Act of 2005, which mandates federal requirements for state-issued driver's licenses and ID cards. The law has a number of provisions related to immigration, as well as the requirements related to driver's licenses, linking the idea of a national ID card to policy goals regarding immigration. The law was originally to be implemented by December 2009, but more than half the states have passed resolutions or legislation saying they will not participate in the program. Thus, the debate about a national ID card has begun anew.

In this unit, students will explore whether the United States should enact a national identity card system and require each U.S. citizen and authorized immigrant to carry such identification.

Focus Question

- Should the United States enact a law requiring all U.S. citizens and authorized immigrants to carry a national identification card?

Objectives

- Explain how a national ID card might address the problems of terrorism, unauthorized migration, and identity theft.
- Present arguments for and against implementation of a national ID card in the United States.
- Develop and support a reasoned position on whether the United States should enact a policy implementing a national identity card system and requiring each U.S. citizen and authorized immigrant to carry such identification.

Materials

3A: Activity: Quick Poll on Problems Addressed by a National ID Card

3B: Reading: A National ID Card

3C: Handout: Sorting out Positions on a National ID Card

3D: Activity: Town Meeting

3E: Handout: Preparing for and Conducting the Town Meeting

3F: Handout: Student Reflection on Town Meeting

National Identification Card: Selected Resources

3A: Activity: Quick Poll on Problems Addressed by a National ID Card

Objective

This activity uses a quick polling activity to engage students with the concept of a national identification card and the problems that it is purported to address. The goal is not necessarily to involve students in an in-depth discussion or analysis of the issue, but to “prime the pump” to provide for a more intensive look at the focus question.

Procedures

- Write the following three terms on the board: *Terrorism*, *Unauthorized (or Illegal) Immigration*, and *Identity Theft*. Tell students that these are three problems that policymakers in the United States are concerned about. Explain that you are going to take a quick survey to find out how serious students believe these problems are. The voting system is on a scale from 0 (not at all important) to 5 (extremely important). Students will vote by holding up their hands with the correct number of fingers extended; a closed fist is a 0 vote, an open hand is a 5 vote. You may wish to clarify by asking students how they would show that they think the problem is fairly important (4 fingers) or what 2 fingers would mean (fairly unimportant).
- Poll students on each of the three problems you have listed. Post a summary of the responses for each problem under the appropriate heading on the board. Allow students some time to give reasons for their votes and/or to interpret the class results (e.g., offer reasons why students are split on a particular problem).
- Tell students that they are going to be looking at a proposed policy that some people say will address all three of the problems on the chalkboard. Obviously, a solution that will address three important problems will get a lot of attention. Ask: What questions will we need to answer before we can decide whether the United States should adopt this proposed policy? Help students develop a list along the lines of the following:
 - Will the proposed policy actually work? Will it solve the problems?
 - Does the proposed policy violate people’s rights?
 - How much will implementing the proposed policy cost? Who will bear the costs?
 - Who supports the policy? Who opposes it? What conclusions can we draw from the division of support/opposition?
 - Does the policy favor any special interests?
 - Does the policy discriminate against any particular group?
- Post the list students generate on the board. (You can also use Handout 1G: Looking at Public Policy: GRADE.)
- Write the following on the board: *National Identification Card*. Explain that the proposed policy you were talking about is a national identification card that would be designed so it can not be forged; all U.S. citizens and authorized immigrants would be required to carry the card. Tell students that, in the remainder of this unit, they will be trying to answer the questions they listed above for this policy.

3B: Reading: A National ID Card

The idea of a national ID card is not a new one, but it was given new impetus by the events of September 11, 2001. Two of the terrorists were on a government watch list but were still able to get on planes. Two were visa “overstayers,” meaning they had entered the country legally but had stayed beyond the time specified on their visas. Several had managed to obtain U.S. driver’s licenses. Many observers believed the terrorists might have been stopped had a better identification system been in place at the time.

