

LRE NETWORK NEWS

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NJCLRE Moves to Rutgers; Schools Reminded of Civic Mission

Arlene Gardner

The New Jersey Center for Civic and Law-Related Education has moved to Rutgers—The State University of New Jersey in order to expand the programs it offers New Jersey teachers, schools and students. We continue to provide:

- ▶ Annual conferences
- ▶ In-service workshops for school districts
- ▶ Statewide workshops
- ▶ Statewide civics competitions for students
- ▶ Seminars for social studies supervisors
- ▶ Summer Institutes for teachers
- ▶ Materials and assistance in developing courses.

This year, an increasing number of school district asked us to provide in-service workshops on topics ranging from the Bill of Rights to character education, historical roleplaying to interdisciplinary teaching, teaching controversial issues, conflict resolution and prejudice reduction.

Although the revised New Jersey Social Studies Standards are still being revisited and the state of New Jersey is not requiring a statewide student social studies assessment, interest in expanding and enhancing the scope of civics, history and humanities courses is increasing. Perhaps this is a response to the finding by the National Assessment of Education Progress that one-third of high school seniors lack a basic grasp of the structure and operations of American government, or that young Americans between 18 and 30 vote at barely half the rate of their parents. Perhaps it is a reflection of the desire to get back to the basic mission of schools— to create competent

citizens.

We now have a prestigious national report supporting this goal. The Carnegie Corporation, in conjunction with the Center for Information and Research on Civic Learning and Engagement (CIRCLE) issued a report, *The Civic Mission of Schools*, on February 13, 2003 that urged schools to focus more on civic education to “help young people acquire and learn to use the skills, knowledge and attitudes that will prepare them to be competent and responsible citizens.” The report is the result of a series of meetings involving scholars and practitioners with a diversity of political views and disciplines, to determine the components of “effective and feasible civic education programs” based on “solid data and evidence.”

The report noted that schools are important venues for civic education because they are “the only institutions with the capacity and mandate to reach virtually every young person,” “are best equipped to address the cognitive aspects of good citizenship,” and “the development of civic skills and attitudes among young people has been an important goal of education and was the primary impetus for originally establishing public schools”.

Six promising approaches to civic education were suggested:

1. Provide instruction in government, history, law and democracy.
2. Incorporate discussion of current local, national, and international issues and events into the classroom.

Continued on page 7

High School students in the Assembly Chamber at the State House for the We the People opening ceremony.

East Brunswick High School students speaking at the February 5, 2003 State We the People Competition.

Applications for US Supreme Court Institute Due NOW

Interested secondary school (grades 8-12) social studies teachers willing to train others may apply to participate in the US Supreme Court Institute, sponsored by Street Law, Inc. The Institute will take place at Georgetown Law School and the United States Supreme Court in Washington, D.C. Two sessions are available: June 12-17 and June 19-24, 2003. Only 30 applicants will be selected for each Institute. A \$150 registration fee is required. The deadline is March 21st. For additional information, email scsi@streetlaw.org, or call 202-293-0088, ext. 242.

Project Citizen Teacher Institute

The Center for Civic Education is offering five regional Professional Development Institutes for middle school teachers interested in using the *Project Citizen* materials in their classroom. New Jersey teachers may apply to participate in the Northeast regional *Project Citizen* Institute to be held July 27-August 1, 2003 at Salve Regina University in Newport, RI. For additional information, or to receive an application form, visit the CCE website at: http://www.civiced.org/pc_flyer.pdf

Educating for Democracy Elementary Teacher Institute

The Constitutional Rights Foundation (CRF) will host a national training institute, August 4-6, 2003, in Chicago, Illinois, for 2nd-5th grade teachers featuring VOICE (Violence-prevention Outcomes in Civic Education), which combines law, peer mediation, and service learning.

Room, board and transportation costs are covered. A \$100 registration fee is required. Space is limited. Preference will be given to teams from schools. Contact Chuck Thomason at 312-663-9057, ext. 209, or Thomason@crfc.org, for more information.

