



CONSTITUTIONAL RIGHTS FOUNDATION CHICAGO

*Educating for Democracy*

# The Role of the Citizen in the 21st Century

2005 ILLINOIS YOUTH SUMMIT PROGRAM BOOKLET



2005 Illinois Youth Summit  
April 29, 2005  
Chicago, IL ♦ Washington, DC

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Youth Summits were created in 1995 as a national violence prevention initiative by Youth for Justice and sponsored by the United States Department of Justice through the Office of Juvenile Justice and Delinquency Prevention.

## ACKNOWLEDGEMENTS

The Illinois Youth Summit provides students with opportunities to partner with adult policymakers to address current issues that affect youth. Created in 1995 by Youth for Justice, a national violence-prevention initiative sponsored by the United States Department of Justice through the Office of Juvenile Justice and Delinquency Prevention, Youth Summits have involved thousands of students across the country.

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Illinois LEARN

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Office of U.S. Senator Richard Durbin  
Sidley Austin Brown & Wood LLP  
U.S. District Court for the Northern District of Illinois

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Alex Dimitrief, Kirkland & Ellis LLP, CRFC Board of Directors	James Krupkowski, Federal Bureau of Investigation
U.S. Senator Richard J. Durbin	Peter LaBarbera, Illinois Family Institute
J. Robert Flores, OJJDP, U.S. Department of Justice	Illinois Attorney General Lisa Madigan
Benjamin Ghes, Neal & Leroy LLC, CRFC Board of Directors	Kate Martin, Center for National Security Studies
Bernard Judge, Law Bulletin Publishing Co., CRFC Board of Directors	Michael McDonald, Brookings Institute and George Mason University
James A. Klenk, Sonnenschein Nath & Rosenthal, CRFC Board of Directors	David Orr, Cook County Clerk
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Gordon B. Nash, Jr., Gardner, Carton & Douglas LLP, CRFC Board of Directors	Chuck Rosenberg, U.S. Department of Justice
Dan Johnson-Weinberger, Midwest Democracy Center	U.S. Representative Bobby Rush
Judge Charles P. Kocoras, U.S. District Court, Northern District of Illinois	U.S. Representative Janice Schakowsky
John Knight, American Civil Liberties Union of Illinois	Stephen A. Schiller, CRFC Board of Directors
	Gary Shapiro, U.S. Attorney's Office
	Jeanette Senecal, League of Women Voters, Washington, DC
	Peter Sprigg, Family Research Council
	Ed Yohnka, American Civil Liberties Union of Illinois

# TABLE OF CONTENTS

<b>Acknowledgements</b> .....	<b>i</b>
<b>Table of Contents</b> .....	<b>1</b>
<b>About the 2005 Illinois Youth Summit</b> .....	<b>2</b>
<b>Participating Schools and Teachers</b> .....	<b>3</b>
<b>Student Delegates &amp; Student Advisory Committee (SAC) Members</b> .....	<b>4-6</b>
<b>Service Projects</b> .....	<b>7-27</b>
Chicago High School For Agricultural Sciences .....	8
Downers Grove North High School .....	9
Downers Grove South High School.....	10
Excel Academy.....	11
Farragut Career Academy .....	12
Glenbard East High School.....	13
Kennedy High School.....	14
King College Prep High School.....	15
Leyden (East) High School.....	16
Lincoln Park High School.....	17
Mather High School .....	18
Mundelein High School.....	19
Perspectives Charter School.....	20
Riverdale Resource Center .....	21
Schurz High School.....	22
Senn High School.....	23
Steinmetz Academic Centre .....	24
Wells Community Academy High School.....	25
Whitney Young Magnet High School .....	26
Young Women’s Leadership Charter School .....	27
<b>Selected Student Position Papers (Pro/Con)</b>	
Mandatory Voting .....	28
Surveillance of U.S. Persons Under the USA PATRIOT Act.....	30
Defining Marriage .....	32
<b>2005 Summit Survey Results</b> .....	<b>35</b>
<b>CRFC Board of Directors</b> .....	<b>36</b>
<b>About the Constitutional Rights Foundation Chicago</b> .....	<b>37</b>

Visit the Summit online at <http://www.crfc.org/summit2005.html>

# THE 2005 ILLINOIS YOUTH SUMMIT

## ABOUT THE YOUTH SUMMIT

Youth have the power to bring about change. Giving students a voice in decisions that affect them is what the Illinois Youth Summit is all about.



Since 1995, the Summit has focused on current issues affecting youth. Student representatives from participating schools select issues for study and action throughout the spring semester, and come together to:

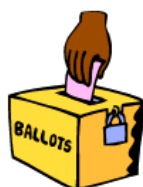
- Discuss these issues and relevant public policies with materials developed by CRFC;
- Design and conduct related service projects in their schools and communities; and
- Share their experiences and perspectives with state and federal policymakers.

The program culminates with a summit in Chicago where student delegates present survey data and service experiences, share policy recommendations, and discuss policy ramifications with state and federal policymakers.



Over 1,500 students at 24 high schools from across the state are participating in the 2005 Illinois Youth Summit: "The Role of The Citizen in the 21st Century." The issues, chosen by the students, are based on the fundamental – and controversial – question at the heart of our democracy: What does it mean to be a good citizen? Representatives from each school on the Student Advisory Committee (SAC) selected the following issues for study and action:

## MANDATORY VOTING



In more than two dozen democratic countries around the world, citizens are required to vote in national elections. In these countries, voting is seen not just as a right but a civic responsibility. In order to increase citizen participation, students are examining whether Congress should require all U.S. citizens 18 years and older to register and vote in federal elections.

## FEDERAL SURVEILLANCE OF U.S. PERSONS UNDER THE USA PATRIOT ACT



Signed into law just six weeks after the attacks on September 11, the USA PATRIOT Act has been a focus of controversy among citizens striving to find a balance between their desires to be both safe and free. Students are examining whether Congress should renew Section 215 of the USA PATRIOT Act, which permits the FBI to ask a federal judge for an order requiring the production of any tangible things for an investigation of a U.S. person, in order to protect against terrorism.

## DEFINING MARRIAGE



In response to the Supreme Judicial Court of Massachusetts' 2003 decision to allow same sex couples to marry, President George W. Bush said he would support an amendment to the U.S. Constitution to limit marriage to one man and one woman. Students are examining whether Congress should amend the U.S. Constitution by defining "marriage" as the union of one man and one woman.

## 2005 PARTICIPATING SCHOOLS & TEACHERS

Chicago High School for Agricultural Sciences (Chicago) .....	<i>Mike Doyle</i>
Chicago Vocational High School (Chicago) .....	<i>Joshua Sheridan</i>
Downers Grove North High School (Downers Grove) .....	<i>Janet Emond</i>
Downers Grove South High School (Downers Grove) .....	<i>Rita Balgeman, John Bruesch</i>
Excel Academy High School (Chicago) .....	<i>Heather Moorehouse</i>
David Farragut Career Academy (Chicago) .....	<i>Charles Kuner</i>
Glenbard East High School (Lombard) .....	<i>Lorie Cristofaro, Stacy Stockseth</i>
Percy L. Julian High School (Chicago) .....	<i>Abashe Ajala</i>
John F. Kennedy High School (Chicago) .....	<i>Tricia Margetis</i>
Kenwood Academy High School (Chicago) .....	<i>Michael Kane</i>
Dr. Martin Luther King, Jr. College Prep High School (Chicago) .....	<i>James Staros</i>
Leyden (East) High School (Franklin Park) .....	<i>Rena Ciancio, Robert Fowler</i>
Lincoln Park High School (Chicago) .....	<i>Sandra Koehler</i>
Stephen T. Mather High School (Chicago) .....	<i>Pat McAvoy</i>
Mundelein High School (Mundelein) .....	<i>Stacey Gorman, Matt Rife</i>
Perspectives Charter School (Chicago) .....	<i>Andrew Johnson</i>
Riverdale Resource Center (Riverdale) .....	<i>Craig Wallace</i>
Carl Schurz High School (Chicago) .....	<i>Meghan McCarthy</i>
Nicholas Senn High School (Chicago) .....	<i>Carter Carey</i>
Steinmetz Academic Centre (Chicago) .....	<i>Michael Altman</i>
Adlai E. Stevenson High School (Lincolnshire) .....	<i>Brad Smith, Michelle Stone</i>
William H. Wells Community Academy High School (Chicago) .....	<i>Gwynne Ryan</i>
Whitney Young Magnet High School (Chicago) .....	<i>Shiela Lent</i>
Young Women’s Leadership Charter School (Chicago) .....	<i>Mike Myers</i>

