



Trainers Times

Constitutional Rights Foundation

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Focus on the Citizen: Promoting LRE Best Practices within School Districts

How often do elementary teachers talk about civic education with middle or high school teachers? Ask a few and you'll find out—not too often. Both geography and perceived differences separate teachers at different grade levels, and few opportunities are available for them to engage in professional conversation. Yet social studies teachers—regardless of the ages of the students they teach—are committed to helping prepare young people for citizenship in a democracy. **And research—particularly prevention research—suggests that exposing students to law-related education programs early and often is beneficial.**

Thus, recruiting teams of elementary, middle, and high school teachers to collaborate on planning a cross-age learning experience seemed like a logical—but somewhat risky—step to the planners of the Constitutional Rights Foundation's January 16-18 professional development institute in Santa Monica, California. Why risky? First, the planners weren't sure that an interested teacher would think it was worth the effort to recruit two colleagues from other grade levels to attend the institute. This fear proved groundless, however, when twice as many teams applied as could be accepted.

Once teams from Lawndale, CA; Denver, CO; Orofino, ID; Elgin, IL; Ann Arbor, MI; Durham, NC; Burneyville, OK; and Wexford, PA, had been selected, the staff's



LaJuan Conley, Tondra Manning, and Thomas Nassif prove that educators can not only work together across grade levels, but enjoy it. The team from Durham, North Carolina, found 'Visitor from Outer Space' and 'The Tired King' intriguing possibilities for cross-age work.

worries found a new focus—planning an agenda that would meet the needs of teachers at the elementary, middle, and high school levels. Several factors were deemed key to success:

- Choosing a content focus that would fit the curriculum at all three grade levels. Essential civic content is a key component of LRE lessons that are effective in preventing delinquency and enhancing academic knowledge and skills, so choosing the right content focus was a top priority.
- Addressing the needs of all three grade levels by selecting demonstration lessons that would have correlates at all three grade levels and by providing time for teachers to talk with their grade-level cohort about how to adapt demonstration lessons and materials for use with their students. Research has indicated that age-appropriateness is key to the success of programs that

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aim to prevent students from engaging in delinquent or other undesirable behaviors. Thus, we believed it was critical that all the teachers see how the concepts and strategies being modeled could be used with their students.

- Providing time for district teams to work together to plan a cross-age learning experience. Staff felt strongly that cross-age activities could address the protective factors known to be important in young people’s decisions not to participate in delinquent behavior. However, teachers also need time while at workshops and seminars to plan for implementation—a fact supported by research on effective professional development. Thus, encouragement and time to plan a cross-age activity became the third key to success.

Each of these factors is described more fully below.

Selecting a Content Focus

The role of the citizen in our representative democracy was selected as the primary content focus. This theme is at the core of law-related/civic education and can be addressed with students of every grade level. This theme was infused into every aspect of the institute. Before participants came to the institute, they were asked to teach and reflect on a lesson on the Montgomery Bus Boycott, a historic example of extraordinary civic engagement. On the institute’s first afternoon, as participants introduced themselves, they shared memories of their first experience as active citizens, a set of experiences that ranged from the 1950s to the 1990s and included such diverse activities as stuffing envelopes for a campaign, participating in a mock election at school, and taking part in a protest. The first activity following these introductions was a carousel designed to help participants explore what effective citizens should know, believe, be able to do, and do. From this activity emerged a new acronym for citizenship skills that the group applied to its own work over the course of the institute—TLQ, meaning think, listen, and question. [The activity, “Effective Citizenship,” can be accessed online at www.crfc.org/effcit.html.]

A secondary content theme was the advantages and challenges of separation of powers and limited government in American democracy. Lessons linked this theme to the role of the citizen by examining how citizens interact with the three branches of government. Participants took part in a jury deliberation, attended a “cocktail party” at which they lobbied city council members, and engaged in a civil conversation about the appropriateness of naming public facilities after Founders who owned slaves.

The content themes seemed to work well for participants. One teacher remarked on the evaluation, “I think I can include the idea of the obligations of effective citizenship

CROSS-AGE TEACHING IDEAS

Public Policy, the Citizen, and the Legislature: Public Opinion Polling

Public opinion polls can be collaboratively conducted by students in several grade levels. Such collaboration provides a wider pool of information, as well as assuring that the views of students of different ages are represented. Students at the various grade levels can cooperate in preparing the poll questions by writing questions and exchanging the questions and comments on them by e-mail or fax. Each class can then collect data from a specified number of young people (and, perhaps, adults). Each class can analyze its own data and then pool the results, so that comparisons can be made across ages. A culminating activity might bring all the students together to present their poll results to a city council member or state legislator and to hear from the resource person how they use poll results in their work.