After studying every aspect of the terrorist attacks of that day, the 9/11 Commission made recommendations regarding identification documents and the system used for screen them:

Recommendation: The Department of Homeland Security, properly supported by the Congress, should complete, as quickly as possible, a biometric entry-exit screening system, including a single system for speeding qualified travelers. It should be integrated with the system that provides benefits to foreigners seeking to stay in the United States. Linking biometric passports to good data systems and decision-making is a fundamental goal. No one can hide his or her debt by acquiring a credit card with a slightly different name. Yet today, a terrorist can defeat the link to electronic records by tossing away an old passport and slightly altering the name in the new one. (National Commission 2004, p. 556)

Recommendation: Secure identification should begin in the United States. The federal government should set standards for the issuance of birth certificates and sources of identification, such as drivers licenses. Fraud in identification documents is no longer just a problem of theft. At many entry points to vulnerable facilities, including gates for boarding aircraft, sources of identification are the last opportunity to ensure that people are who they say they are and to check whether they are terrorists. (National Commission 2004, p. 558)

In May 2005, Congress passed and President Bush signed into law the REAL ID Act of 2005. The law has a number of provisions related to immigration. It also establishes requirements for state driver’s licenses and ID cards in order for them to be accepted by the federal government for “official purposes,” such as boarding an airplane or entering federal buildings or nuclear power plants. Under this law, driver’s licenses would become national IDs by default.

The law was originally to be implemented by December 2009, but the Department of Homeland Security postponed implementation until 2011. Over half the states have passed resolutions or legislation saying they will not participate in the program. According to national security expert Chris Strohm, the REAL ID project is dead (Siegel, 2011).

It appears that, if a national ID is to become law in the United States, Congress will have to take another approach. But is it a good idea?

How a National ID Card System Would Work

Most conversation about a national ID card system is focused on a biometric card. What is a biometric card? It is a card that includes some kind of individualized biologically based identifier. This might be a thumbprint, a retinal scan, or even a DNA sample.

Checking someone's ID card would require a special reader that could decode the biometric information to verify the holder's identity. Some supporters of a national ID card visualize a national database of information for use in verifying the cards. But Senators Charles E. Schumer (D-NY) and Lindsey O. Graham (R-SC) (2011) have recently proposed a system in which such a database would not be necessary. However, the scanners would still need to be connected to existing databases (visas, no-fly lists, etc.) in order to be effective in fighting terrorism and unauthorized immigration.

Because of the high-tech methods used to encode the biometric data, the national ID card would be very difficult to forge. Thus, it would be much more secure than a driver's license or Social Security card.

All U.S. citizens and legal residents (authorized immigrants or visitors) would be required to carry an ID card. The card would be used to check people's legal status before they could be hired. It would also be used to track whether people entering the country leave when they are supposed to.

Arguments for and Against a National ID Card

What are the specific arguments made about this policy? The Century Foundation Homeland Security project (Wang 2002) says the arguments fall into four categories: (1) whether the ID system will be effective, (2) how much the system would affect people's right to privacy, (3) the potential for abuse of the system, and (4) how much the system will cost.

Effectiveness

Supporters of a national ID card believe it will help in the fight against terrorism, unauthorized immigration, and identity theft. They say that the ID card would help security personnel identify people who are on terrorism watch lists. The ID card would also allow employers to easily check whether a person applying for a job is in the United States legally. Finally, unlike most driver's licenses and Social Security cards, the new national ID card would be difficult or impossible to forge. Thus, it would be much more difficult for criminals to steal someone's identity. Supporters point to the effectiveness of ID cards with biometric data in stopping terrorism in Israel's airports. They say the Israeli experience shows that the system can work.

Opponents say that the effectiveness of the card is, at best, unproven. The card would not stop terrorists who do not have a history of terrorist acts. They point to the fact that many of the 9/11 terrorists were not on watch lists and would not have been stopped through a national identification system. They also argue that nothing is impossible to forge. It may be difficult, but forgers will figure out how to create ID cards for unauthorized immigrants and criminals of all kinds. Current government databases, such as the "No Fly List", are outdated and plagued by inaccurate information. Creating and maintaining the databases needed to make the ID card system work would be a huge effort, one the government may not be capable of.

Privacy

Opponents of the national ID card system point to the loss of privacy that has occurred in our society as a result of the digital revolution. The adoption of a national ID card with a functioning database run by the federal government is a frightening prospect for many people. As the recent

Wikileaks releases of classified documents show, nothing is really secure. Personal information could be released to companies that would use it in inappropriate ways. Or, even worse, criminals might be able to access the federal database and steal identities.

Supporters of a national ID card are also aware of the loss of privacy—and they point to it as a reason not to be concerned. The government and private companies already have so much information about Americans that the national ID card system will make little difference. They also point to the success European countries have had in protecting the privacy of their citizens. Further, they suggest that the law could provide serious penalties for leaking information.