## 2005 ILLINOIS YOUTH SUMMIT STUDENT DELEGATES

### CHICAGO HIGH SCHOOL FOR THE AGRICULTURAL SCIENCES

Ashley Collins*	USA PATRIOT Act
Marlon Haywood	Mandatory Voting
Mike Jones	Defining Marriage
Dave Losso	Mandatory Voting
Ivy Pittman	USA PATRIOT Act
Erica Serna*	USA PATRIOT Act
Redwan Shaik	USA PATRIOT Act
Martin Tomkowiak	USA PATRIOT Act
Dave Tucker	Mandatory Voting
Loy Webb	Defining Marriage

### CHICAGO VOCATIONAL HIGH SCHOOL

Keith Esper*	Mandatory Voting
Ashley Gaines*	Mandatory Voting
Xavier McCarthy*	Mandatory Voting

### DOWNERS GROVE NORTH HIGH SCHOOL

Katie Batkiewicz	USA PATRIOT Act
Lisa Bradley	Defining Marriage
Jen Bruckner	USA PATRIOT Act
Ebonie Cobb	Defining Marriage
Tom Correll*	Defining Marriage
Rebecca Manjarres*	USA PATRIOT Act
Brian Phelan*	USA PATRIOT Act
Caitlin Walgamuth	USA PATRIOT Act
Brittany Wasserman*	Defining Marriage
Jaclyn Barnard	USA PATRIOT Act

### DOWNERS GROVE SOUTH HIGH SCHOOL

Jaclyn Barnard	USA PATRIOT Act
Greg Go	Mandatory Voting
Rahul Kauat*	Mandatory Voting
Megan Kucera	USA PATRIOT Act
Katie Utesch	Mandatory Voting
Sean Wunderlich*	USA PATRIOT Act

### EXCEL ACADEMY HIGH SCHOOL

Denise Adkinson Williams	Defining Marriage
Sondra Bennett*	Defining Marriage
Kenji Campbell*	Defining Marriage
Neshaunda Carddine	Defining Marriage
Octavia Rowe	Defining Marriage
Darien Williams	Defining Marriage
Darnell Williams	Defining Marriage

### DAVID FARRAGUT CAREER ACADEMY

Jose Garcia	USA PATRIOT Act
Victor Gonzalez	USA PATRIOT Act
Anaely Martinez	USA PATRIOT Act
Ivan Nieto	Mandatory Voting
Ana Ortega	USA PATRIOT Act
Karen Sosa*	USA PATRIOT Act
Keren Soto	Mandatory Voting
Noel Valencia *	Mandatory Voting

### GLENBARD EAST HIGH SCHOOL

Olivia Baughman*	USA PATRIOT Act
Leslie Foster	Defining Marriage
Synithia Lawrence	Mandatory Voting
Nicole Liedberg*	USA PATRIOT Act
Cory Nelson	USA PATRIOT Act
Jenny Rivera	USA PATRIOT Act
Ashley Sevenberg	USA PATRIOT Act
Joe Soboleski	Defining Marriage
Chris Struif	Mandatory Voting
Alex Sutor	Mandatory Voting

### PERCY L. JULIAN HIGH SCHOOL

Ghelligsa Johnson*	Mandatory Voting
Lorraine Washington*	USA PATRIOT Act

### JOHN F. KENNEDY HIGH SCHOOL

Mayra Alanis	USA PATRIOT Act
Yunuen Ambriz*	Defining Marriage
Yesenia Castillo	Mandatory Voting
Nancy Dominguez	USA PATRIOT Act
Jeanine Makkawi	Defining Marriage
Amanda Rodriguez	Defining Marriage
Annais Santiago	Mandatory Voting
Jennie Vazquez*	Mandatory Voting
Caitlin Weber	Defining Marriage

### KENWOOD ACADEMY HIGH SCHOOL

Michael Kerby*	Mandatory Voting
Nikita Owens*	Mandatory Voting

\* Denotes Student Advisory Committee (SAC) Members

## 2005 ILLINOIS YOUTH SUMMIT STUDENT DELEGATES

### DR. MARTIN LUTHER KING, JR. COLLEGE PREP HIGH SCHOOL

Vanessa Ayala\*  
Janyse Bonner  
Chloe Collier  
Cesar Delgado  
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USA PATRIOT Act  
Mandatory Voting  
Mandatory Voting  
USA PATRIOT Act  
USA PATRIOT Act

### EAST LEYDEN HIGH SCHOOL

Mike Di Maso  
Kornelia Fudala  
Pete LoPresti\*  
Michelle Mioduszewski  
Melissa Obert\*  
Liesl Reyes  
Kathleen Rose  
Lauren Sacksteder  
Ruddy Tillotson  
Cheryl Waity

USA PATRIOT Act  
Mandatory Voting  
Defining Marriage  
Mandatory Voting  
Mandatory Voting  
USA PATRIOT Act  
USA PATRIOT Act  
Mandatory Voting  
Mandatory Voting  
Mandatory Voting  
USA PATRIOT Act

### LINCOLN PARK HIGH SCHOOL

Tomas Aguilar  
Henry Berghoff  
Kate Evans  
Paul Grossinger  
Danny Hoppe  
Sarah Jaffee  
Isabelle Leventhal\*  
Michael O'Shea\*  
Jeff Pickert  
Jospeh Rubin

USA PATRIOT Act  
Defining Marriage  
Defining Marriage  
Defining Marriage  
USA PATRIOT Act  
Defining Marriage  
Defining Marriage  
Defining Marriage  
Defining Marriage  
Defining Marriage

### STEPHEN T. MATHER HIGH SCHOOL

Sarah Coba\*  
Shelly Kourakis\*  
Rabena Markos\*  
Anita Muslimovic  
Kharan Paracha  
Mary Yalda  
Charmaire Yarg  
David Zumba

Defining Marriage  
Mandatory Voting  
Defining Marriage  
Defining Marriage  
Defining Marriage  
Defining Marriage  
Defining Marriage  
Defining Marriage

### MUNDELEIN HIGH SCHOOL

Rhys Bakes  
Kyle Barber  
Steve Concelli  
Merc Diefenderfer  
Kaitlin Foster\*  
Kate Guarna  
Tom Kwiatkowski\*  
Emily Lukacs  
Becca Mahar  
Cynthia Panganlban  
Juan Vazquez  
Courtney Wilhelm

USA PATRIOT Act  
Mandatory Voting  
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Mandatory Voting  
Defining Marriage  
USA PATRIOT Act  
Mandatory Voting  
Mandatory Voting  
USA PATRIOT Act  
Mandatory Voting

### PERSPECTIVES CHARTER SCHOOL

Elizabeth Acosta  
Brittany Brown  
Virgil Brown\*  
Angel Martinez  
Eduardo Perez  
Andrew Raine  
Gabryela Sanchez\*  
Cassandra Stewart

Defining Marriage  
Defining Marriage  
Defining Marriage  
Defining Marriage  
Defining Marriage  
Defining Marriage  
Defining Marriage  
Defining Marriage

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Kenneth Adkins  
Chris Anthony  
Dominique Benford\*  
Mahnker Dahnweih  
Shanita Hutton  
Jessica Jenkins\*  
Jessica Jordan  
Christopher Lockett  
Marquil Rordan  
Alexander Shumate

Mandatory Voting  
Mandatory Voting  
USA PATRIOT Act  
USA PATRIOT Act  
Mandatory Voting  
Defining Marriage  
Defining Marriage  
USA PATRIOT Act  
Mandatory Voting  
USA PATRIOT Act

### CARL SCHURZ HIGH SCHOOL

Miriam Nunez\*  
Nika Pruitt\*

Mandatory Voting  
Mandatory Voting

\* Denotes Student Advisory Committee (SAC) Members

## 2005 ILLINOIS YOUTH SUMMIT STUDENT DELEGATES

### NICHOLAS SENN HIGH SCHOOL

Paul Bogdanon  
Raskan Hall  
Reyna Melendez\*  
No Thi Nguyen  
Giovanni Perez\*  
Joey Resado  
Adewale Sanya  
Adam Vences

USA PATRIOT Act  
Mandatory Voting  
Defining Marriage  
Defining Marriage  
Defining Marriage  
Mandatory Voting  
Mandatory Voting  
USA PATRIOT Act