Collaborative Research/Writing

Depending on the curriculum, students at various grade levels might take responsibility for researching or writing about different aspects of a topic. For example, in California, where history instruction is chronological (fifth grade does the early years, eighth grade the middle, high school the 20th century), fifth-graders could create a colonial character and write about that character’s life and how they participated as a citizen up through the Revolution. The stories would be passed on to eighth-graders who continue the saga through the Civil War. The high school students then add the next chapters. Each grade level does illustrations to go with the story it wrote; at the end, all the kids come together and present the illustrations and stories.

as a theme throughout American history.” One teacher even said, “Not only do I look forward to becoming a better teacher, I believe I have become a better citizen myself.”

Addressing the Needs of All Three Grade Levels

Demonstration lessons were selected to represent all three grade levels and to be as adaptable as possible. While teachers developed ideas for adapting lessons for the appropriate grade level, not every lesson could be used at every grade level. To address that problem, Keri Doggett of CRF in Los Angeles developed a matrix showing additional lessons from CRF curricula that met the same goals as the demonstrated lessons.

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The Civic Mission of Schools: New Report from Carnegie Corporation Outlines Goals and Means for Civic Engagement

It's a variation on the old problem of the blind men and the elephant: everyone wants to increase civic participation by young people, but each describes only the small piece he or she knows. The result lacks the benefit of a common unifying vision.

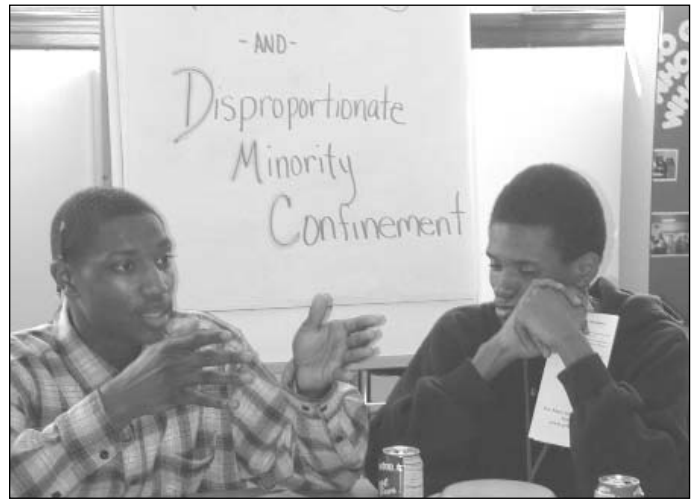
Until now.

This past year, the Center for Information and Research on Civic Learning and Engagement (CIRCLE) and Carnegie Corporation of New York, in consultation with the Corporation for National and Community Service, convened a series of meetings involving some of the nation's most distinguished and respected scholars and practitioners in civic engagement to weigh the available evidence and to identify the components and strategies of effective and feasible civic education programs.

Holding a diversity of political views, coming from a variety of disciplines, and experienced in various approaches, these experts understandably disagree about some aspects of how civic education should be conducted. What is remarkable, however, is that they share a common vision for a "richer, more comprehensive approach to civic education in the United States." That vision, *The Civic Mission of Schools*, was released in February 2003 and is available on-line at www.civicmissionofschools.org.

A Blueprint for Civic Education

"*The Civic Mission of Schools* provides all of us in the field of civic education with an opportunity to use the solid evidence and sound recommendations as a means to call attention to the importance of our field," said Todd




Clark, Executive Director of the Constitutional Rights Foundation in Los Angeles and a contributor to the report. The report outlines a common set of goals for civic education; a rationale for why schools are important venues for civic education and why now is an important time to focus on civic education; six promising approaches to civic education [see sidebar]; and a list of recommendations for schools, researchers, foundations, policymakers, and other stakeholders.

"The document brings together the voices of those with differing ideas about civic engagement and how to promote it," said Dr. Joseph Kahne, a civic education researcher at Mills College and another contributor to the report. "It reminds us that both politics and service are needed and I think it can help us build the kind of broad coalition we need to make space for the democratic purposes of education in a system that now focuses so heavily on a narrow conception of academic priorities."

The report details four key goals for civic education in the schools, with the goal of creating competent and responsible citizens who:

1. are informed and thoughtful; have a grasp and an appreciation of history and the fundamental processes of American democracy; have an understanding and awareness of public and community issues; and have the ability to obtain information, think critically, and enter into dialogue among others with different perspectives.
2. participate in their communities through membership in or contributions to organizations working to address an array of cultural, social, political, and religious interests and beliefs.
3. act politically by having the skills, knowledge, and commitment needed to accomplish public purposes, such as group problem solving, public speaking, petitioning and protesting, and voting.



Youth for Justice is the national coordinated law-related education program supported by the Office of Juvenile Justice and Delinquency Prevention of the United States Department of Justice and is a collaboration of the American Bar Association, the Center for Civic Education, the Center for Education in Law and Democracy, the Constitutional Rights Foundation, the Phi Alpha Delta law fraternity, and Street Law, Inc. Youth for Justice provides national leadership for sustainable, high quality LRE programs for at-risk youth and their communities. It provides program models, materials, training and technical assistance to educators, students, and parents in schools and in community and juvenile justice settings. Youth for Justice delivers these services in cooperation with its national network of State LRE Centers.