Some people argue that there is no right to privacy in the Constitution. However, in the case of *Griswold v. Connecticut* (1965), the Supreme Court held that the Third, Fourth, Fifth, and Ninth Amendments do create a “zone of privacy.” This line of reasoning has been applied in a number of other cases. While the dimensions of the constitutional right to privacy are not fully drawn, several laws passed by Congress also create privacy rights for Americans. For example, medical information cannot be released without the individual’s consent. A bill creating a national ID system would likely need to address the limitations on uses of information.

Abuse Potential

Because the national ID card will be aimed at terrorists and unauthorized immigrants, opponents claim that it will increase ethnic/racial profiling. People who “look like” Middle Easterners, Muslims, or Latinos will be subjected to more frequent street stops by law enforcement. Those who could not produce an ID card would then be subject to arrest, interrogation, and potential abuse.

Supporters of the national ID card claim that the national ID card will actually reduce racial profiling. They say that, as soon as a person produces an ID, the encounter with the police will end. Thus, they will not be taken in and interrogated as might currently occur (Dershowitz 2002).

Cost

No one can say for sure how much implementing a national ID card system would cost. Opponents believe it would cost billions to set up and still more to maintain. Estimates range from \$2 billion to \$9 billion to implement a national ID card system. The costs would include hard costs for cards and card readers, as well as costs to integrate the various federal databases that would need to be available to stop terrorists or other criminals.

Supporters of a national ID card system acknowledge that there will be costs. However, they point out that the problems the ID card system is meant to address—terrorism, unauthorized immigration, and identity theft—also have huge costs to society. When considering the costs, the money saved by implementing the system must also be considered.

3C: Handout: Sorting Out Positions on a National ID Card

Below are statements about the proposed national ID card. Read each statement and think about it carefully.

1. With a partner, review the list of statements and decide together whether each statement is an argument **for** or **against** a national ID card. Indicate your decision using “**F**” [for passing the legislation], “**A**” [against passing the legislation], or “**B**” [used by both sides].

	With a document that cannot be forged, employers will be able to identify unauthorized immigrants much more easily. If employers do not hire them, the impetus for coming to the United States illegally will be much lower.
	Creating a national ID card would greatly improve the way in which people are monitored as they enter and leave the country. An ID card would allow authorities to keep track of people who enter the country temporarily to make sure they leave when they are supposed to.
	For the national ID card to work in terms of addressing crime, terrorism, or immigration, authorities would have to check people’s cards frequently. Such a process would likely increase racial profiling and could interfere with U.S. citizens’ right to move freely around the country.
	A national ID card system could actually encourage terrorism. How? An underground industry of creating false ID cards will emerge to meet the needs of unauthorized immigrants. Terrorists could access this industry, making it easier for them to get convincing documents and enter the country.
	More than 100 countries have some kind of national ID card. The cards have allowed other nations to prevent identity theft, implement electronic voting, and improve national security.
	Making the national ID card program work would require the federal government to maintain a large database of information about every U.S. citizen and legal resident. Such a database raises the possibility of abuses by an over-powerful national government. It might even be a violation of Fourth Amendment rights.
	The national ID card system could reduce racial profiling. Why? Because as soon as a profiled individual produced an ID card, the police would have to release them, rather than taking them in for questioning on a baseless suspicion.
	A national ID card would help keep dangerous people from entering the country. The use of similar technology in Israel has been highly effective in preventing hijacking in a country often targeted by terrorists.
	Implementing a national ID card program will be expensive. No one knows for sure how expensive building the database and issuing the cards will be, some estimates range from \$2 billion to \$9 billion to set up the system. Maintenance of the system will be an additional cost.
	There is no such thing as a document that cannot be forged. Criminals and unauthorized immigrants will be able to obtain the national ID card, no matter how it is designed.

2. Still working as a pair, select the three statements which you find most compelling. These statements may be in favor, in opposition, or a combination.
3. Share your choices with the rest of the class. Be ready to explain and defend them.

3D: Activity: Town Meeting

Objective

In this activity, students take part in a simulated town meeting to discuss with elected officials whether they support a national ID card system. The activity will give students the opportunity to deepen their understanding of the arguments on both sides of the issue.