### YOUNG WOMEN'S LEADERSHIP CHARTER SCHOOL

Claudia Boateng  
Elexis Bullock  
Jennifer Colon\*  
Amer Gooslay  
Monica Hernandez\*  
Tia Johnson  
Virginia King  
Nicole Ramirez

Defining Marriage  
Mandatory Voting  
Mandatory Voting  
Mandatory Voting  
Defining Marriage  
Mandatory Voting  
Mandatory Voting  
Mandatory Voting

### STEINMETZ ACADEMIC CENTRE

Mayi Castro\*  
Donell Dew  
Nora Diaz  
Ashley Gonzalez  
Denielle Lopez  
Ariana Miramontes\*  
Luke Swank

Defining Marriage  
Defining Marriage  
Defining Marriage  
Defining Marriage  
Defining Marriage  
Defining Marriage  
Mandatory Voting

### ADLAI E. STEVENSON HIGH SCHOOL

Max Cornell\*  
Kelly Rice\*

Defining Marriage  
Defining Marriage

### WILLIAM H. WELLS COMMUNITY ACADEMY HIGH SCHOOL

Leidy Anaya  
Sandra Hunt  
Manuel Makowski  
Mari Mikolajczak  
Cindy Pacheco  
Daphne Pietri\*  
Leticia Rodriguez\*

USA PATRIOT Act  
USA PATRIOT Act  
Mandatory Voting  
Mandatory Voting  
Defining Marriage  
Mandatory Voting  
Defining Marriage

### WHITNEY YOUNG MAGNET HIGH SCHOOL

Roderick Baker  
Stephanie Chau  
Kyra Coffey  
Minerva Dorantes  
Tamara Goins  
Jordan Heard  
Alex Maye  
Arash Nazem\*  
Oyinkansola Okubanjo\*  
Javier Reyes  
Tom Samek  
Stephen Washington

USA PATRIOT Act  
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Mandatory Voting  
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Defining Marriage  
USA PATRIOT Act  
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Defining Marriage  
Mandatory Voting  
Mandatory Voting

\* Denotes Student Advisory Committee (SAC) Members

## 2005 ILLINOIS YOUTH SUMMIT SERVICE PROJECTS

*"Service is the rent we pay for living. It is the very purpose of life, not something you do in your spare time or after you have reached your personal goals."*

-Marian Wright Edelman



Youth have the power to bring about change.

Giving students a voice in decisions that affect them is what the Illinois Youth Summit is all about.

Participants in the 2005 Illinois Youth Summit selected current issues affecting youth they felt were important for study and action and worked on them throughout the semester. Through classroom study and debate, Summit students took part in a variety of activities designed to deepen their understanding of these issues and encourage civic participation. After studying the issues, students planned and conducted service projects to share what they learned with other students in their communities.

The following pages describe, in their own words, these service projects. It is estimated that these projects reached over 8,000 students in Illinois and beyond.

## CHICAGO HIGH SCHOOL FOR AGRICULTURAL SCIENCES Chicago

### A Student Forum on the USA PATRIOT Act and Defining Marriage



The service learning project at the Chicago High School for Agricultural Sciences focused on two topics: Defining Marriage and The Patriot Act. The project that we chose to do for our school in order to raise political awareness was to create a forum where students could come and discuss the two issues that we had chosen. The forum was held on April 8 and consisted of a debate between twenty students monitored by the two SAC members, Erica and Ashley. We

decided to record the debates and planned to take the recordings that we had and edit them into a small movie and later show it to the school during extended advisory.

The forum consisted of hand-picked students selected by our American Law teacher and by us. We wanted to select students from different backgrounds to speak for and against the topics. We gave each of the participants the literature about the topics so that they could come prepared to discuss the topics. Ashley and Erica both monitored and led the discussion and steered it in the correct direction when the participants were straying off the topic at hand. The service project went well and the students were able to express their views in an open environment.

All the students that participated did a good job in expressing their ideas, which helped a lot because the conversation continued for more than an hour. The only negative part about the project is that we were unable to use the recorded material because it was hard to get only one person to speak at once and switch it over to the person that was responding to the question or the comment that was posted by that person.

Overall, however, the service project proved to be a success and helped us learn more about the views of others. The forum was a great learning because it helped us realize that the youth today do have opinions about topics and situations that are happening in society. Often, youth in America today are not aware about certain laws and are hence unable to voice their opinion about them. Reflecting upon what we observed during our forum, we were able to see that although students in our school may be different from each other, they were able to express their views in a respectful manner that others could understand.

# DOWNERS GROVE NORTH HIGH SCHOOL

Downers Grove

## The USA PATRIOT Act, Defining Marriage and Mandatory Voting



Normally, controversial topics like the PATRIOT Act, mandatory voting, and gay marriage, are not addressed in school, so teaching students in a class about these topics was a very interesting experience.

During our discussion and presentation of the USA PATRIOT Act, we were surprised to learn that many students were actually well informed about this difficult piece of legislation. We briefly de-

scribed the rest of the PATRIOT Act and did a human graph to see how students felt about the issue. The majority opinion favored renewing Section 215, but just barely. The discussions were very heated as the class debated the privacy rights involved with the 4th Amendment and our current search standards set by *Mapp v. Ohio*, while others recognized that because of the "war on terror" it may be necessary to give up minor privacy rights. A majority of the class respected the intent of the Act, but felt that they could not support Section 215 unless there were restrictions placed on who could use the powers enabled by this act. In the end, the majority opinion was summed up by one student who said, "It is better to have a little less privacy than to be dead and have your privacy."

The students also had strong opinions about gay marriage, whether it was religious or moral opinions. We started out by giving the definitions of marriage, civil marriage, and civil union, and it was astounding to see that they were all not familiar with these terms. The class then discussed with a person sitting next to them the positives and negatives of amending the U.S. Constitution. For this issue, a lot had to be clarified, for example what the benefits would be of gay marriage and what states already had these marriage laws in place. After a heated discussion, it came out about even as to who was in favor and who was against amending the U.S. Constitution.

The mandatory voting issue was not as controversial because almost everyone opposed it. While some students felt that the opportunity to increase voter turnout was worth pursuing, others felt that the possible negative results would offset this. They were afraid that instead of learning more about the issues, voters would go to the polls placing little importance on their decisions. The majority opinion was that it was better to have a low voter turnout than to have uneducated voters going en masse to the polls changing election results.



# DOWNERS GROVE SOUTH HIGH SCHOOL

Downers Grove

## Teaching About the PATRIOT Act, Defining Marriage and Mandatory Voting

With the help of Mr. Bruesch, we have proposed a service project to visit a different high school in order to teach the students at that school about the issues of the 2005 Illinois Youth Summit: Federal Surveillance Powers Under the USA PATRIOT Act, Mandatory Voting, and Defining Marriage.

Of the three topics, we believe that the subject that would relate most to our audience would be mandatory voting, an important subject for America's youth because most young Americans do not vote. In order to teach this, we plan to use material provided by CRFC in the 2005 Illinois Youth Summit curriculum and, if necessary, we will find alternate materials to use in our discussion with our audience.



In order to accomplish this task, we feel it might be necessary to bring along one or two extra students to help lead and guide the discussions. These students will most likely come from Mr. Bruesch's Political Science class and we want to have a balanced and diverse group of students to ensure that our audience does not feel alienated. We plan to conduct this project during the week of April 25-29 on a day suitable for all parties.

## EXCEL ACADEMY HIGH SCHOOL Chicago

### Teaching Other Students About Marriage and Tolerance



The goal of our service learning project was twofold. As a class, we chose to focus on the issue of marriage and whether or not Congress should amend the Constitution to define marriage as a union between one man and one woman. However, in order to even approach this subject with fellow students, we first needed to teach students about being open-minded and respectful of others' choices in life. So our first goal was to teach a group of thirty freshmen about different life choices and being respectful of a person— whether or not you agree with his/her choice.

Our second goal was to not only educate the school and community about the issue, but address the other two Summit issues in terms of voting issues in the upcoming election. Most of our seniors will be voting in the next election, and we figured if we could give them information on voting issues they will be more likely to make an informed decision when it is their turn to vote.

As a class, we prepared a skit to introduce different lifestyle choices to Ms. Moorehouse's division. Our plan is to perform the skit for the freshmen and hold a discussion with them afterwards. First, we want to see what preconceived notions they have about gay marriage. Then we will discuss facts about the issue in terms of various states' laws, and provide arguments from both ends of the spectrum using the Youth Summit curriculum. Upon completion of our presentation, we will hold a reflection to see what the freshmen students learned and whether the discussion helped them to be more willing to respect different lifestyle choices.