CRF Summer Law Institute for High School Students

High school students interested in learning more about the American legal system may apply to the weeklong Summer Law Institute which will be held July 27-August 2, 2003 at the UCLA School of Law. The Tuition is \$1,100; however, need-based scholarships are available. Print out the registration form from CRF's website at www.crf-usa.org. The deadline is May 1st.

CONFLICT RESOLUTION IN HISTORY TEACHER INSTITUTE IN CHICAGO

Applications are available for teachers in grades 5-12 to participate in a four-day "Conflict Resolution in US History" Institute to be held August 11-14, 2003 at the Courtyard by Marriott Downtown in Chicago, IL. The Institute is jointly sponsored by the NJ Center for Civic and Law-Related Education, the Rutgers Center for Historical Analysis and the Constitutional Rights Foundation Chicago. The goal of the Conflict Resolution in History program is to enable students to better understand the complexity of historical conflicts as well as to enhance their ability to resolve conflicts in their own lives.

The registration deadline is April 30, 2003. Teachers will be notified by June 1. A \$100 registration fee is required by June 16, 2003. For additional information about the program, see the article on page 7. To obtain a registration form, contact Margie Chan at the Constitutional Rights Foundation Chicago at 312-663-9057, or Arlene Gardner at the NJ Center for Civic and Law-Related Education at 732-445-3413.

***We the People...The Citizen and the Constitution* program offers Summer Institutes and free materials**

The Center for Civic Education in Calabasas, CA, has developed highly readable, soft-backed supplementary materials for upper elementary, intermediate and high school students. The materials focus on the nature of government, the historical background to the 1787 Constitutional Convention, the functioning of our government and the rights and responsibilities of citizens. They can be used in civics or government classes or easily integrated into American history classes. Best of all, each school may order a **free** classroom set of 30 students texts and a teacher's guide. To obtain a sample book and an order form for a free classroom set of materials, contact John Calimano at 732-445-3413 or jcalimano@njclre.rutgers.edu.

In addition to the *We the People* Summer Institute offered for New Jersey and Delaware teachers in New Brunswick, NJ, July 27-August 1, 2003, the Center for Civic Education is sponsoring the following Summer Institutes:

- *We the People* Elementary Teacher Summer Institutes, Harrisburg, VA, July 7-15 and July 20-28
- *National Academy: Political and Constitutional Theory for Citizens*, Los Angeles, CA, July 5-26
- *We the People* Northeastern Region Summer Institute, Boston, MA, August 8-15

Call 732-445-3413 for an application.

Freedom's Answer to Fear or Apathy

Cole Kleitsch

September 11, 2001 left our nation reeling from devastation never before seen on our soil. Some moved out of New York City. Others bought duct tape and gas masks.

Two nationally-known political consultants from opposing parties, Doug Bailey and Mike McCurry, instead joined hands to develop ***Freedom's Answer***, a national, nonpartisan, student-led voter turnout project. The concept was simple: students, not yet old enough to vote themselves, would ask their parents, neighbors and relatives to register to vote, and to sign a pledge to vote. This was "freedom's answer" to September 11th: show the world that our democracy is strong by having a record number of voters turn out on election day, November 5, 2002.

And they did. With more than 78 million people voting, the 2002 election set a new record for an off-year election. In New Jersey nearly 100 schools, or 25 percent of the total, were involved, ranking New Jersey fifth in the nation in terms of participation. The positive feedback from students and teachers was overwhelming. The initiative offered students and their communities something far more effective than a textbook, lecture, or videotape. Research has shown that people are far more likely to vote if they are asked to, and modeling this behavior is one of the best methods of teaching.

Bob Fenster, social studies teacher at Hillsborough High School best summarized the value of the program: "I know that all of these students will vote as soon as they are old enough. That alone is enough for me to judge ***Freedom's Answer*** a stunning success."