Procedures

1. Tell students that, because the REAL ID Act has died and new legislation is needed to implement a national ID card, some Members of Congress are holding town meetings around the state to find out what people think about the proposal. A town meeting provides members of a community an opportunity to participate in the decision-making process of their community leaders. In this case it will be advisory in nature, providing elected representatives with the view of citizens.
2. Have students work in pairs (perhaps the same pairs who completed Handout 3C together). Organize the town meeting by assigning pairs to each of the following roles:
 - a. Members of Congress who support national ID card legislation
 - b. Members of Congress who oppose national ID card legislation
 - c. Community members
 - i. Possible roles include: employers (more than one pair could represent employers), authorized immigrant, foreign exchange student, member of the ACLU, victim of identity theft, privacy advocate, anti-terrorism expert, former TSA worker, police officers union, database expert.
 - ii. Alternatively, you may want to let students present their own opinions at the town meeting.
3. Allow time for students to prepare for the town meeting. Students representing the Members of Congress can plan the agenda for the meeting (see Handout 3E), while students representing townspeople can plan their presentations.
4. Invite local legislators and representatives from local civic improvement association to serve as resource persons or observers.
5. Have the pairs assigned as Members of Congress conduct the town meeting according to Handout 3E.
6. Debrief the town meeting using the following questions:
 - What were the most compelling reasons for each side?
 - Were there any areas of agreement?
 - What questions do you still have? Where can you get more information?
 - What are some reasons why discussing this issue is important in a democracy?
7. Have students complete the individual reflections on the town meeting (Handout 3F).

3E: Handout: Preparing for and Conducting the Town Meeting

As the organizers of the town meeting, the Members of Congress will organize the agenda and conduct the meeting.

Prepare for the Town Meeting:

1. Set an agenda for the meeting. Below is an agenda for the meeting that you can adapt and expand.
2. Establish a time limit for each group's presentation and include these times in the agenda. Also consider setting rules for the meeting on how community members will be called upon to speak and how/if they may ask questions or make comments.
3. Decide on the order of group presentations (e.g. all the people on one side present, followed by people on the other side; or alternating between presentations by supporters and opponents.)

Decide when you will ask questions (e.g. after each presentation, or wait until after all the presentations have been made to ask questions.) Be aware that some community members may also wish to ask questions.

Sample Agenda

Opening Remarks by Members of Congress (Senator/Representative)
Review of Rules for the Town Meeting
Presentations by Community Members
Question-and-Answer Period
Open Discussion

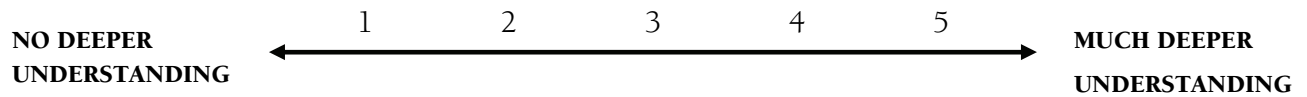
Conduct the Town Meeting:

1. Following the outline of events on your agenda, you may begin by providing a brief summary of the national ID card system you are considering. The pair in support of national ID card legislation should summarize the reasons they support it and the pair in opposition should summarize their reasons for opposing it.
2. Review with community members the time limits and any other rules of the meeting you have established.
3. Invite community members to present their opinions and listen carefully to their concerns and opinions.
4. Ask questions of community member presenters that are respectful of their opinions and show that you have listened to their comments and concerns.
5. After all groups have made their presentations, facilitate an open discussion in which community members can address questions to each other and to you.
6. At the end of the town meeting, you may choose to share your views, or simply take the information that you have gathered "under advisement."

Adapted from "Town Meeting," *Law-Related Education in Juvenile Justice Settings* (Washington, DC: Youth for Justice. 1993, 1999, 2003).

3F: Handout: Student Reflection on Town Meeting

1. Which number best describes your understanding of the focus issue after the town meeting?
[circle one]



2. What new insights did you gain?

3. What did you do well during the town meeting? What could you do better?

4. What did someone else in the class do or say that was particularly helpful?

Source: Deliberating in a Democracy. (Chicago, IL: Constitutional Rights Foundation Chicago, 2005, 2006, 2007).

National Identification Card: Selected Resources

Sources

Dershowitz, Alan, "Thinking about National ID Cards," *Journal of Homeland Security* (May 2002), www.homelandsecurity.org/journal/Articles/dershowitz2.htm.

National Commission on Terrorist Attacks Upon the United States, *The 9/11 Report* (Washington, DC: GPO Access, 2004), www.gpoaccess.gov/911/index.html.

Schumer, Charles E., and Lindsey O. Graham, "The Right Way to Mend Immigration," *Washington Post* (March 12, 2011), p. A23, www.washingtonpost.com/wp-dyn/content/article/2011/03/17/AR2011031703115_pf.html.