Beyond Ms. Moorehouse's division, we will also be writing articles about all three policy issues for our school newspaper and newsletter. We want our school and community to hear and learn about these issues so they can become more informed citizens and voters when the time comes.

We learned a lot about open-mindedness in this project. We had preconceived notions about gay marriage and we learned that people seeking these marriages are really no different than heterosexual couples. As a class, through the Youth Summit curriculum and outside research, we learned that being open-minded and respectful doesn't mean you have to agree with a person. It just means you have to be willing to listen to different sides of an issue.

# FARRAGUT CAREER ACADEMY HIGH SCHOOL

Chicago

## Defining Marriage: A Student-created Website

The Farragut Career Academy High School AP United States History class developed a service project to address the topic of same-sex marriage and issues surrounding it.

The project involved creating a website which would address not only the topic of the Illinois Youth Summit, whether or not we should amend the U.S. Constitution to define marriage as an act between one man and one woman, but also to provide information on other issues surrounding same-sex marriage and the history of marriage.

The website includes articles from newspapers and magazines, surveys, interviews, poetry, stories, art, and other student-created work. The website was designed by Noel Valencia and Victor Gonzalez using the work of students at Farragut Career Academy High School.



To view our website, visit:  
[www.geocities.com/farragutca0](http://www.geocities.com/farragutca0)

# GLENBARD EAST HIGH SCHOOL

Lombard

## Defining Marriage: A Day of Silence



The "Day of Silence," a project of the Gay, Lesbian and Straight Education Network (GLSEN) in collaboration with the U.S. Student Association (USSA), is a student-led day of action where those who support making bias unacceptable in schools take a day-long vow of silence to recognize and protest the discrimination -- in effect, the silencing -- of LGBT students. The Glenbard East Illinois Youth Summit Student Advisory Committee

representatives participated in the Day of Silence to create awareness about gay marriage and discrimination.

On April 13th, the Summit representatives went the entire school day without speaking in order to educate others about the silence that homosexuals are forced to endure due to discrimination, hatred and intolerance in our society. The Day of Silence institutes a visible silence where participants can protest this discrimination and abuse. The effort allowed everyone to reflect upon how powerful silencing can be and to focus on how we can make our own voices stronger.

The Summit representatives not only participated in the Day of Silence, but also handed out pamphlets about different sides of the gay marriage issue and then polled their peers. In this way, many other students participated in learning about this issue as well.



# KENNEDY HIGH SCHOOL

Chicago

## Defining Marriage: A Teach-In



Our service project was designed to educate our peers about a constitutional amendment about marriage that President George Bush is proposing; simply, that marriage is the union of one man and one woman as husband and wife. The amendment addresses the issue of what marriage is and is not.

First, we divided our class into groups according to where they stood on the issue. Each group researched and gathered information and facts to

support their views. A debate was then held within our classroom about whether or not the amendment to define marriage should be added to the constitution. From there, our class decided that our theme for this project should be to raise awareness about the issue among our peers and to unveil how imperative it is for them to be educated and involved, and what an intricate role they play in the decisions that help shape our country.

Next, we chose six members (two from each of the three groups) of our class to inform freshman classes about the issue at hand right now. Those six students prepared a two-day presentation for two freshman classes, while the rest of the class worked on creating a pamphlet about the issue. The pamphlet provided general information about the institution of marriage and gave different viewpoints. Through all of our research, discussions, and the making of the pamphlets, we also created a two-day lesson plan to provide the freshman classes with unbiased information about the issue. We then distributed the pamphlets and talked with the freshman.

On day 1, we discussed what it means to be a citizen, and asked them to define marriage and what it means to them. Next, we introduced the proposed amendment and went over its implications. Then, we divided the students into two groups (like we did in our own class) according to their position on the issue and asked each group to brainstorm the best arguments for their viewpoint.

On day 2, we conducted an informal debate and then put the students back in their original groups to ask any remaining questions. Our six student leaders moderated the discussions and guided them. This was followed by writing position papers on the issue as a reflection to help decipher where they stood.

We worked together as a class the way a nation does; for the well-being of everyone in it.



# KING COLLEGE PREP HIGH SCHOOL

Chicago

## **The USA PATRIOT Act: A Video Presentation**

We the delegates of King College Prep High School proposed a community service project to present the standards of the USA PATRIOT Act. We collaborated with other students and faculty of our AP Government class to inform the student body about this act through a video presentation. The video project depicts scenes of search and seizures, and, in addition, we have permitted actors to improvise written scripts for the faculty and students. The youth of America, especially in urban communities, are truly unaware of this legislation. So, our goal was to educate our peers and ourselves about the USA PATRIOT Act and how it affects us.

Many people were involved in the filming of our project, including our 8<sup>th</sup> period AP Government and Politics class, our history teacher Mr. Staros, and security guards at King College Prep high school. The entire video was filmed at our school, in the 3<sup>rd</sup> floor hallway. First scene: Two students are being searched without reason by a security guard. Second scene: Two students are being followed by a suspicious individual. Third scene: A student is wrongly accused of terrorism for a simple mistake.

We learned a lot about the PATRIOT Act and about the opinions of the student body from this video service project. We learned that many of our peers and teachers were not properly educated about what the PATRIOT Act is and how it affects us as individuals. Most people were not even aware that it had been passed. Many of our peers who did know about it stereotyped it as just another invasion of privacy. The Constitution states that we have certain inalienable rights, and the PATRIOT Act takes away those rights.

We also learned about working together and forming groups to do different tasks to get things done. We learned that many of our peers didn't like the PATRIOT Act because they view it as a direct offense to the First Amendment. We also learned that by showing our video to students, many teachers were able to spark discussions about this and other current events, thus helping other students in our school to become more informed about the different sides of the issue.

## LEYDEN (EAST) HIGH SCHOOL

Franklin Park

### **A Student Website About Mandatory Voting, Same-Sex Marriage and the USA PATRIOT ACT**

The service project at East Leyden High School was intended to provide information about the three topics of the 2005 Youth Summit to other students.

We created a website that will contain essays about defining marriage, the USA PATRIOT Act, and mandatory voting written by East Leyden students. The website will also have other pertinent information, such as links to websites and pictures.



The project was completed by the 38 students who are a part of the Sophomore Political Science Honors Plus classes. We completed the majority of the project at school, although some of the research and writing was done outside of the classroom. The website was developed by students and we hope to promote it by getting it placed on the Leyden website ([www.leyden212.org](http://www.leyden212.org)).

We learned that there are no easy answers to controversial topics like gay marriage, the PATRIOT Act, and mandatory voting. The most important lesson learned was that good citizenship requires an educated and well-reasoned debate on these issues in order to develop a responsible perspective.

## LINCOLN PARK HIGH SCHOOL Chicago

### Defining Marriage: An Article Published in *The Lion's Roar*



Student delegates from Lincoln Park High School designed a project that sought to encourage discussion and ease misunderstanding among the student body on the issue of gay marriage (Should Congress amend the U.S. Constitution by defining marriage as the union of one man and one woman?) through an article published in the school newspaper, *The Lion's Roar*.

The publication included the results of student interviews and a balanced presentation on the history and problems surrounding this controversial issue. The article allowed readers to understand the differences in other student's viewpoints and opinions resulting from cultural, religious or political influences. Additional material in the article placed the interviews in a useful historical context.

Using the newspaper as a medium of communication allowed for contact and involvement with a much larger body of students that would have been left out in a traditional classroom-based project. Readers of the newspaper were provoked to discuss the issue with classmates, student newspaper staff members were involved in the publication of the article, and every member of the delegation bore individual responsibility for completion of the interviews.

The project's design was developed over several days of meetings with the entire Youth Summit delegation and the sponsoring teacher. After an initial preference for a traditional classroom-based approach, the final decision for a newspaper-centered project was made. It was not enough, however, to simply publish and distribute the newspaper without efforts to promote the service project. Too often are copies of *The Lion's Roar* ignored or discarded. Realizing this, promotional signs were posted throughout the hallways to generate interest in the article and project.

The dual nature of group organization and effort, difficult but effective, was among the most valuable lessons learned in the project. Beyond the logistical headaches involved with scheduling meetings and distributing the workload, the synergistic power of the collective group was realized as a small body of the delegation designed and executed a service project that affected hundreds of students and staff at Lincoln Park High School. This lesson answers the question posed by this year's theme, what is the role of a citizen in the 21st century.