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4. have moral and civic virtues such as concern for the rights and welfare of others, social responsibility, tolerance and respect, and belief in the capacity to make a difference.

A Central Focus on Schools

An obvious but most significant conclusion for LRE practitioners is the report's central focus on schools as the locus for civic education. The report characterized the role of schools as "crucial" for helping "all young people, including those who are usually marginalized, be knowledgeable, engaged in their communities and in politics, and committed to the public good."



"This report focuses on the importance of teaching young people to deliberate about controversial issues because decades of research points to this practice as one of the most important attributes of a functioning democracy," said Dr. Diana E. Hess, Assistant Professor of Curriculum and Instruction at the University of Wisconsin-Madison. "But participating in such discussions effectively is challenging and does not develop naturally. Young people must be taught the skills necessary to talk about controversial issues. Recognizing this fact, the authors of the report wisely emphasize a focus on controversial issues discussion teaching as an essential component of democracy education."

In addition to being the best equipped to address the cognitive aspects of good citizenship, schools are the "most systematically and directly responsible for imparting citizen norms." In an age when many of the non-school institutions that used to provide venues for young people to participate in civic and political affairs – such as political parties, unions, nonprofit associations, and activist religious denominations – have lost the capacity or will to engage young people, schools are the communities in which "young people learn to interact, argue, and work together with others, an important foundation for future citizenship."

Recommendations

The Civic Mission of Schools offers specific recommendations for different stakeholders, including a call for school districts to sponsor civic education curricula aligned with effective practices that are "part of every student's school experience at every grade level" and to encourage their teachers to facilitate discussions of complex and/or controversial current events and issues in the classroom. The report also calls on the federal government to increase federal funding to states for civic education and to consider the creation of a new federal entity with responsibility for civic education, perhaps a "National Civic Education Foundation."

"While high standards are important measures of achievement, effective civic education has the potential to motivate students to recognize the importance of the role of citizen in our society," said Clark. For the first time, civic education advocates from across the spectrum have a common blueprint for ways that, in the words of the report, "not only help schools fulfill their civic missions, but also ensure that young Americans have the tools they need to participate fully in the political and civic processes that are the hallmark of U.S. democracy."

SIX PROMISING APPROACHES TO CIVIC EDUCATION

Research shows that schools can help to develop competent and responsible citizens when they:

1. Provide instruction in government, history, law, and democracy.
2. Incorporate discussion of current local, national, and international issues and events into the classroom, particularly those that young people view as important to their lives.
3. Design and implement programs that provide students with the opportunity to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction. Service programs are now common in K-12 schools.
4. Offer extracurricular activities that provide opportunities for young people to get involved in their schools or communities.
5. Encourage student participation in school governance.
6. Encourage students' participation in simulations of democratic processes and procedures.

* From: *The Civic Mission of Schools: A Report from Carnegie Corporation of New York and CIRCLE: The Center for Information and Research on Civic Learning and Engagement*. © 2003 CIRCLE and Carnegie Corporation of New York. Available online at www.civicmissionofschools.org.

Finding the A-ha Moments: A Cross-State Exchange on Best Practices in Professional Development

by Laurel Singleton and Barbara Miller, Center for Education in Law and Democracy

“I had an a-ha moment when you said . . .”

“We had the same problem, and the way we approached it was . . .”

“Analyzing student work in this way has given me some ideas for . . .”

“I’ve had a lot of success when I . . .”

“How do you involve teachers in . . .?”

Such phrases marked the discussion at the YFJ Cross-State Exchange on Best Practices in Professional Development, held in Denver, February 24-25, 2003. Representatives from six states and three national projects, along with the Colorado hosts (see Box 1), engaged in lively conversation about the challenges and rewards of integrating research-based best practices into professional development programs offered by their centers.

While the topics discussed were wide-ranging, the group returned to two questions throughout the meeting:

- How can we integrate best practices into traditional workshops and institutes?
- What are the most effective and workable ways to provide “ongoingness,” the follow-through that helps teachers make real change in their classrooms?

In this article, we focus on the first question, drawing on ideas from the cross-state exchange and the best practices literature. An article on the second question will appear in the next issue of *Trainers Times*.

Why Institutes and Workshops?

Although workshops and institutes do not provide the ongoing contact and support that is called for by research on best practices in professional development, these types of programs are good for presenting content in law-related education and remain a staple of most state and national law-related education centers. Thus, considering how other elements of best practices can be incorporated into workshops and institutes is a worthy endeavor. Here are a few ideas related to two of the best practices discussed at the cross-state exchange.

Teacher Input in Planning

Engaging teachers in the planning process promotes buy-in, as well as coherence with teachers’ goals and curriculum (another best practice in professional development). In addition, it ensures that the professional development activity will help teachers grow in ways they believe will improve student learning. Having taken part in too many

irrelevant staff development programs planned without teacher input has created many teacher-cynics; engaging teachers in the planning process can counteract that cynicism.