Siegel, Robert, "A Look at National ID Card Programs' (interview), *All Things Considered* (Washington, DC: National Public Radio, May 11, 2011), www.npr.org/templates/story/story.php?storyId=126759966.

Wang, Tova Andrea, *The Debate Over a National Identification Card* (New York: Century Foundation Homeland Security Project, 2002), http://tcf.org/publications/pdfs/pb284/National_ID_Card.pdf.

U.S. Supreme Court Case

Griswold v. Connecticut, 381 U.S. 479 (1965).

Information and Analysis

American Civil Liberties Union, www.aclu.org.

Department of Homeland Security, www.dhs.gov/index.shtm.

Electronic Privacy Information Center, <http://epic.org/privacy/id-cards/>.

Homeland Security Studies and Analysis Institute, www.privacyrights.org/.

Privacy Rights Clearinghouse, www.privacyrights.org/.

Unit 4: Taking a Stand: Position Statements on the Focus Issues

Policy Questions

- Should the Illinois General Assembly expand legalized gambling in Illinois to fully fund education?
- Should Illinois enact a Responsible Bystander Law under which persons have a reasonable duty to report serious crimes?
- Should the United States enact a law requiring all U.S. citizens and authorized immigrants to carry a national identification card?

Steps for Writing Your Position Statement

1. Choose a position for, against, or as an alternative to at least one policy question above. You will need to submit a position statement on-line.
2. Write a persuasive statement arguing the benefits associated with your position on this policy question.
3. In your statement, be sure to call on the most convincing arguments and specific evidence and examples from:
 - the curriculum
 - discussion and other classroom activities
 - the Summit survey results (Unit 6)
 - your service project experience (Unit 5)
 - people in your community
 - any other sources available to you
4. Include in your statement the most convincing arguments from the opposing side. List what you think are the best arguments your policy rivals would make. Acknowledge these points, and do your best to refute the importance of these arguments.
5. Post and upload your position statement on the web at: www.crfc.org/programs/summit.php

Specifications for Your Position Statement

Length. Your statement should be between 250 and 1000 characters.

Attribution. Each statement will be posted with your first name only on the Summit website. Remember: Anyone on the internet will be able to read your position statement.

Deadline. All position statements must be uploaded at www.crfc.org/programs/summit.php by April 8, 2011.

Assessment. See Handout 4A, “Position Statement Assessment Guide.”

Select position statements will be included in the program booklet distributed to policymakers and to students from other schools at the Summit.

Sharing Your Views

Share your position statements with your legislators in Springfield, your U.S. Representative in Congress, and/or with U.S. Senators Durbin and Kirk.

Illinois Government

Governor Quinn

<http://www2.illinois.gov/Gov/Pages/default.aspx>

Attorney General Madigan

www.illinoisattorneygeneral.gov/

General Assembly

www.ilga.gov/default.asp

For Information on Your State Representative

www.ilga.gov/house/

For Information on Your State Senator

www.ilga.gov/senate/

United States Government

Office of U.S. Senator Durbin

<http://durbin.senate.gov/>

Office of U.S. Senator Kirk

<http://kirk.senate.gov/>

Offices of Illinois US Representatives

[www.house.gov/your representative's last name](http://www.house.gov/your-representative's-last-name)

U.S. Department of Justice

www.justice.gov

Supreme Court of the United States

www.supremecourt.gov/

USAgov

www.usa.gov/

4A: Handout: Position Statement Assessment Guide

Position Statement	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Articulation of position statement	<ul style="list-style-type: none"> Position statement is missing or not clearly defined 	<ul style="list-style-type: none"> Presents a position statement 	<ul style="list-style-type: none"> Clear position statement supported through a well-organized essay
Understanding of how position is related to larger issues in society	<ul style="list-style-type: none"> Does not mention goal of the policy statement 	<ul style="list-style-type: none"> Mentions goal of the policy statement 	<ul style="list-style-type: none"> Mentions both the goal of the policy statement and implications for social context
Addresses contradictions or other viewpoints in evidence	<ul style="list-style-type: none"> Does not discuss contradictions in position statement 	<ul style="list-style-type: none"> Acknowledges positions that contradict position statement 	<ul style="list-style-type: none"> Addresses and responds to positions and evidence that contradict position statement
Thoroughness	<ul style="list-style-type: none"> Uses only one source to formulate position statement Provides limited or no support data Inadequately covers most areas of the topic 	<ul style="list-style-type: none"> Uses two sources to formulate position statement Provides appropriate data May include pertinent information Adequately covers most areas of the topic 	<ul style="list-style-type: none"> Uses more than two sources to formulate position statement Provides relevant and specific data Adds considerable pertinent information including personal experience when appropriate Even coverage of all areas of the topic Analyzes and summarizes various points of views

Unit 5: Conducting a Service Learning Project

Overview

Service learning is a process in which students learn and develop important skills by participating in a service experience that meets the actual needs of others.