## MATHER HIGH SCHOOL Chicago

### Defining Marriage: A Short Film



Our service project consists of a 12 minute video depicting issues surrounding a constitutional amendment to define marriage. Against the background of writing a letter to Congress protesting the passage of this amendment, the students provide a historical perspective on marriage and tie it to today's issues.

The video includes debate scenes, mock marriage ceremonies, protests and "taking a stand" statements. While the students majority opinion was against this amendment, there were also counter-arguments throughout the video via the debate and the protest scenes.

Our goal was to explore the issue of the amendment and to ensure that all students were actively involved in the research and creation of the project. The junior law academy class was the sponsor of the project led by the Youth Summit Student Advisory Committee members. We were also strongly supported by senior law academy students. The entire film was created and filmed at Mather High School.

We developed the service project in the junior law class. Students brainstormed, wrote a story board, assigned roles, obtained and designed costumes and props, rehearsed and acted out the entire video. Students enlisted the support of their teachers, school resources officers and members of the community in the actual filmmaking. We shared the project throughout the four year law academy program and showed it to all law students, and we hope to expand the viewing to the entire social studies department over the next few weeks.

Through the project, students gained an in-depth knowledge of the issues surrounding this proposed constitutional amendment. An additional benefit was the development of their teambuilding skills. All students were actively involved in the production of this project and gained a real understanding of the film making process while growing in their ability to function as a strong team.

# MUNDELEIN HIGH SCHOOL

## Mundelein

### Mandatory Voting: A Brochure for the Community



For our service project, we chose to increase awareness about mandatory voting. Our class was very divided on the issue, so we knew we wanted to bring awareness to our community by creating a brochure about the issue. We decided to distribute the brochure to our school and community. However, we wanted to go a step further and also send it to policymakers at the local, state and national level.

Our brochure contains a variety of informational pieces. First, we included an overview of mandatory voting—an explanation of the concept and examples of countries that have implemented it. We also printed voting statistics from the 2004 election to demonstrate current voting trends in the United States. We discovered that even though voter turnout in the 2004 election was higher than in past elections, large populations of citizens did not vote. The lowest voter turnout was among individuals age 18-25 and people of low socioeconomic status.

We also included information on our class vote, as well as how students in other schools in the Chicagoland area voted. We thought policymakers might be interested to know the positions high school students take on this type of civic issue. We also included a section that detailed the arguments for and against mandatory voting. Our goal was to provide the public with information on both sides of the issue so they are better prepared to make an informed decision about mandatory voting.

We distributed the brochures to a variety of individuals, including the Mayor of Mundelein, the MHS school board, Governor Rod Blagojevich, Rep. Melissa Bean, Rep. Mark Kirk, Sen. Barack Obama and Sen. Richard Durbin. We really wanted to inform major policymakers that this issue is incredibly important to democracy. These are the people that may have to make a decision on whether or not to make voting mandatory in the United States.

We learned a great deal from this project. First of all, we learned that contacting policymakers can be quite challenging. We mostly spoke with assistants and not the actual individuals we wanted to contact. We also learned the art of teamwork. Finally, we learned that informing the public about important civic issues is essential for the success of a democracy.



# PERSPECTIVES CHARTER HIGH SCHOOL

Chicago

## A Survey About the Definition of Marriage

The service project created by Student Advisory Committee members at Perspectives Charter School is just beginning.

Students have collected survey data about the issue of defining marriage. Surveys were conducted by and for high school students, college students, and adults in the community.

Questions on the survey include:

- 1) Do you believe that marriage is a civil right?
- 2) Do you believe that people of the same gender should be able to marry one another?
- 3) Do you believe that the government should restrict people's right to get married?
- 4) Do you believe that the Constitution should be amended in order to define marriage as being between a man and a woman only?
- 5) Do you believe that same-sex partners should have the same access to health care benefits, inheritance, and hospital visitation rights as married men and women?
- 6) Do you believe that homosexuals should have the same rights as heterosexuals?

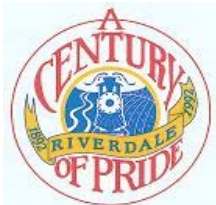
Students will analyze the data to see if there are different trends with respect to age and gender. After the data have been analyzed, participating students will present their findings and lead a discussion with middle school students in our school.



# RIVERDALE RESOURCE CENTER HIGH SCHOOL

Riverdale

## Mandatory Voting: A Youth Forum



For our service project, the students of the Riverdale Resource Center had a Youth Forum with a focus on mandatory voting. The forum was for youth ages 13-17.

We started the Youth Forum by recognizing those for and against the proposed policy of making voting mandatory, and from there, we started a debate. To our surprise, there were very good topics and arguments that came from both sides of the debate. It also allowed youth to discuss everyday topics essential to the community that youth often take for granted. We discussed civic issues that were local, state and national, from local elections to national election. The forum also gave youth a chance to understand some other points of view. This helped shape and mold their opinions and beliefs.

During this time, there happened to be a local election in the south suburbs. Some of us went into the community to make residents aware of the election by passing out flyers, word of mouth, and helping out with local campaigns. There was good support from the students and positive response from the community about having youth participation in the election process.

We learned a great deal from the Youth Forum and participation in the local election, and want to continue our involvement after the Youth Summit. On May 3, we will continue our work on the mandatory voting issue by participating in a "Youth and Government Day." On this day, we will act as the town administration (i.e. Mayor, Chief of Police, etc.) to get an interactive real life look at how government works. This will further help us understand not only the issue of mandatory voting, but how government and citizens make these decisions.

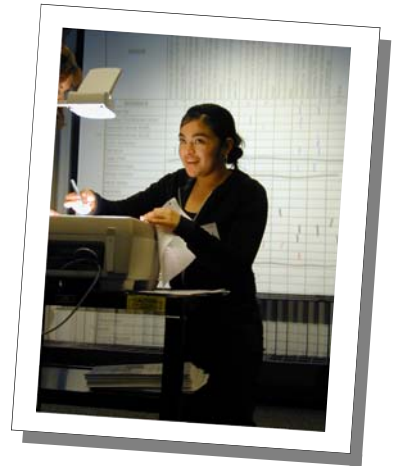
# SCHURZ HIGH SCHOOL

Chicago

## Mandatory Voting: A Presentation for Students at Schurz

Most students at Schurz High School have not considered the issues chosen by student participants in the Illinois Youth Summit. We feel that these issues are important for youth, and we decided our goal should be to raise awareness about the issues among our own student population.

We decided to focus on the issue of mandatory voting because we felt we could go into any classroom in the school and the students would have enough background knowledge to make a first opinion. But our goal was to really make the students think. What often happens is that we accept the way things are without question. Why not think of alternatives? We think the students at Schurz would benefit from this kind of discussion about questioning the status quo.



Classes were invited to participate in our presentation, and, fortunately, some teachers were willing to completely turn their classes over to us. The classes consisted mostly of seniors in Writing for College and Speech and Debate classes. The two students on the Student Advisory Committee prepared for and conducted the classes, both independently and together, often after school. Everything was done collaboratively except for the position papers.

We learned that students enjoy this method of learning. Without a doubt, they benefited from the presentation, whether it was from considering different points of view or learning new things about our government. In one class, for example, students were unaware of the Selective Service Act. They learned the importance of making informed decisions and educating ourselves about current issues. As “teachers,” we learned to appreciate the benefits of students leading presentations in a classroom.



## SENN HIGH SCHOOL Chicago

### A Senn High School Teach-In on Mandatory Voting, the PATRIOT Act, and Defining Marriage



Our contemporary American History class developed a campaign to involve students in the 2005 Illinois Youth Summit. A small team of students created flyers to inform other Senn High School students of the public policy issues and to encourage participation in the survey.

For our service project, we broke into three separate groups, each covering one of the issues of the Summit: Mandatory Voting, the USA PATRIOT Act, and Defining Marriage. Each

team was responsible for planning and implementing their own service project on their issue. The teams devised teaching strategies for conveying information about the public policies to their audiences. Some of the teams attempted to arrange a Teach-In at local elementary and middle schools, but because of scheduling difficulties they were only able to teach high school students at Senn.

**Mandatory Voting:** The eight students on the Mandatory Voting team presented a two-day lesson on their topic to a Law in American Society class of juniors and seniors. The strategies they employed included "Civic Conversations," the "Human Graph" activity, and "Philosophical Chairs." The team felt confident and well-prepared, however they were a bit disappointed in the reception from their peers who did not participate enthusiastically. These sessions were video recorded by the team, allowing them to reflect on their presentation later and analyze their performance.