At the cross-state exchange, Jennifer Bloom (Minnesota) told the group about a tool she has used in planning events for students. She divides planning decisions into three categories: (1) decisions made by me (the program director and staff), (2) decisions made by us (the program director and staff plus the participants), and (3) decisions made by participants. In struggling to apply this model to the planning of a hypothetical summer institute, participants discovered that we are hesitant to cede decision-making power (and control) when planning events. We also recognized that we do need to be aware of teachers’ needs as we plan.

Gaining teacher input is not always easy, however. Many teachers are too busy to respond to professional

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Participants at Cross-State Exchange on Best Practices in Professional Development

Box 1

Barbara Miller, Laurel Singleton, and Gail Schatz
Center for Education in Law and Democracy, Denver, Colorado

Deborah Foster and Judy Zimmer
District of Columbia Law-Related Education Center at Street Law, Washington, D.C.

Becky Jensen
Idaho Bar Foundation, Boise, Idaho

Kathy Bell and Chuck Thomason
Illinois State Center, Chicago, Illinois

Jennifer Bloom
Minnesota Center for Community Legal Education, St. Paul, Minnesota

Marilyn Cover
Classroom Law Project, Portland, Oregon

Don Imler
Pennsylvania State Law-Related Education Center, Harrisburg, Pennsylvania

Norma Wright
Center for Civic Education, Calabasas, California

Carolyn Pereira
Constitutional Rights Foundation Chicago, Chicago, Illinois

Bebs Chorak
Street Law, Inc., Washington, D.C.

developers' calls for ideas and advice in advance of a training. Like all aspects of best practices, involving teachers in planning requires the most precious of resources—time. Possible methods for gathering input that the group considered were using a small teacher planning committee and sending surveys to teachers when they are notified that they have been accepted for a program. Reliance on evaluations of previous institutes is another method of honoring teacher's ideas, as is checking with participants during an institute to ensure it is meeting their needs (and being willing to adapt the agenda when it is not).

Using teachers as presenters and discussion facilitators is another way of making sure that teacher voices are heard. As outside change agents, law-related educators are keenly aware that, while their ideas are valued, the authenticity provided by a teacher who has "done it in the classroom" carries considerable weight with teachers.

Active Learning: Looking at Student Work

In law-related education, we pride ourselves on engaging teacher-participants through demonstration of interactive LRE lessons, but the research on professional development suggests that active learning means something more—the meaningful analysis of teaching and learning. Teachers need to discuss, debate, and observe how complex innovations work. They also need time to plan for classroom implementation.

One technique that has been used successfully to engage teachers in meaningful analysis of teaching and learning is to have them look closely at student work. According to Kate Nolan of the Annenberg Institute for School Reform

Rich, complex work samples show us how students are thinking, the fullness of their factual knowledge, the connections they are making. Talking about them together in an accountable way helps us to learn how to adjust instruction to meet the needs of our students. . . . We work together like an artists' colony, considering our craft and our materials, the quality of the process and product, generating ideas about how to make our work better. . . . We study student work because it is the most tangible artifact of the teaching craft (Nolan, n.d.).

Looking at student work rests on three key assumptions: (1) students' work at school is serious work, (2) students' work is key data about the life of the school, and (3) the work of children and adults in school should be public ("Introduction," n.d.). The last assumption is more profound than one might first think. Teaching has traditionally been treated as though it were private work—done behind the closed classroom door. Recently, however, teaching has become public in some ways that teachers view as threatening, such as the publication of standardized test scores in the newspaper. Thus, getting teachers to share their work publicly with colleagues can be a challenging task. It can also, however, be a vehicle for powerful learning.

At the cross-state exchange, Barbara Miller (Colorado) modeled one way of engaging teachers in analyzing student work. Her approach emphasized identification of the most important outcomes for a unit of instruction on local problems and policy development. She provided a "starter list" of outcomes and indicators (see Box 2) from which participants selected four or five outcomes they felt were most important. They then analyzed four samples of student work—Project Citizen portfolios—to see whether

The Youth for Justice Best Practices Initiative

In 2001, Youth for Justice, the national collaborative law-related education project funded by the Office of Juvenile Justice and Delinquency Prevention, launched its best practices initiative. The initiative provided a focus on research-based practices through a series of small grants to state law-related education centers. In the first year of the initiative, YFJ looked at research in several fields—law-related education itself, prevention, and professional development.

In the initiative's first year, seven states received grants for best practices work: Idaho, Illinois, New Jersey, Oregon, Pennsylvania, Tennessee, and Washington. These experiences served as a clear reminder that good law-related education requires a teacher who has deep content understanding and is skilled in using a variety of interactive teaching strategies.