One important way to do a service for another is to provide him or her with valuable knowledge and information. The topics that you have chosen for the Illinois Youth Summit are ones that affect the lives of many young Americans, and, through your study of these issues, you are gaining essential knowledge. People in your community need knowledge and understanding of these issues.

The tools in this unit will help you to select, plan, and implement a service project in which you educate members of your community on one, two, or all three of this year's issues.



Objectives

- Introduce service learning
- Provide suggestions for service learning project activities
- Provide tools for planning and implementing a service learning project

Materials

5A: Handout: Selecting a Service Learning Project

5B: Tool: Action Planning for Service Learning Project

5C: Tool: Service Learning Project Planning Form

5D: Evaluation: Service Learning Project Reflection Log

5E: Sharing Your Service Project

5A: Handout: Selecting a Service Learning Project

The issues for the 2011 Illinois Youth Summit are important and affect the lives of many young people. For your service project, select one or more of the issues and teach others about them.

Many effective strategies are available. When choosing which method to use, consider the age group you are working with, the amount of time you have, the number of people you will be presenting to, your own talents and skills, the type of information you are teaching, and what exactly you want to accomplish.

Listed below are some suggested ideas for teaching others about any of the Summit issues. You may use one of these, a combination of more than one, or develop a strategy of your own.

Suggested Service Projects

- Develop and conduct a school climate survey on one or more of the focus issues.
- Develop a presentation for other high school students or younger students at a school in your community to educate them about a focus issue. Involve younger students in role-playing activities from this Guide or interactive games in which you help them learn and understand the issue.
- Create a blog devoted to a focus issue. A good resource is the Electronic Frontier Foundation's "How to Blog Safely (about Work or Anything Else)" [www.eff.org/wp/blog-safely]. Publish articles and link to relevant resources. Allow students in your school to submit related facts, poems, stories, and advice.
- Invite professors, experts in the field and policymakers for a roundtable discussion on a focus issue. Invite students from other classes to participate as well.
- Create a newsletter or pamphlet devoted to the issue you have selected. Distribute it in your school and community. Share it with others through workshops at other schools.
- Organize an after-school debate on an issue. Invite experts in the field with opposing views to take part. Allow students and others who attend to ask questions of the experts.
- Create a live or videotaped presentation where students research and portray current or historical figures discussing a focus issue, à la "You Are There" [www.tv.com/you-are-there/show/5397/summary.html] or "Meeting of Minds" [www.steveallenonline.com/television_pioneer/meeting_of_minds.htm]
- Create and role-play a scene that illustrates and teaches others about a focus issue. Perform the scene for other students at your school.
- Develop a radio or public access television presentation or discussion on a focus issue.
- Videotape any of the projects suggested above and use the video as a teaching tool in your school or other schools.

5B: Tool: Action Planning for a Service Learning Project

Keep a planning notebook to help your group stay organized. Use the following questions and the **Planning Form** to guide your planning and implementation.

Date project must be completed by: _____

1. What issue(s) will you be teaching/informing others about?
2. Who is your audience? Consider the age and size of your audience.
3. How much time will you have to complete the project?
4. At the completion of this project, what do you want your audience to know and understand about the issue(s)?
5. What method will you use to teach your audience about the issue(s)? (See Handout 5A for suggested project methods.)
6. What will you need to do to complete the project successfully? Consider people you will need to contact, and any skills, transportation, materials, and money you will need. Where and how will you get these?
7. What obstacles are you likely to face in implanting your project? How do you plan to overcome them?
8. Using the planning form, put the activities in order of completion, determine what resources you need for each, assign a person to be in charge of each activity, and assign a date by which each activity is to be completed.
9. How will you evaluate the success of the project?

5C: Tool: Service Learning Project Planning Form

Task	Date to Be Completed	Resources Needed	How to Get Them	Who Will Work on This Task?