Next year New Jersey will be the only state in the nation participating in a pilot ***Freedom's Answer*** campaign. In addition to the opportunity to improve voter turnout, in-class lessons are available on-line for teachers to use in the classroom. Sixteen and seventeen-year-old students have also been authorized to act as poll-workers in future New Jersey elections. If you would like your class to join in this program, contact me at (908) 901-9004, or visit the ***Freedom's Answer*** website at www.freedomsanswer.net.

Students from Newark public schools involved in Freedom's Answer at the Newark Bear's Stadium, Sept. 15, 2002.

PROJECT CITIZEN: Students Engaged in Finding Solutions

Cole Kleitsch

Would you like to have your students engaged in identifying, researching and seeking solutions to real world public policy problems? ***Project Citizen*** is a civic education program that does just that. Developed by the Center for Civic Education, ***Project Citizen*** promotes active citizenship, as well as reading, writing and speaking skills. The program is designed primarily for middle school students. It involves whole classes in a series of structured, cooperative learning activities, and results in the creation of a portfolio to document their work—a truly process-based learning experience. The students choose the problem so that they are invested in the successful completion of the process. Research has shown this to have an enduring impact on students.

A classroom set of 30 **free** student textbooks are available to help teachers guide their students through the process of:

- Identifying a public policy problem;
- Gathering and evaluating information about the problem;
- Examining, evaluating and ultimately selecting a solution;
- Developing an action plan to implement the solution chosen.

Students make extensive use of school and community resources and often make contact with community leaders and organizations to help develop their solution. Teachers use the process-oriented text to help their students create an interdisciplinary project that might involve science, math, technology, language arts and art, as well as civics and history. It also provides a natural starting point for an effective service learning project.

Project Citizen is coordinated by the NJCLRE for New Jersey. In addition to providing free sample texts and order forms for free classroom sets of student textbooks and a teacher's guide that outlines the steps for implementing and assessing a successful program, the Center hosts an annual day-long workshop for teachers interested in becoming more familiar with the program and materials. The most recent workshop was held on February 25, 2003.

On April 11, 2003, the Center will be sponsoring a statewide ***Project Citizen*** Portfolio Showcase for middle school students at the NJ Law Center in New Brunswick. Panels of judges composed of attorneys, political scientists, educators and legislative staff will review the portfolios and oral presentations by each class of students and assess them according to a score sheet. The winning portfolio will represent New Jersey at the National ***Project Citizen*** Portfolio Showcase at the annual meeting of the National Conference of State Legislators in San Francisco this summer.

The Center for Civic Education also offers a week-long Teacher Institute each summer. New Jersey teachers may apply to participate in the Northeast regional ***Project Citizen*** Institute to be held July 27-August 1, 2003 at Salve Regina University in Newport, RI. For additional information, or to receive an application form visit the CCE website at: http://www.civiced.org/pc_flyer.pdf

What Research Says About Interdisciplinary Teaching

*Shosh Samuel-Siegel
Sussex Middle School*

“What do I need to know this for?” “How is this gonna help me in the real world?” and “What’s the point of learning about ...?”

These are questions students often ask their teachers. What do these questions mean? Are students who ask such questions trying to be difficult or annoying? Are they interested in learning, or is the opposite true? Perhaps students who ask these questions are in search of motivation to learn. Perhaps what students are looking for are the connections between facts, ideas and the real world. An interdisciplinary, concept-based approach to teaching may be the response.

Hootstein (1994, as cited in George et al) ran a national longitudinal study to find out why students were not interested in social studies. Results indicated that students needed real-life experiences to bring the subject to life. Hootstein’s study raises yet another important question: What do teachers need to know, and what do they need to do to make social studies come alive for students?

Teachers need to acquire knowledge of the human intellect, which would allow them to understand how a student’s mind functions (George et al, 2001). This knowledge would also help teachers structure lessons which maximize learning. Teachers should also be made aware of studies such as Chapman’s (1993) which found that five elements are needed for students’ academic success: trust and belonging, meaningful contact, enriched environment, intelligent choices, and adequate time.

Heinich et al (2002) suggest that when students are engaged in thinking and inquiry, they explore the possible connections between related ideas. Lindfors, in her book *Children’s Inquiry* (1999), notes that the need to inquire is a natural one, and that only through inquiry does learning take place. Yet, she is concerned that children become deconditioned and stop inquiring, most likely as a result of the teaching styles commonly used in our schools.