For the second year of the initiative, YFJ decided to focus on LRE projects that featured best practices in professional development, an area of burgeoning research. Four state centers—the District of Columbia, Illinois, Michigan, and Minnesota—thus received funding for professional development projects that reflect research-based best practices. These practices include involvement of teachers in planning their own professional development; a focus on improving and deepening teachers' content knowledge as well as their understanding of effective methods of teaching that content; provision of opportunities for meaningful analysis of teaching and learning; promoting coherence with teachers' goals and state standards and assessments; adequate duration, including an element of "ongoingness"; and collective participation by teachers who can work together to create change.

Barbara Miller and Laurel Singleton of the Center for Education in Law and Democracy have provided technical assistance to the best practices sites on behalf of YFJ. They organized the February 2003 meeting to allow state center directors who have worked on the best practices initiative to work together to solve problems and forge new directions.

the work provided evidence that the outcomes had been met.

Discussion of the work revealed that analysis of student work causes us to think more deeply about the outcomes we value—and why we value them. Errors of fact found in one of the portfolios led to a discussion of strategies teachers who may not be experts in all of the areas students choose to work on can use to ensure that content is accurate. Teacher Don Imler (Pennsylvania) found analyzing the work so invigorating that he wants to have his own students work on a similar project.

Marilyn Cover (Oregon) reported that she has used student work in a similar fashion in introducing law-related education to methods students. She presents examples of student work and asks participants to examine the work to determine what students learned. Through the ensuing discussion, she is able to cover all of the essential elements of LRE in a way that is grounded in the work created in real classrooms. Thus, looking at student work can be considered as a possible activity not just for in-depth trainings, but for awareness sessions as well.

The group noted that the analysis of student work would be even richer if the students who created the work and/or their teachers were present to answer questions and take part in discussing the work. One of the models for using student work in professional development is to have teachers bring work and a question they want the group to address. Using a protocol, a structured set of questions and procedures to guide a group's work, the group then analyzes the work to help the teacher answer his/her question. (For more information about protocols, go to www.lasw.org.) Engaging in this kind of analysis of student work requires a degree of trust among the participants that may not be present in a traditional workshop or relatively brief institute. Because looking at student work can still have power, structures like the one used at the cross-state exchange may be particularly applicable in traditional settings.

Conclusion

Of course, the best practices discussed above are not the only best practices that might be attended to in a traditional workshop or institute. Other such practices include a focus on content, including understanding of effective strategies for teaching particular content; coherence, alignment of workshop/institute content with teachers' goals and with state standards and assessments; and collective participation, involving teachers with a strong common interest (this may mean recruiting teachers from the same school, department, or grade level or finding like-minded teachers who have little support within their own departments). We invite you to submit articles describing your experiences implementing these best practices for publication in future issues of *Trainers Times*.

Possible Outcomes and Related Indicators for a Unit on Local Problems and Policy Development Box 2

Understands the role of government in solving problems

Understands political process and government structures

Understands how to influence government policy

- Contacts policy makers at the appropriate level/agencies
- Informed advocacy for a position

Can explain community problems and resources related to public policies

Communicates ideas in authentic ways

- Uses accepted writing and speaking conventions
- Attracts public attention to the issue

Documentation of high quality research from multiple sources

- Information from sources with competing perspectives

Evidence of critical thinking/problem solving skills

- Provides costs and benefits of alternative policies
- Identifies conflicts and controversies to be addressed

Displays positive attitudes toward law and authority

- Understands and follows the process for influencing government

Exhibits social/personal responsibility

- Takes action to do things that government can't do
- Proposes action that is realistic

Greater political tolerance

- Explains the reasoning of people who disagree

Sense of autonomy

- Participate as an individual or group in community problem solving

This list was compiled from several projects' stated outcomes as well as the logic model for law-related education prepared by Caliber Associates for Youth for Justice. The list is still under development. For work with teachers, a list developed for a specific project might be more appropriate.

References

"Introduction," *Looking at Student Work* (no date, accessed March 3, 2003), <http://www.lasw.org/welcome.html>. This site provides a great deal of information about analyzing student work and presents protocols that can be used with teacher groups as they look at student work.

Nolan, Kate, "Prologue: Why Is Looking at Student Work Important," *Looking at Student Work on the WWW* (no date, accessed March 3, 2003), www.philaedfund.org/slcweb/prolog.htm. This site also provides useful resources on looking at student work, including work samples with teacher commentary.

More important, however, were the opportunities provided for teachers to work with their grade-level cohort to discuss adaptations of the demonstrated lessons and share teaching ideas. On the first day, grade-level groups began by discussing how they had taught about the Montgomery Bus Boycott prior to the institute. On the second day, they focused more specifically on how they would adapt lessons demonstrated that day for use with their students. On the third day, participants met with staff in grade-level groups to review materials and resources available from CRF.

The opportunities to interact with colleagues was especially appreciated. One participant spoke for many when she said “I enjoyed all of the dialogue with teachers from other states.”