5E: Sharing Your Service Project

Once you've completed your service project, it's time to share it!

All schools will post information about their service projects on the 2011 Illinois Youth Summit website [www.crfc.org/programs/summit.php].

Specifications for Your Service Project Description

Content. Describe what happened in your service project. Make sure you answer the following questions:

- What did you do?
- With whom did you work? How many people were involved?
- What did your audience gain from this experience? How do you know?
- When and where did the project occur?
- What did you learn from your service experience?

Length. The description of your project should be between 150 and 300 words.

Image. All service project descriptions must include at least one image. Your image can be a photo from the project, or a graph, poster, handout, or drawing.

Links to Other Information online. You may include web-based resources as part of your service project description. These resources can include YouTube.com posts, podcasts, music, etc.

Attribution. Service project descriptions will be posted with your school name on the Summit website. Please **do not include any student names** in your service project description or materials. Remember: Anyone on the internet will be able to see your service project description.

Deadline. All service project descriptions must be uploaded by **April 8, 2011**.

Recognition. Every school that submits a service project will be recognized at the culminating Summit on April 29.

Unit 6: Preparing for the Culminating Summit

Required Activities for Each Class Participating in the Summit

- Conduct the Illinois Youth Summit **Survey**.
- Study the **focus issues** for the Summit.
- Prepare and upload one **position statement** on at least one focus issue [see Unit 4, page 42].
- Design, conduct, and describe a **service learning project** [see Unit 5].
- Prepare to **share ideas and experiences** with policymakers.

Reporting Information Deadlines

All materials and information should be submitted to CRFC:

April 8: Complete Summit Survey Online [www.crfc.org/programs/summit.php]

April 8: Upload Completed Service Project Description Online [with photos and/or art to www.crfc.org/programs/summit.php]

April 8: Upload Position Statements Online [www.crfc.org/programs/summit.php]

April 15: Submit list of Delegates [with issue preferences] for the Summit on April 29

What to Bring to the Summit

- *2011 Illinois Youth Summit Resource Guide*
- Research data, articles, and other information that you believe is relevant to the Summit policies and issues
- Documents, results, and/or pictures from your school service learning project
- Pen or pencil
- Notebook or loose-leaf paper
- Prepared questions that you wish to have addressed by policymakers

6A: Activities of Delegates at the Illinois Youth Summit

Assumptions about Discussing Public Policy

- No single solution can fix all of our problems. We need to think about a *range* of responses to problems, not just a “one-size-fits-all” solution.
- People hold diverse viewpoints and have the right to express them. It is important to see other people’s perspectives and to listen to what they have to say, even if we don’t agree with their positions.
- Knowing how to make your viewpoint known and to hear what others are saying is critical to being an effective citizen.
- Rarely does everyone agree on what to do or how to do it. It is important to recognize that on most issues there will be majority and minority viewpoints.
- Everyone has the right – and the responsibility – to participate in the solution, including young people.

Activities on the Day of the Summit Will Look Something Like This...

- 8:00-8:45 **Registration:** Dirksen Federal Building
SAC members will distribute nametags and materials to delegates from your school.
- 9:00-9:30 **Opening Ceremony**
- 9:30-10:10 **Concurrent Discussions:** Delegates are divided into groups based on the focus issues. In small groups, students discuss their feelings, thoughts, and positions on the proposed policies. Discussions will take into account survey results, class work, and service projects.
SAC members will act as discussion leaders.
- 10:10-10:50 **Prepare for Meetings with Policymakers:** Students will regroup based on the position they wish to present in the panel discussions. In these groups, students discuss and finalize their position statements and select representatives to present their positions to the policymakers.
SAC members will act as discussion leaders.
- 11:00-1:05 **Panel Discussions with Policymakers/Lunch:** The Panel Discussions and lunch will be held concurrently. Students remain in focus issue groups during this time.
- 1:10-2:05 **Town Meeting and Final Public Policy Vote:** Students will sit with their school delegations, where they will vote on the issues individually and then tally the delegation results.
SAC members get school signs from CRFC staff to hold during the town meeting. At the end of the town meeting, SAC members collect evaluations from their school’s delegates and give them to CRFC staff members.
- 2:05 **Departure**

6B: Tool: Weigh The Evidence

At the Summit, delegates will be asked to identify what information you find most useful in thinking about an issue. To prepare for your issue, use this form to identify and catalog at least one piece of evidence from each of the following sources: this curriculum, survey data, experiences with service projects, and policymakers/experts.