Lindfors is not alone in finding fault with the teaching styles commonly used in our schools. Jacobs (1989) believes that the fragmentation of curriculum, in which students are exposed to concepts and skills in 40-50 minute disconnected chunks, extinguishes genuine learning. Instead, she offers an interdisciplinary curriculum as an effective alternative to current practices.

Jacobs (1989) defines an interdisciplinary curriculum as “a knowledge view and curriculum approach that consciously applies methodology and language from more than one discipline to examine a central theme, issue, problem, topic, or experience”. Indeed, teachers should work on identifying the interconnectedness of subjects and of concepts within subjects, and then design units of study which emphasize these connections (Hange and Rolfe, 1995).

Teachers must ask: What is worth knowing? How do students learn best? How can students learn to look for and make connections within and between subjects? How can we

teach students to be productive citizens in the future? By probing such questions and issues, teachers will be more likely to create a curriculum and teaching environment that foster inquiry and a life-long desire to learn.

An analysis conducted in one Illinois school district (2001) revealed that students had negative attitudes toward social studies: they found it irrelevant and boring. In addition, students’ test scores in social studies were low. These findings led the educators in this diverse socioeconomic, ethnic, and racial school community to ask some of the questions posed above, and to select an interdisciplinary approach based on the use of multiple intelligences (George et al, 2001). Prior to intervention, social studies was taught by conventional, direct instruction methods. Students were expected to retain what was taught to them by verbal/linguistic methods. The presentation of material was routine, as were the methods of assessment—homework and tests. No attempt was made to differentiate the instructional methods in consideration of different learning styles, interests, or abilities. No attempts were made to create connections, be it to other disciplines or to students’ real-life experiences, which might have made social studies a relevant subject.

Following the pre-intervention analysis, the educational planners concluded that, in addition to teacher training, an interdisciplinary/multiple intelligences approach to teaching social studies would be the best course of intervention. This decision is supported by several studies. A multidisciplinary, concept-based curriculum, which incorporates multiple intelligence-based activities was found to encourage student involvement as well as academic and personal success (Chapman, 1993). Gardner, (1999, as cited in George et al) who expanded the traditional view that only recognized two intelligences, and instead identified eight—logical/mathematical, verbal/linguistic, visual/spatial, bodily/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, and naturalist, has shown that the use of multiple intelligences encourages students to explore, investigate, and inquire. It also elicits and enhances creativity and critical thinking skills. Students’ attention is more easily captured when teachers tap into their interests. Building upon interests provides students with a connection between their education and real life. These ideas are reinforced by Adler and Flihan (1997) who claim that an interdisciplinary curriculum forces teachers to reconsider their role as expert/teacher of a single discipline and to seek to create conceptual and real-life connections. Garside (2002) stresses that communication across the curriculum increases students’ communication competence and enhances student learning.

As was hoped and predicted, the Illinois school multi-disciplinary approach through the use of multiple intelligences resulted in an increase in student enthusiasm for social studies as well as an increase in academic

achievement. This may indicate that students who have different learning styles benefited from the multi-intelligences method of teaching. In addition, class discussions were strengthened. There were more students actively participating, and the desire for more information—inquiry—was often expressed and practiced. Besides sparking the interest of students, the methods of intervention and their outcomes seemed to increase teachers' interests and enthusiasm as well.

"Students need to find ways to connect their lives to their education" (George et al, 2001, p. 19), and teachers must show them the way. Students must be permitted to think, question, reflect, and interact with others. Through such experiences, students are able to construct meaning and enhance learning, in the study of social studies as well as other subjects. An interdisciplinary, conceptually-based approach through the use of multiple intelligences seems to provide teachers with the necessary tools to create the connections students need and are, most likely, seeking.

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This article is a shortened version of a paper submitted for graduate credit as part of the "Law, Literature and Society" Summer Institute.'