**The USA PATRIOT Act:** The ten students on the PATRIOT Act team developed a PowerPoint presentation to guide their session, which was accompanied by a debate. The presentation was well received, but the team found that effectively staging a debate is a difficult task.

**Defining Marriage:** The six students on the defining marriage team presented their project to several classes of juniors and seniors during one school day. The team gave a group presentation on the topic, followed by an improvised version of "philosophical chairs" activity. After the lesson, the team led the students in a group discussion to review the main points of the debate.

Each team felt indicated that their presentations were an important learning experience. Attempting to teach these issues to others forced them to re-think their positions and learn more about the controversies involved. The teams felt that although they did not sway their audience's beliefs, they were confident that they provided their peers with unbiased information and a format to debate serious issues.

# STEINMETZ HIGH SCHOOL

Chicago

## Defining Marriage: A Presentation for Senior Social Studies Classes

Our students chose this topic because it sparked the most interest among the classes participating in the Youth Summit as well as students who took the 2005 Summit survey.

We chose to do presentations to several senior social studies classes to increase their awareness of the many issues involved. Several of these classes study units relating to family in American society.

Initially, we presented the students with a detailed survey with more specific questions related to the issue. Several students presented an overview of marriage in American history. Detailed accounts of actions in states such as Hawaii, Vermont and Massachusetts were provided as well as the Defense of Marriage Act.



Next, students presented both sides of the issue and encouraged comments and questions. We tried very hard to stay on the specific topic, however students kept steering the discussion to homosexuality in general. We tried to address only related issues of gay marriage to our topic, such as child-raising in a homosexual home. This topic created the most controversy.

We used materials from the Youth Summit curriculum, the internet, videos, and handouts from various organizations. We learned from our experiences within our own classes as well as other we spoke with, about the importance of maintaining objectivity in our presentations and to clearly differentiate between facts and opinions. We also learned that discussions on controversial topics must be done in a controlled setting.

We plan to write an article in our school newspaper about our project, our experiences, and our discoveries along the way, as well as to share some of the differing views shared by Steinmetz students. We are certain from this project that it will encourage other students to think critically about this topic.

## WELLS COMMUNITY ACADEMY HIGH SCHOOL Chicago

### **A WBEZ Youth Radio Program About the USA PATRIOT Act, Defining Marriage, and Mandatory Voting**

Our service project will take place at Chicago Public Radio's WBEZ Educational Outreach studio at Navy Pier. Before our trip to WBEZ, the students will create a script about one of the issues discussed at the Constitutional Rights Foundation Chicago's Youth Summit. The script will include the history of the issue, current developments in our state and federal governments, Constitutional concerns, the results of a school survey and their own personal view. Our goal is to inform people about the different aspects of each issue discussed during the Youth Summit. Our hope is that each student will be able to present new and powerful information that will open the minds of our listeners. The student's radio program can be seen and heard by visitors to Navy Pier.



We have many different goals we hope to accomplish through our service project. Each student will have an opportunity to see how an actual radio station works and learn the power of radio as a form of media. Those who are interested in politics, journalism or becoming a sound engineer will have the opportunity to experience what those careers would be like. Students will also experience talk radio as an influential tool for exposing issues concerning social justice. Upon completion, each student will receive a CD of their "Radio Show" as a reminder of their experience. The WBEZ Education Outreach studio is available to any group of students interested in having a similar experience. The curriculum we will use to complete the service project is *Seeking Justice: Youth Talk about Justice* provided by Chicago Public Radio. In this case, our topics will be from the Illinois Youth Summit.

When we arrive at WBEZ Educational Studio, the students will be divided into two groups. One group will tour the facility and have the opportunity to see different radio programs being produced, and learn more about how to communicate effectively. The other group of students will present their scripts "on air." To create the tone, one student will act as the sound engineer and play the music each group selected for their backdrop. As the program begins, the student engineer will guide their group through the discussion of the topic. People passing by can stop to watch and listen to information about the Summit topics as they are being presented and recorded by each group.



## WHITNEY YOUNG MAGNET HIGH SCHOOL Chicago

### **Mandatory Voting, the PATRIOT Act, and Same-Sex Marriage: A Teach-In**



Whitney Young's service learning project was created by 120 of Ms. Lent's law students, each of whom studied and wrote position papers on the three topics in this year's curriculum. The students also wrote letters to Senators Durbin and Obama.

The law students were divided into four classes and each class presented one topic to one freshman World Studies class (50 minute period) taught by Ms. Smith. The

classes then voted on the topic they would teach and devised lesson plans around that topic. Within each class, they split themselves into groups of about 12-15. One group brainstormed and then planned the introduction and closing for the lesson (about 10 minutes each), while the other group planned the major activity (about 30 minutes).

Two classes taught the freshmen about mandatory voting, one class focused on renewal of the USA PATRIOT Act and the fourth class discussed same-sex marriage with the freshmen. Of the approximately 30 students in each law class, five were chosen to present the material to the freshmen. They were videotaped for later viewing by all of the classes.

The law classes used a variety of methods to teach the issues. They incorporated many "real life" scenarios on issues to try and help the freshmen see the very real impact issues like the USA PATRIOT Act has on their lives. They also used their own version of a debate, where the freshman would write points supporting one position on a notecard and present it to the class. The other students could then ask clarifying questions. Other students used brainstorming techniques like webbing to get the freshmen thinking and others incorporated the GRADE sheet to help think more deeply about the policy they were teaching.

Overall, the service project was a great success. The law students were able to solidify their learning while imparting knowledge to 120 other students. The result? 240 well-informed citizens.

## YOUNG WOMEN'S LEADERSHIP CHARTER SCHOOL Chicago

### Three Projects About Defining Marriage

Two junior classes at Young Women's Leadership Charter School developed different, complementary projects in order to inform high school peers, both inside and outside the school, about why same-sex marriage has become a controversial, but important, civil rights question.

Three groups produced separate videos about: a family discovering that one of its members is a lesbian who wants to marry; a couple that is denied marriage by its church; and the changing legal landscape of gay marriage.



Two groups designed websites. One featured the voices of people from the around the school community, while the second highlighted some of the struggles that gay couples go through each day. Both were aimed at teenagers, including those who identify as gay, who want to know more about gay couples and their rights. Another group designed literature intended to raise awareness about gay marriage and its implications regarding civil rights, within the YWLCS community. A final group developed a lesson as a framework for introducing most of the above projects within a classroom setting.

Our overall goal was to inform teenagers about the controversy of gay marriage and gay couples' rights, and the violations of those rights that many face. The majority of the junior class at Young Women's Leadership Charter School (YWLCS) was involved in this. We plan to present our projects in YWLCS freshman and sophomore classes. We also intend to bring it out to another high school, preferably to classes of junior and senior students. We started out by studying the materials and research provided by the Youth Summit program. For promotion, we sought help from various staff members [technical assistance, interviews] and students [interviews, acting, etc.]. These people often proved knowledgeable and helpful.



We learned that same-sex couples do not have the same rights that heterosexual couples have. We also learned about different options that gay couples have, or could have, in order to expand their rights, including civil union, civil marriage, and full marriage. We also learned how to express our opinions regarding this issue through a range of media.

## SELECTED POSITION PAPERS

### MANDATORY VOTING (*PRO*)

Whitney Young Magnet High School

***In order to increase citizen participation, should Congress require all U.S. citizens 18 years and older to register and vote in federal elections?***

"Half of the American people never read a newspaper. Half never voted for President. One hopes it is the same half." -- Gore Vidal

The quote above speaks about the lack of participation in government by the American citizenry. It speaks about the 40 percent of Americans that did not vote in the 2004 Presidential election. Americans are known to value and defend their constitutional rights, such as freedom of speech and even the freedom to bear arms. But they do not value their right to vote and participate in government as much. To solve this problem and increase participation, there should be legislation passed that mandates voting. Mandatory voting is not viewed as democratic nor effective by those that oppose it, but there is more than efficient reason that it is democratic.

Opponents of mandatory voting would agree that compulsory voting is not democratic, and that "the spirit of democracy is best served when people choose to vote and know what they are voting for." Democracy is based on the idea that everyone participates, and are responsible for selecting who governs them. Mandatory voting would bring democracy back to its fundamentals. It would allow all citizens to place a ballot and a voice in the House, Senate and the Oval office. There has already been proof that mandatory voting produces substantial increases in voter turnout. For example, prior to mandatory voting, Australia had a turnout rate of 64.2% whereas after mandatory voting was implemented it became 94.2%. That significant rise in percentage represents the increase in voices heard by the chosen political candidates. With America maxing out at 60%, there is not the representation of everyone, but as done before mandatory voting could rectify that number.