<p style="text-align: center;">Survey Results</p>	<p style="text-align: center;">Service Projects</p>
<p style="text-align: center;">Curriculum and Other Sources</p>	<p style="text-align: center;">Policymakers (Experts, Government Officials, Scholars)</p>

6C: Activity for Non-Delegates on the Day of the Summit

Write Your Representatives in Springfield and Washington

Now that you have studied the Summit issues, weighed the evidence (Handout 6B), and formed your opinions, **select one issue or policy** and write a letter to your representative expressing your views. Letters are one of the ways elected officials gauge public opinion. Although your U.S. representative may not personally read your letter, he or she has assistants who read letters and tally opinions. Your letter will be read and answered.

Make sure that you choose the appropriate official to receive the letter. For issues that affect federal policy, write to the U.S. congressperson from your district or to U.S. Senator Durbin and/or U.S. Senator Kirk, who represent the entire state. For policies that affect the state, write to one of your state representatives. Contact information for these policymakers is listed in the “Sharing Your Views” section in Unit Four.

Guidelines for Writing to Your Elected Official

Whether you are composing an email or a formal letter, here are some tips for making your communication more effective.

Tell who you are: Give your name, address (home or school), and tell who you are. The people who read your letter want to know why you care and how to reach you.

Focus on one issue: Don't try to fight crime, air pollution, and unemployment all in one letter.

Keep it short and simple: State your ideas in the first paragraph. Get the idea across in a page or less. People who read a lot of letters don't have a lot of time.

Be polite: You can disagree, but never threaten or insult in a letter. Let your ideas do the talking.

Include supporting materials: If you have any newspaper articles, letters to the editor, or other written materials supporting your position, include these materials along with your letter.

Tips for Formal Letter Writing

- Type or write neatly in black ink. Use a standard 12-point type (Times New Roman is good).
- Include your address (school or home) in the heading. Envelopes are often thrown away, and you want the person receiving the letter to know where to send a response.
- Proofread your letter carefully. Errors in grammar, punctuation, and spelling will detract from great ideas.
- Fold the letter correctly. Use a business envelope and 8½” by 11” paper. Fold the paper into three equal parts.
- Address the envelope carefully. Addresses can be found on your representative's website (See Unit 4).
- Keep a copy for yourself.
- Have a friend review (and if necessary revise) the letter before you send it.

6D: Activities: After the Summit

Share the Experience with Students at Your School

Delegates who attended the Summit should begin by sharing their impressions of the culminating Summit. Delegates may also take questions about the event from members of the class who did not attend the Summit. When sharing their experiences, delegates should consider the following questions:

- Was there a new piece of information, or a clarification about one of the issues that you learned for the first time at the Summit? If so, share what it was and from whom you learned it.
- What happened in your discussions with peers from other schools that you found interesting or surprising?
- Were there any service projects other schools conducted that you thought were particularly effective or creative?
- What surprised you about the discussions with policymakers?

Class Activity

Working in small groups led by a delegate, re-examine a Summit issue that the class studied. As a group:

- Briefly list the strongest arguments for and against the policy in question.
- Allow each member to vote for or against the policy.
- Tally and record the group's voting results.

Working as a whole class, share your group's voting results with your classmates. After each group has reported out, tally up the entire class votes. Compute the percentages and compare them with the final results of the town hall meeting at the Summit (your teacher will have this information). Is the viewpoint of your class similar to the viewpoints of the student delegates who attended the Summit? Why or why not?

Finally, consider whether or not **your views on the issue changed** in any way as you studied and learned more about it. Share your thoughts and reasons with the class.

Post-Summit Enrichment Opportunities

CRFC encourages students from Summit classes to participate in post-Summit enrichment opportunities on the Summit issues. These activities include presentations to non-participating schools and to community organizations.

If you would like more information about opportunities and ideas for your class, contact **CRFC**.



Participating Schools

Corliss High School, Chicago
Downers Grove North High School, Downers Grove
Downers Grove South High School, Downers Grove
East Leyden High School, Franklin Park
Evanston Township High School, Evanston
Gage Park High School, Chicago
Glenbard East High School, Lombard
Harlan Community Academy, Chicago
King College Preparatory High School, Chicago
Lakes Community High School, Lake Villa
Maine West High School, Des Plaines
Mather High School, Chicago
Mayor's Youth Advisory Council, Rockford
Waubonsie Valley High School, Aurora
West Leyden High School, Northlake



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About the 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.



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