Providing Time for District Teams to Plan

The notion that district teams would plan a cross-age learning experience for their students was part of the institute design from its inception. Institute staff knew, however, that teachers leave professional development programs with good intentions but often do not implement as much as they had hoped because of the many demands on them. Thus, the staff wanted to improve the likelihood that the cross-age plans would be implemented. Several strategies were employed to do so. First, discussions following many of the demonstration lessons focused on how a cross-age component might be added to the lesson. Staff provided participants with a collection of “starter ideas” for cross-age learning experiences (see sidebar on page 2 for two examples from that collection) and grade-level groups developed additional ideas.

Second, several teachers who have designed and implemented cross-age activities presented to the group. Glenn West from Belmont High School in Los Angeles described several projects in which he has engaged his students with elementary and middle-level learners. In one project, West’s high school students presented a CRF-developed play, “The Tired King,” to local elementary school students and facilitated a follow-up activity on separation of powers. Later, the high schoolers returned to the elementary school to view and learn from work created by the younger students. The teachers’ presentation demonstrated the power of cross-age teaching while being realistic about its challenges, particularly the time required for planning.

Because planning time is such a precious commodity for teachers, the institute agenda included a time slot each day for district teams to work together on planning. Many teams also reported that their conversations continued in

walks along the beach or over meals on Santa Monica’s Promenade. By adjournment of the institute, each team had completed a plan for a cross-age teaching activity. Several teams planned collaborative mock trial activities, while others decided to use West’s “The Tired King” activity, conduct a cross-age lesson on police procedures using local police officers as resource persons, or implement a cooperative writing activity.

Judging Success

Through their evaluations, participants were able to identify many strengths of the institute and cite numerous lessons, materials, and strategies that they hoped to use in their classrooms. They also gave thoughtful suggestions for improvements, including scheduling a visit to an exemplary LRE classroom and giving more attention to assessment.

The evaluations also indicated that the institute model worked for teachers at all three grade levels. The true proof of its effectiveness, however, lies in how teachers will be able to use what they learned and experienced at the institute to improve their practice. While some (including staff) may be daydreaming about balmy California days, the beach, and the floral fragrance in the air (yes, the setting was fantastic), we are confident they will also have interesting teaching and learning activities to report.

Future issues of *The Trainers’ Times* will report on what institute participants are doing in their classrooms as a result of the Santa Monica experience. If you have experiences or ideas for vertical cross-grade teaching, please forward them to Nisan Chavkin at CRFC [chavkin@crfc.org]. Interesting and promising ideas will be shared with the network.



ONLINE RESOURCE

War in Iraq

The war in Iraq raises critical questions for the classroom. Constitutional Rights Foundation has prepared a focused series of online lessons and research links designed for classroom use. We will continue to add new online lessons and research links as events unfold in America, Iraq, the Middle East, and around the world. The following lessons and resources can be found on CRF's web site (www.crf-usa.org/Iraqwar_html/iraqwar_home.html):

HELPING STUDENTS COPE

Suggestions for Teachers

During times of crisis, teachers are often confronted with a variety of student reactions ranging from fear to curiosity to lack of interest. CRF has gathered and distilled a series of suggestions from experienced teachers that may be helpful as events develop.

How Do You Feel? What Do You Think?

In this activity, students have the opportunity to express their feelings about the war in Iraq and discuss their thoughts and perceptions of its events.

Handling Controversy

These resources are designed to stimulate active student participation. Some of the examples and hypotheticals are controversial. They were developed (1) to provide a realistic context for students to discuss the war in Iraq, and (2) to generate critical thinking, debate, and analysis among students.

Project Suggestions

For many people, including youth, providing opportunities to take positive action to help can be an effective learning and coping strategy. CRF has provided a list of service-learning projects students could do to learn and teach about the war in Iraq.

WAR AND INTERNATIONAL LAW

A Brief History of the Law of War

The roots of international law are long and ancient. Archaeologists have unearthed treaties between two Mesopotamian rulers dating back to 3100 B.C. Egyptian pharaohs also left records of treaties in effect with neighboring peoples. The ancient Chinese created what might be called international law as early as 2500 B.C. Of all ancient peoples, however, the development of modern international law owes the most to the Romans.

America's Foreign Policy: A Brief History

Foreign policy determines how America conducts relations with other countries. It is designed to further certain goals. It seeks to assure America's security and defense. It seeks the power to protect and project America's national interests around the world.

National interest shapes foreign policy and covers a wide range of political, economic, military, ideological, and humanitarian concerns.

America's Foreign Policy: Military Intervention

One of the most difficult issues in foreign policy is deciding when the United States should exercise military force. Most people think that military force may be used if a vital national interest of the United States is threatened. The difficulty lies in getting people to agree on what constitutes a vital national interest.

WAR AND THE MEDIA

Fact Finders: The Media in Times of Crisis

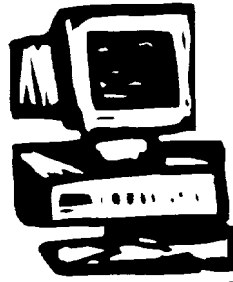
During times of crisis, people want information. They turn to news sources to find out what is happening and to help them figure out what might happen. At the same time, news sources are working at full capacity on short deadlines. Under these circumstances, false reports are sometimes circulated and believed.