In America, many people do not vote because they feel left out and excluded from the political and election process. Many of these citizens are low-income and minorities, therefore many political figures do not focus their campaigns toward these citizens. By implementing mandatory voting, this "bias" would be removed. There has been research that proves "the relationship between socioeconomic status and voter turnout weakens as turnout increases." Also mandatory voting would force those running for office to reach out to all groups since everyone is to vote. By including those that once felt as if they were outsiders looking in, citizen participation would increase and the newly included citizens would experience a vigor to understand what they have been missing.

In conclusion, to increase citizen participation there needs to be an increase in representation. Mandatory voting increases this representation by making this process of voting the civic norm. If politicians are not reaching out to half of the population because of their low rate of voting, then that half continues its trend since they have already been excluded. Mandatory voting will hopefully reverse these problems and also the quote made by the author Gore Vidal: "All Americans read the newspaper. All have voted for the President. One hopes we mandate it all."

*Additional essays on this topic can be found online at <http://www.crfc.org/summit2005.html>*

## SELECTED POSITION PAPERS

### MANDATORY VOTING (*CON*)

Glenbard East High School

***In order to increase citizen participation, should Congress require all U.S. citizens 18 years and older to register and vote in federal elections?***

Even though the 2004 elections had a huge turnout of voters, with just less than 60% of the US population, the government is still looking for ways to restrict the freedoms of Americans. The way they are doing this is by proposing mandatory voting laws. However, there are many negative angles to creating a mandatory voting law and many students at Glenbard East are against creating this law.

One problem that many people see is the loss of some of the freedoms that our country is based on. It could be argued that mandatory voting violates our first amendment right to freedom of speech because if a person has no opinion on the voting matter, then he or she should not be forced to give an opinion. Also, it is estimated that voting will only increase 8 to 15 percent. The punishment for not voting would be a fine and possibly jail time, both of which are a bit drastic for simply not filling out few bubbles on a sheet of paper. Voting is a privilege, not an obligation.

Another problem foreseen is that the voters will not care whom they vote for. They will only go to vote to avoid punishment instead of honestly caring about the politics. Some say that voters will pay more attention to the media in order to be more educated when they go to the polls. If a person really doesn't want to vote, then they aren't going to try to become more educated on a topic that they have no interest in whatsoever. Also, if a person is not passionate about the political issues, then there is a good chance that they will simply vote for the current person in office or the current status of an issue because they do not see a reason to change these things. Therefore, the people in office may earn a one-up on their opposing candidate which would be unfair to that particular political party.

In theory, a mandatory voting policy could be a good idea and a resolution to the lack of eligible voters exercising their right to voice their opinion in government policies and leaders. But in actuality, people cannot and should not be forced to voice their private opinions if they do want to. This amendment would restrict the freedoms of individuals instead of granting freedoms.

*Additional essays on this topic can be found online at <http://www.crfc.org/summit2005.html>*

## SELECTED POSITION PAPERS

### The USA PATRIOT ACT (*PRO*)

Downers Grove South High School

***Should Congress renew Section 215 of the USA PATRIOT Act which permits the FBI to apply to a federal judge for an order requiring the production of any tangible things for an investigation of a United States person to protect against international terrorism or clandestine intelligence activities?***

September 11, 2001 was a watershed moment in United States foreign policy. It was not the first time the United States was attacked, but it was the first time the attack came from a foreign body inside the country. The nation pressured the government to do something in retaliation, and thus the USA PATRIOT Act was born and passed with little opposition (98-1 in the senate and 375-66 in the House of Representatives). In the past year, the PATRIOT Act has been a topic of much debate. Some of the provisions of the act are deemed intrusive, and some people question whether the act truly accomplished its goal of stopping terrorism. Although the PATRIOT Act has come under scrutiny, it is easy to see that the policy is the right answer for combating terrorism by analyzing its implications and goals.

The first aspect of a good law is that it has a clear goal and focus. In the past, vague policies such as laws on gun control have led to confusion and have not been effective. The Department of Justice clearly states on its website, that "its first priority is to prevent future terrorist attacks." The act in itself is an acronym for its goal; "Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct terrorism." However, as evidenced by acts such as No Child Left Behind, a goal does not get work done. The real question of the validity of a policy is whether or not it is achieving its goal. The PATRIOT Act has been very successful. Fifty groups have been convicted of supporting terrorism and have been disbanded. Also, 179 defendants have been convicted of attempting to commit a terrorist act. The PATRIOT Act is not only stopping terrorism, it is beginning to discourage it.

The main criticism of the act is that it is too invasive. The ACLU claims on its website that, "The PATRIOT Act says that the government has the right to break into your home, invade your privacy, and rifle through your possessions without showing probable cause." This claim is completely unfounded. The government may only look up personal records with the approval of a federal judge. Corroboration between the government and judges is put under a check and balance; "Congress reviews the governments use of business record under the Act. Every six months, the Attorney General must 'fully inform' Congress on how it has been implemented." If there is any abuse of the policy, clearly Congress would be able to stop it. Another claim is that the government uses the PATRIOT Act to spy on groups like Greenpeace that have goals sometimes contradictory towards the government. This claim is also untrue; "Peaceful groups that dissent from government policy without breaking laws cannot be targeted." The PATRIOT Act is not a shortcut around the first amendment. It is merely an express lane.

The ACLU claims that the PATRIOT Act is too invasive; It is too bad the 3,000 people that died in the September 11 attacks are without a privacy to "invade" and it is too bad that they are without a life to live.

*Additional essays on this topic can be found online at <http://www.crfc.org/summit2005.html>*

## SELECTED POSITION PAPERS

### The USA PATRIOT ACT (CON) Mundelein High School

***Should Congress renew Section 215 of the USA PATRIOT Act which permits the FBI to apply to a federal judge for an order requiring the production of any tangible things for an investigation of a United States person to protect against international terrorism or clandestine intelligence activities?***

The fourth amendment of the U.S. Constitution says that people have "the right to be secure in their persons, houses, papers, and effects against unreasonable searches and seizures." The world has changed since 9/11, but the implementation of The PATRIOT Act goes too far and is a clear violation of our fourth amendment rights.

The fourth amendment also requires law enforcement officers to obtain warrants before searches, and officers need to provide sworn statements to a judge describing the place to be searched and persons or things to be seized. In order for a search warrant to be issued, the officer must show probable cause that the person is engaged in criminal activity and then the officer needs to report on the findings. The PATRIOT Act basically throws this all out the window. The Act allows the FBI to ask the Foreign Intelligence Surveillance Court (FISC) for an order to search "any tangible things" connected to a terrorism suspect. All the FBI needs to certify is that the search is to protect against international terrorism or clandestine intelligence activities. The FBI does not need to meet the standard of probable cause.

The PATRIOT Act authorizes our courts to issue search orders for any U.S. citizen the FBI believes may be involved in terrorist activities, even if the activity involves First Amendment protected rights such as participating in non-violent protests. When did the Constitution of the United States become something we just threw away without a second thought? The FBI can seize and monitor personal records in public libraries, bookstores, medical offices, ISP's, churches, political groups and other businesses.

The PATRIOT Act also extends "pen-trap" orders to e-mail and web browsing. Previously, it allowed officers to obtain from a telephone company the numbers dialed to and from a particular phone by applying for a pen-trap order from a judge. Under the PATRIOT Act, they do not need to show probable cause. They only need to certify the information needed is for an ongoing criminal investigation. The Act also allows for so-called "sneak-and-peak" searches for any federal criminal investigation. When the officers apply for a search warrant, they can ask not to notify the individual. Thus, they can search someone's house or business in secret and not tell them. This closely resembles the world George Orwell described in his book *1984*, with Big Brother watching.

People argue the PATRIOT Act will protect the U.S. from terrorism. But if they really want to protect the U.S., they should make sure our borders are safe and that shipping containers that enter through U.S. ports get screened and actually detect what they are supposed to. In the book *Nuclear Terrorism: The Ultimate Preventable Catastrophe*, Graham Allison states that about 50,000 cargo containers enter the U.S. a day but only 1 in 20 are screened. Former Attorney General Ashcroft defended the PATRIOT Act by saying "We are at war and we have to do things differently than we did before," but Benjamin Franklin said "those who sacrifice freedom for security have neither."

