

Constitutional Rights Foundation Chicago



EQUAL JUSTICE UNDER LAW

Summer Institute for High School
Law, Government, U.S. History Teachers



APPLICATION

August 3-4, 2006

8:30 AM - 3:30 PM

University of Chicago

Chicago, Illinois

Equal Justice Under Law is a program of the Constitutional Rights Foundation Chicago and is supported in part by a grant from Youth for Justice, the national law-related education program of the Office of Juvenile Justice and Delinquency Prevention of the US Department of Justice, as well as a grant from Illinois LEARN.

Program Description

EQUAL JUSTICE UNDER LAW is a professional development institute that brings together high school teachers with legal scholars and policymakers to enhance the teaching of U.S. Supreme Court cases, constitutional issues, public policy, and discussion of controversial issues in Law, Government, and U.S. History classes.

Features

- **United States Supreme Court Case** – *Law professors will provide insights into the facts and constitutional questions before the court, review precedent cases, and examine arguments in a recently decided U.S. Supreme Court case.*
- **Learning to Discuss Civic Issues** – *Methodologies for discussing controversial issues to gain a deeper understanding and develop a reasoned position will be used.*
- **Public Policy Discussions** – *Policy-makers will provide their perspectives on applicable Illinois law as it relates to the Supreme Court case featured in the Institute.*

Participants

- Receive CRFC developed lessons and supplementary materials to teach the featured U.S. Supreme Court case and a Public Policy Discussion based on the case.
- May receive up to 16 contact hours for Continuing Professional Development Units (CPDU's) for attending the Summer Institute and two half-day meetings in the fall and completing a reflection on teaching the Supreme Court lesson.
- Receive \$200 for attending the Summer Institute and \$100 for attending the fall half-day meetings.
- May attend the Illinois LRE Education Conference on November 3, 2006 for a follow-up seminar; registration fee will be reimbursed.
- May send students to Equal Justice Under Law student conference in Chicago on December 8, 2006 for an additional fee.
- *Housing for the Institute is available at the University of Chicago's Residence Hall for a small, additional fee. For more information, contact Margie Chan at 312/663-9057x 208 or chan@crfc.org.*

Application Procedure

- Complete the Applicant Information and Agreement Forms and the Applicant Essay.
- Include Registration Fee of **\$100** payable to the Constitutional Rights Foundation Chicago.
- Return the Application Packet with payment **not later than May 26, 2006** to:

Attention: Kathy Bell, High School Programs Director
Constitutional Rights Foundation Chicago
407 South Dearborn Street, Suite 1700
Chicago, Illinois 60605-1119

All applications must be complete, with payment, in order to be considered. A maximum of 16 participants will be accepted. All applicants will be notified regarding acceptance by mid-June, at which time fees are nonrefundable. Registration fees will be refunded to applicants who are not accepted to the program.

Applicant Information

Name _____

Home Address _____

Home Telephone _____ Home Email _____

School _____ School Address _____

School Telephone _____ School Fax _____

Email _____

Number of years teaching: _____

Academic Major: _____

1. What social studies classes will you teach in the Fall 2006 where you will incorporate the study of U.S. Supreme Court cases and/or teach students about public policy?

Course Title: _____ Grade(s): _____

Course Title: _____ Grade(s): _____

Course Title: _____ Grade(s): _____

Course Title: _____ Grade(s): _____

2. How often do you use (5= daily, 4 = frequently, 3 = occasionally, 2 = rarely, 1 = not used):

_____ Discussion _____ Outside Legal Resource People

_____ Simulations/Role-Plays _____ Performance Assessment

_____ Lecture

Applicant Essay

On a separate sheet of paper, what do you hope your students will learn about the Supreme Court of the United States and the making of public policy? Discuss an opportunity and challenge to teaching this to your students (250 words or less). Include the essay with your application.