Press Freedom vs. Military Censorship

News about every war, including the war in Iraq, involves gathering highly sensitive information. There has been considerable discussion about what information should—or should not—be released to the press in wartime. Is it important for people in a democracy to know what the government is doing? Can the media print or broadcast all information they receive? What press policy should the military use in wartime?

WEB LINKS

A comprehensive set of links to other sources for further information on the war in Iraq.



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The roots of international law are long and ancient. Archaeologists have unearthed treaties between two Mesopotamian rulers dating back to 3100 B.C. Egyptian pharaohs also left records of treaties in effect with neighboring peoples. The ancient Chinese created what might be called international law as early as 2500 B.C. Of all ancient peoples, however, the development of modern international law owes the most to the Romans.

Pax Romana

From about 31 B.C. to the fifth century A.D., almost the entire civilized Western world was politically united under the Roman Empire. To accomplish the feat of controlling the lands conquered by its mighty armies, Rome developed a powerful central administration. Organization, military power, government and law kept the empire at relative peace and so the whole era has been called Pax Romana (Pax means peace in Latin).

To administer justice to diverse peoples, the Romans needed laws that reflected the needs of the empire. Roman judges had to settle disputes among people with different beliefs and languages. To do this, the Romans borrowed from Greek philosophers and applied what has been called “universal law.” It is based on the idea that there is a law that applies to all humans regardless of their culture or origin. The Romans believed all people could discover principles of universal law through the use of reason.

On the basis of universal law, the Romans developed a system of law called *jus gentium* (law of nations). It was international law used throughout the empire. The power of Rome enforced the law.

The Middle Ages

With the fall of Rome and its empire, Pax Romana ended and what had been Roman Europe fell into a period of upheaval and political instability. Threatened by foes from the north and east, people looked for protection by forming alliances on the local level. These unstable political conditions gave rise to the early versions of feudalism, with kings and nobles exercising control over relatively small areas. The local population swore loyalty to a noble or king in exchange for protection and security. During this period, people sought a stabilizing force for bringing order to what, in comparison to Pax Romana, must have seemed a brutal and chaotic time. Of all the institutions of the Middle Ages, the Roman Catholic Church offered the best chance to fulfill the role once held by Rome. It could provide a moral voice, even if it were unable in any ongoing way to provide the military and political muscle to impose order.

In addition, drawing on Greek and Roman ideas, medieval philosophers contended that there existed a body of legal prin-

ciples and a sense of right that applied to all peoples everywhere. They called this “natural law.” Its rules could be discovered through the processes of pure reasoning. In effect, natural law existed “in the air,” merely waiting for the embrace of right-thinking men, no matter what their position in life might be. In addition, since the church’s law applied to all Christians, it too had an international force. The sanctity of treaties, the right to make war, and arbitration of disputes all came under the authority of the pope.

In this era, Christian theologians such as Saint Augustine of Hippo, and later St. Thomas Aquinas, developed ideas about what made a war just or unjust. Augustine argued that only legitimate rulers could make war and that it must be fought for the right reasons, mainly the desire to bring about peace. Aquinas built on the ideas of Augustine. He held that war could only be just if three conditions were met. A war must be waged by a lawful authority with the power to wage war. A war must have a just cause. A war must be intended to accomplish good or avoid evil. These concepts had great influence on later thinkers.

The Early Modern Era

The Thirty Years War ushered in a new era. What began as a religious feud among medieval societies ended with the birth of modern states. The Roman Catholic Church and its Holy Roman Empire became less important in political affairs. To meet the new realities, the doctrine of sovereignty developed. It held that the highest authority possible rested in the hands of the heads of theoretically equal states. Each monarch, within his or her domain, held the mantle that once cloaked popes and Roman emperors.

Although the notion of sovereignty did address the new political reality in Europe, it also raised some thorny questions. If no higher authority than that of individual states existed, what authority could regulate them domestically or internationally? If quarrels arose among them, who would settle them? Would mankind face a cycle of endless war with nothing to determine who was right or wrong? Certainly, each monarch was answerable to his own god, through the divine right of kings, but what if the same god gave different messages? The first hint of an answer, philosophically at least, came from the work of Hugo Grotius and other thinkers.

Grotius, a 16th century Dutch scholar, again approached the problem of war. Like Augustine and Aquinas before him, he argued that wars were “just” or “unjust.” Unlike his Christian predecessors, he based his theories on the ideas of the Enlightenment. He identified factors such as the motivation of the states and the cause involved to judge whether a war was “just” or “unjust.” More importantly, he argued for the principle that the actions of states were not above law. Instead, just

as individuals were bound by a natural law, so were states. From this early “law of nations” evolved some of our modern ideas about international law.