Interdisciplinary Lessons

John J. Cartaina

What do *Antigone*, *Romeo and Juliet*, *Yertle the Turtle*, and the *Outsiders* have in common? They are all written or visual literature (i.e., movies) discussed by teachers who participated in the Summer Institute on "Law, Literature, and Society," co-sponsored by the NJCLRE and the New Jersey Council for the Humanities, with funding from the New Jersey State Bar Foundation. Middle and high school social studies and English teachers spent the week of July 21, 2002 at Monmouth University learning how to enhance their lessons by looking at themes and concepts of authority, responsibility, justice, and discrimination in literature, history and laws. The richness of this interdisciplinary approach stimulates students' curiosity, and the thematic teaching helps students retain their learning longer because of the diversity of connections.

Since authority and disobedience were the themes for the first day's session, we started by viewing the movie, "Lord of the Flies." I presented a lesson on why we need authority and how authority can be abused, using the Dr. Seuss story, *Yertle the Turtle*. Rutgers University classics professor Sarolta Takacs kept us spellbound with her knowledge of ancient Greek art and architecture. The stories that these visual images told helped us to understand the context for the play, *Antigone*, written by Sophocles in the 5th century B.C.

Tuesday's themes were responsibility and justice. Rutgers English professor Ronald Levao provided an historical and literary context for Shakespeare's plays. NJCLRE director Arlene Gardner led the teachers through a mock mediation of *Romeo and Juliet*. We also used an "intellectual tool chart" from *Foundations of Democracy* to determine who was responsible for the murder of the king in *Macbeth*. The day was capped by a Take a Stand/Continuum activity involving the death penalty. By the end of the day teachers looked at the themes of responsibility and justice in a new way.

On Wednesday we looked at issues of discrimination, ranging from the explicit language excluding African Americans from voting in the 1844 NJ Constitution to the current hate crime laws. Dr. William Fernekes, social studies supervisor of Hunterdon Central Regional High School, provided an historical structure for better understanding literature about the Holocaust, such as Elie Wiesel's *Night*. He also showed us a variety of internet sites dealing with the Holocaust, and Holocaust denial, and suggested ways to assess their objectivity.

The highlight of the week was the creation of unit plans by groups of teachers illustrating how they could incorporate interdisciplinary concepts and themes into their teaching. The groups presented their lessons to everyone on Friday morning as a ribbon to tie the week's work together in a nice pedagogical package. Maryann Jessop, an English teacher from Lacey Twp. High School, commented that she liked how the Institute "drew together a number of issues with relevant literature. People needed to understand that they could use these connections in their own units."

I look forward to discovering how these teachers are using what they learned this summer in their classes this year.

Congressional Hearings: A Vehicle for Student Participation and Learning

John Calimano

Fatima Hazmi shuffled anxiously in her seat. She looked at the note cards on the table in front of her, turned to her team mates and asked: "Are we ready"? Fatima was part of Bayonne High School's team of 36 sophomores. They were about to be judged on their responses to questions about the theory and application of constitutional principles. Fatima knew that the score which her group earned would be a part of her class's overall score. This scene was repeated many times on February 5, 2003 when the New Jersey State ***We the People...The Citizen and the Constitution*** High School Competition was held at the Statehouse in Trenton. The day began with NJ Assembly Speaker Albio Sires welcoming the students and their teachers to New Jersey's historic Statehouse and reminding the 250 students that "your involvement in government is key to making your community, your state and your country a better place to live."

After opening ceremonies in the Assembly Chamber the eight teams moved to Assembly committee rooms for the simulated Congressional hearings. Six panels of judges moved from room to room listening to the prepared responses of students and then questioning them on their understanding of constitutional principles and history. After lunch each participating school was presented with a plaque. Awards were presented to Fatima Hazmi's Bayonne High School for third place; West Windsor Plainsboro High School North for Second Place and First Place to East Brunswick High School. East Brunswick's team will represent New Jersey at the National ***We the People*** Competition in Washington D.C. at the end of April, 2003.