*Additional essays on this topic can be found online at <http://www.crfc.org/summit2005.html>*

## SELECTED POSITION PAPERS

### DEFINING MARRIAGE (*PRO*) Farragut Career Academy High School

#### ***Should Congress amend the U.S. Constitution by defining "marriage" as the union of one man and one woman?***

The Bush administration wants to amend the U.S. Constitution to define marriage as the union of one man and one woman. This issue brings up a lot of controversy in the United States because of the differences of opinions about who should be able to get married. Therefore, we should make the decision to rectify the U.S. Constitution and define marriage as the union of one man and one woman.

One important point that should be considered when discussing same-sex marriage is religion. Most religions consider homosexuality a sin. It is offensive to religious freedom that is granted by the United States. The United States developed the laws in line with the laws the Bible holds; therefore, we should not have to break those laws.

Even though some citizens do not believe in God, most of us are religious in some way or another. The Bible states in Matthew 19, "And a man will leave his father and mother, and be forever be united with his wife." In Corinthians 7:2, "Since there is so much immorality, each man should have his own wife, and each woman her own husband." Notice how it says man to wife, not man to husband or woman to wife.

Marriage is also sacred, which goes back to Biblical times. Around the world, many societies believe that marriage should be a union of only a man and a woman, since they are the only ones who together can procreate. If two men get married, then how are they going to be able to have children? They cannot. So what is the point of getting married, if it is not to make a family?

It would also counteract the definition of marriage in the dictionary. Marriage: The formal union of a man and a woman, by which they become husband and wife. A law that will give same-sex people the right to marry would increase the amount of joke marriages, and possibly increase friends getting married to save money on taxes.

Tradition and family values play a very important role in this debate as well. A family is made up of a father, a mother, and their children. This tradition has held up through many things like wars, depressions, tragedies, and hunger. Think about it, if we start making other types of families, like two fathers or two mothers, we would be breaking this tradition. We already have broken families, by divorces and abandonment.

If we make the decision to allow gay marriages, we would be opening the door to other absurd ideas, like having more than one wife, or marrying other things such as objects, animals or relatives. Marriage will not be sacred anymore, it will just be something that anyone can do at any time with anything. That is the reason why we need to settle the definition of marriage.

In conclusion, this amendment should be taken in consideration. Marriage is a sacred tradition, we should not have to break this custom just because certain people do not like it. They can have a different tradition, not a marriage. We need to think about our future, about our children's future. This is why we should support the President and amend the Constitution.

*Additional essays on this topic can be found online at <http://www.crfc.org/summit2005.html>*

## SELECTED POSITION PAPERS

### DEFINING MARRIAGE(*CON*)

Nicholas Senn High School

***Should Congress amend the U.S. Constitution by defining "marriage" as the union of one man and one woman?***

All people are created equal. That is the principle our Constitution is based on. So why is it that homosexual citizens do not have the same rights as heterosexual citizens? Do we want to allow our Constitution to restrict marriage by defining it as only between a man and a woman? In our opinion, the Constitution should not be amended.

Some people argue that it is immoral or against their religion to allow homosexual marriage, but whatever happened to the separation of church and state? This is not a religious issue. This is a legal issue. We are talking about the legal aspects of marriage. Whether or not this relates to your religion should not make a difference, because if you are restricting same sex marriage, you are restricting someone else's rights. If we let religion influence our government now, what other effects could it have? Are we then supporting a national religion? If our government calls homosexuality wrong, are we saying that gay people do not have the same rights as other citizens?

Some argue against gay marriage because they say it breaks history and tradition, but with that attitude would we not still have slavery? That was also a history and a tradition in this country. America is an ever-changing society full of ever-changing people. One of the fundamental pieces of American government that has helped our country through times of turmoil has been the ability for Americans to make and accept new laws as times change. Traditions change and the definition of marriage has the ability to change. Marriage used to be "till death do us part," and now we have accepted that a large percentage of marriages end in divorce. Have we not already changed the definition of marriage to fit our changing society? Would allowing the definition of marriage to include everyone really be worse for society?

The idea that marriage is for the purpose of procreation has managed to stop the passing of a bill to legalize marriage in some states. If procreation is the purpose of marriage, does this mean we should restrict marriage to twenty-year old people or only people who have the ability to have children? If we restrict same sex marriage for this reason, then we would also have to restrict marriage for people who are infertile or the elderly. Procreation is not an acceptable reason to restrict same sex marriage.

The definition of marriage is a touchy subject in America, yet it is one that must be addressed. Although people are sharply divided, our government must look at the fundamental rights of its citizens. Marriage is a basic civil right that everyone, including same sex couples, should enjoy.

*Additional essays on this topic can be found online at <http://www.crfc.org/summit2005.html>*



# 2005 ILLINOIS YOUTH SUMMIT SURVEY RESULTS

Survey conducted February - April 2005. Total Responses as of April 21, 2005: 1,609

<b>Describe your location:</b>	<b>Chicago</b> 67 %	<b>Illinois (Other)</b> 29 %	<b>U.S.</b> 0 %	<b>Int'l</b> 0 %
<b>Describe your community:</b>	<b>Rural</b> 3 %	<b>Suburban</b> 26 %	<b>Urban</b> 67 %	<b>No Response</b> 4%
<b>Your Gender:</b>	<b>Female</b> 45 %	<b>Male</b> 30 %	<b>No Response</b> 25 %	
<b>Your Age:</b>	<b>0-13</b> 0 %	<b>14</b> 1 %	<b>15</b> 8 %	<b>16</b> 12 %
	<b>17</b> 15 %	<b>18</b> 5 %	<b>19+</b> 0 %	<b>No Response</b> 58 %

## I. MANDATORY VOTING

Voter turnout in American elections is among the lowest among democratic nations. In the 2004 presidential election, the largest turnout since 1968, less than 60% of all eligible Americans voted. Some two dozen democracies have compulsory or mandatory voting. In Australia, voting is mandatory and those who do not vote are fined. As a result, over 90% of Australian citizens vote in elections.

- In a few countries every eligible citizen is required by law to vote in national elections. Those who don't have a good excuse for not voting are subject to a small fine. Do you think this would be a good law or a poor law to have in this country?\*
- 38 % Good Law                      52 % Poor Law                      10 % Don't Know
- In order to increase citizen participation, should Congress require all U.S. citizens 18 years and older to register and vote in federal elections?
- 49 % Yes                                  42 % No                                  2 % Don't Know

## II. FEDERAL SURVEILLANCE OF U.S. PERSONS UNDER THE USA PATRIOT ACT

Section 215 of the USA PATRIOT Act allows the FBI to order any person or entity, including a United States person (citizen or legal permanent resident of the United States) to turn over "any tangible things" so long as the FBI specifies that the order is "for an authorized investigation... to protect against international terrorism or (secret) intelligence activities" and that the investigation "is not conducted solely upon the basis of activities protected by the First Amendment." Tangible things include the records of clients or customers from libraries and bookstores, medical and educational records, Internet service providers, and other public and private sector organizations. The FBI does not need a warrant, subpoena, or probable cause, and those ordered to turn over records cannot disclose this fact to anyone else. Section 215 will "sunset" (end automatically) in December unless Congress renews it.

- Should Congress renew Section 215 of the USA PATRIOT Act which permits the Federal Bureau of Investigation (FBI) to apply to a federal judge for an order requiring the production of any tangible things – including books, records, papers, documents, and other items – for an investigation of a United States person to protect against international terrorism or clandestine intelligence activities?
- 31 % Yes                                  41 % No                                  28 % Don't Know

## III. DEFINING MARRIAGE

In November 2003, the Supreme Judicial Court of Massachusetts decided by a 4-3 vote that the Commonwealth of Massachusetts could not "deny the protections, benefits, and obligations conferred by civil marriage to two individuals of the same sex who wish to marry."

- Should Congress amend the U.S. Constitution by defining "marriage" as the union of one man and one woman?
- 34 % Yes                                  53 % No                                  13 % Don't Know

The survey is available at: <http://www.crfc.org/summit2005survey.html>

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# ABOUT THE CONSTITUTIONAL RIGHTS FOUNDATION CHICAGO

## Our Mission

For over 30 years, the Constitutional Rights Foundation Chicago has been helping schools foster critical thinking skills and responsible civic action in students. Non-profit and non-partisan, CRFC has been a national leader in the design and implementation of quality law-related education (LRE) programs for elementary and secondary school students and teachers.



## Our History

Founded in 1974 as part of the Constitutional Rights Foundation in Los Angeles, the Chicago office established itself as an independent 501(c)(3) organization in 1990.

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