The Concert of Europe

Essential to the political system between 1818 and 1914 was the concept of the balance of power. After the Napoleonic Wars, the Europeans set up the Concert of Europe. Using alliances, they aligned themselves so that no group of nations was clearly militarily stronger than any other group of nations. By balancing the power between groups, stability was reached and all-out wars were avoided for almost a hundred years. Because of the resulting political stability on the continent, Europe was able to dictate policy to the rest of the world. International politics, and for that matter laws, became Europeanized in a way never before possible. Nations outside of Europe often found themselves at a political and legal disadvantage when dealing with European powers.

At the same time, the rise of nationalism fostered the emergence of the concept of consent. The European nations held fast to the belief that no state, at least no powerful state, was responsible to any higher authority than itself. The applicability of international law became limited to situations in which a state agreed to limit its options through treaty, accord, or international agreement.

Ultimately, the Concert of Europe, relatively stable for so long, failed when the European powers found themselves dragged into the First World War by their entangling alliances.

Collective Security

The 20th century saw two attempts to bring world order through the use of international organizations, the League of Nations and the United Nations. In both cases, membership was extended to nations all over the world. Both were designed to be a forum for settling international conflict, a source for international law, and to provide a peacekeeping function through collective security. Under collective security, nations give up the use of force in international disputes and pledge to come to the aid of nations who are attacked by aggressors. In both cases, problems arose in defining “aggression” and in getting member nations to agree to act. The rule of law could not escape the reality of politics.

Until the fall of the Soviet Union and its Warsaw Pact of Eastern European vassal states, collective security operated under the realities of a bipolar world. The United States and its allies countered the Soviet bloc. The threat of mutually assured destruction by each bloc’s nuclear weapons promoted rough political stability throughout the Cold War. Both of the superpowers had veto powers over the use of the collective security powers of the Security Council of the United Nations. The U.N. could intervene only when both superpowers

agreed. (In one notable exception, the Security Council voted to send forces to counter northern aggression in the Korean Conflict after the Soviet representatives had walked out in protest.)

With the end of the Cold War, only one superpower remained. Questions arose about the role of the alliances and collective security arrangements that had been built up to address the needs of a bipolar world. Further complicating the issue has been the increase of worldwide terrorism. Terrorist groups are not nation states and they operate across national borders. As such, many of the assumptions of collective security and laws among nations do not apply. Since the terrible destruction stemming from the events of September 11, 2001, the United States under the Bush administration has been grappling with a different world reality. How this will affect existing institutions and doctrines of international law remains to be seen.

A C T I V I T Y

The International Law of War Commission

Imagine you have been appointed to an international commission. Its mission is to study the issue of a “just war” and make recommendations about a definition of it for the 21st century. To complete your task, follow these steps:

1. Divide into groups of three or four students and appoint a chairperson to lead your discussions and a spokesperson to give your report to the whole commission.
2. Review the material in the reading about previous definitions of a just war including the work of St. Augustine, St. Thomas Aquinas and Hugo Grotius. Also, review the material concerning collective security.
3. Conduct a discussion using these questions:
What are legitimate reasons for a just war? (For example, self-defense or immediate threat of attack.)
What goals must a country have to conduct a just war? (For example, to create stability in a region or gain lost territory.)
Must a just war be approved by the United Nations or some other international body? Why or why not?
Is a just war ever possible? Why or why not?
4. Prepare a statement describing the elements necessary for a just war and prepare to present it to the entire commission.
5. Present your recommendations and answer any questions other commission members may have.
6. Discuss and choose the best ideas presented by all the groups and create a commission recommendation.

From: Constitutional Rights Foundation,
http://www.crf-usa.org/Iraqwar_html/iraqwar_home.html

VOICE and Primary VOICE Summer Institute

As part of Youth for Justice's national effort to promote LRE best practices, CRFC will sponsor a professional development institute for elementary teachers (grades 2-5) from Monday morning, August 4 through Wednesday afternoon, August 6, 2003, in Chicago.

This year's institute will invite teams composed of two to three teachers from a single school or district who teach 2nd-5th grade social studies and/or language arts. The institute will stress best practices in LRE and will feature the newly revised editions of the interdisciplinary curricula *VOICE* and *Primary VOICE*. An important outcome is to enable participants to give a cross-age experience to students with the larger goal of creating better vertical articulation within their districts.

CRF has funding to cover transportation, room, and board for 21 teachers. Participants who are selected will be asked to teach, or at least review, a short CRFC lesson prior to the institute. Participants also will receive a modest stipend upon meeting with their state coordinator at a follow-up seminar to share their work with each other and the state coordinator. Support is provided as part of CRF's Youth for Justice grant from the Office of Juvenile Justice and Delinquency Prevention of the U.S. Department of Justice.

The deadline for registration is **Friday, May 30, 2003**. For more information or to receive an application, contact Chuck Thomason at CRFC [thomason@crfc.org, 800/801-9933]. Application information is also available online at www.crfc.org/pdf/esd.pdf



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