We the People...The Citizen and the Constitution was established in 1987 under the Commission on the Bicentennial of the US Constitution. It is funded by a congressional appropriation and administered by the Center for Civic Education. NJCLRE coordinates the program in New Jersey.

For most of the schools at the February 5th event the competition was part of their US History course. All of the students in Trenton had become accustomed to the "congressional hearing" format because it is the basis for assessing student performance in district, state and national competitions. More importantly, a simulated congressional hearing is an excellent classroom tool for assessing student understanding. Whether or not a school or teacher chooses to compete, the congressional hearing activity is what makes the ***We the People*** program unique. Since the beginning of the ***We the People*** program Bayonne and East Brunswick have used the congressional hearing as an assessment tool in all U.S. History classes as well as part of their preparation for the ***We the People*** competition.

Bayonne High School social studies teacher Michael Freizer noted that his classes worked primarily with the ***We the People*** textbook rather than a traditional U.S. history textbook, especially at the beginning of the year. Freizer emphasized that "the group research, writing and practicing of oral presentations greatly enhanced my students' understanding of early American history."

Social Studies Supervisor Barry Bachenheimer at Jonathan Dayton High School in Springfield feels strongly that "the congressional hearing model is an excellent activity: it forces students to cooperate, to think on their feet and to analyze constitutional principles." Scott Gillette who participated in the ***We the People*** competition when he was in high school and has brought his classes from St. Joseph's of the Palisades High School in West New York to the ***We the People*** state competition in 2002 and 2003, echoed this sentiment: "What makes the ***We the People*** program unique is that it makes direct connections between the events, the Constitution and our lives, and it forces students to examine and to analyze those connections. It encourages participation and articulation in ways that no other programs do."

Some teachers, like Jim McMahon at Science High School in Newark, admit that they were reluctant to take on what seemed to be yet another obligation in a busy school year. McMahon explained, however: "When I observed the student interaction and the energy which it generated, I was very impressed and the ***We the People*** materials and competition have become vehicles for serious learning on basic Constitutional issues."

East Brunswick social studies teacher Alan Brodman summarized his experiences with the program: "organizing and presenting concise arguments are skills that are critical for any course, and more importantly, these are the very skills that our students need to practice and to learn if they are to become active citizens, involved in the democratic process."

On May 15, 2003 the Center will sponsor a statewide competition for middle school students. NJCLRE offers a one-day workshop every October for New Jersey teachers interested in learning about the ***We the People*** materials and teaching strategies. In addition, the Center provides in-service workshops for schools. This July 27-August 1, 2003 we will be sponsoring the first ***We the People*** Summer Institute to be held in New Jersey for New Jersey teachers. Also note that teachers may obtain free classroom sets of ***We the People*** textbooks for upper elementary, middle and high school students. For more information call me at (732) 445-3413.

The Winners: East Brunswick High School students on the front steps of the State House, February 5, 2003.

Conflict Resolution in Life and History

Arlene Gardner

Conflict is a normal part of everyday life. It also seems to be a daily component of national and international life. Can there be a connection? When students at a statewide Youth Summit nearly a decade ago in 1994 told us that they often fought with their peers or parents because they didn't have the skills to do anything else, I listened carefully. This became the genesis of the Conflict Resolution in History collaboration between the NJCLRE and the Rutgers Center for Historical Analysis. With funding from the Ford Foundation since 1994, the two organizations developed a program to address the issue of violence in our society through cognitive understanding of conflict resolution skills and the application of these skills to conflicts in American history.

The goals of the program are both academic and practical. On a practical level, the program provides students with tools for resolving conflicts in their daily lives. On a more academic level, it provides analytical tools for understanding conflict in history and in society today. The program has offered nine Teacher Institutes, with lessons prepared with the help of more than 20 prominent historians on major topics in American history. More than 200 teachers from eight states have

been involved in the four and five-day Teacher Institutes.

The Institutes include a day-long introduction to interest-based negotiation, strategies and skills for effective negotiation and an understanding of the process of mediation and the role of a mediator. These skills are used each subsequent day with a particular historical conflict. See the box below for the list of conflicts covered.

Feedback from teachers, students and historians indicate that the program has numerous advantages over traditional lecture-style American history classes. Students:

- enhanced their conflict resolution skills;
 - gained a greater mastery and richer understanding of history;
 - were more motivated to learn history; and
 - honed their critical thinking and problem-solving skills.
- Teacher also reported that the Institute improved their classroom management skills.

Three more Teacher Institutes will be offered: August 11-14, 2003 in Chicago (see page 2) and in Los Angeles and New York during 2003-04. In-service workshops are also available for interested school districts.

Continued from page 1

3. Design and implement programs that provide students with the opportunity to apply what they learn through service learning.
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 simulation of democratic processes and procedures

Okay, you say, I've been doing this for years. Well, now the corporate, and community is starting to appreciate the value of such programs. And, if you have been arguing with your principal or supervisor about implementing a service learning program, after school program or classroom simulations such as moot court, mock trials, legislative hearing, this report provides support for your ideas. What the report does NOT recommend is "instructing students on the minutiae of federal legislative procedures or election law, without encouraging them to wrestle with larger public issues, underlying principles, and ways for them to participate in local government and civil society."

Among the more than 50 contributors to the report are the Pew Charitable Trusts, the Association for Supervision & Curriculum Development, the National Education Association, the American Federation of Teachers, the Constitutional Rights Foundation, the Center for Civic Education, the National Council for the Social Studies, the National Conference of State Legislatures, the American Political Science Association, as well as a variety of university professors and K-12 educators.

The Civic Mission of the Schools report may be downloaded from www.civicmissionofschools.org.

Conflict Resolution in History Curriculum Package

will include interactive lessons on the following topics:

European Colonists and Native Americans, 1676 and 1683
 The American Revolution, 1774 and 1775
 Constitutional Convention, 1787
 Cherokee Removal, 1830
 War with Mexico, 1846
 Women's Right, 1848 and 1869
 Compromise of 1850
 Reconstruction Debate
 War with Spain, 1898
 Labor Relations in the Progressive Era
 World War I, 1917
 Immigration Restriction, 1924
 Women in the Workforce, 1947
 Montgomery Bus Boycott, 1955
 Cuban Missile Crisis, 1961
 War in Vietnam, 1966 and 1969
 Environment and the economy, 1970s
 Los Angeles Riots, 1992

The curriculum package will also include:

- a teacher's guide,
- conflict resolution materials,
- assessment tools,
- a videotape and
- CD-ROM with supplementary materials, maps, primary documents and websites.

Dates to Remember

We the People High School Competition
The State House, Trenton, NJ
February 5, 2003

Project Citizen Workshop
NJ Law Center, New Brunswick, NJ
February 25, 2003

Project Citizen Portfolio Showcase
NJ Law Center, New Brunswick, NJ
April 11, 2003

We the People National High School Finals
Alexandria, VA
April 25-28, 2003

Law Day Conference
NJ State Bar Foundation, New Brunswick, NJ
May 2, 2003

We the People State Middle School Competition
Rutgers University, Piscataway, NJ
May 15, 2003

U.S. Supreme Court Summer Institute
Georgetown Law School, Washington, DC
June 12-17 and 19-24, 2003

We the People Summer Institute
Rutgers University, New Brunswick, NJ
July 27-August 1, 2003

Conflict Resolution in U.S. History
Summer Institute
Chicago, IL
August 11-14, 2003

National Legislators' Back to School Month
Your School
September 15-October 15, 2003

We the People Workshop
New Brunswick, NJ
October

Annual Law-Related Education Symposium
New Brunswick, NJ
December 9, 2002

Arlene L. Gardner, Director, and Editor
John Calimano, *We the People*
John Cartaina, Social Studies Supervisors
Cole Kleitsch, *Project Citizen*
Elizabeth Flashner, Administrator

The New Jersey Center for Civic and Law-Related Education is becoming a separate, non-profit organization with a new board of directors in July 2003. It will continue to be affiliated with and located at Rutgers University.

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