



CLASSROOM LAW PROJECT

TEACHING YOUTH PARTICIPATION IN DEMOCRACY

A Newsletter for Sponsors, Participants, and Friends of Classroom Law Project

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DON'T MISS THIS!

Engage. Inform. Educate: Preparing Active Citizens Conference - June 22

Are students prepared to accept their role as citizens? Join us at this statewide conference for educators of high school government, civics, law, social studies, and related disciplines, as well as community leaders and other interested individuals.

Thursday, June 22, 8:00 am -5:00 pm, at Lewis & Clark College, Portland.

Keynote: Christopher Zinn, Executive Director, Oregon Council for the Humanities, "Nine Principles for Effective Civic Life: Leading Civic Discussions with Students and the Community."

Breakout sessions will present fun, interactive strategies that not only align with state social studies standards but also build active citizens.



COST: \$25; includes continental breakfast and lunch.

CREDIT: PDUs; college credit tbd.

To register contact Classroom Law Project office@classroomlaw.org or 503-224-4424

Mini-grants Awarded to 11 Oregon High Schools

To promote Oregon's Campaign for the Civic Mission of Schools, Classroom Law Project has awarded \$4,000 mini-grants to eleven unique and creative Oregon high schools.

Through a generous grant from the Oregon Community Foundation, schools will have the opportunity to plan for civic learning specifically linked to the needs of their schools, students and teachers. These high schools are: the Academy of Character and Ethics, Corvallis, Franklin, Glencoe, Molalla, Parkrose, Reynolds, Sisters, Tualatin, West Albany, and Westview high schools.

Educator applicants from across the state assessed civic education in their schools and identified specific areas they could improve.

CLP selected schools with varying interests and will work collaboratively with all of them. Each school is represented by a team comprised of one administrator and 2-5 classroom teachers.

Teams will attend CLP's Statewide Preparing Active Citizens Conference June 22-23 (see above article). The conference offers teams not only breakout sessions presenting best practices in civic education on June 22, but also precious individual planning time June 23. Following the conference, teams will receive resources and support over a two-year period.

Classroom Law Project looks forward to working with these innovative educators, and facilitate the exchange of great ideas to promote civic education.

Democracy Camp in Croatia - How cool is that?



Yes, the dream is coming true! Classroom Law Project will have a Democracy Camp and Summer Conference on the Croatia's ancient and beautiful Adriatic coast. Selected teachers and high school students from Oregon and Croatia are preparing now to travel to the quaint town of Lovran, July 2-8.

Spearheaded by Marilyn Cover, executive director of Classroom Law Project, the Oregon delegation includes students and teachers from Sunset, Parkrose, Franklin, Grant and Lincoln high school mock trial teams. They will be joined by ten teachers and 20 students from Croatia. Together they will explore the judicial systems of both countries. At the week's end, the students will put on mock trials using both the American and Croatian legal systems. Lawyers and judges from both countries will be present to add perspective, knowledge, and mentoring.

This endeavor is made possible by the generous support of Croatia's Ministry of Education, which agreed to cover the cost of the room and board for the 45 participants. Individual donations from supporters of CLP have chipped in to make this innovative, first-of-its-kind program possible.

Also in Croatia, work continues in training pre-school and kindergarten teachers using the acclaimed Foundations of Democracy: Authority, Privacy, Justice and Responsibility series. Additionally, Project Citizen portfolios will be presented by at least ten classes during a national showcase of human rights programs in October. A delegation from Oregon, Maryland and Delaware will attend the showcase next fall.

The US-Croatia democracy education program, known as Civitas, is the brainchild of the Center for Civic Education. CLP enjoys its support and guidance. Programs include not only the Democracy Camp but also Foundations and Project Citizen. It is funded, in part, through a grant from the US Department of Education.

CLP Summer Institute: Still time to register!

Classroom Law Project's popular annual institute for educators is right around the corner. There is still time to register and, as of press time, scholarships are still available. Here are the basics:

TOPIC: Explores using the *We the People: The Citizen & the Constitution* curriculum in the classroom. This year's theme: Separation of Powers - Principles and Conflicts.

WHO: 5th, 8th, and high school teachers of social studies, civics, government, law, current events.

WHERE: Lewis & Clark Law School, Portland

WHEN: July 10-14, 8-5:00 daily

COST: \$250; 10% discounts for 3 or more from one district submitting registration together; \$50 late fee after 5/31.

CREDIT: PDUs for all teachers; Lewis & Clark credit optional



Teachers Maggie McSwiggen, Portland, and Natalja Palcic, Croatia, confer during a Summer Institute breakout session.

Contact CLP today!

Spotlight on Kathy Prosser, CLP Board Member

What does a cheerleader from West Linn do when she grows up? She becomes Kathy Prosser. Kathy is a leader with a lot of spirit. Take CLP's golf tournament.

A member of Classroom Law Project's board since 1999, Kathy looked around CLP's board room and saw what some could call a stodgy bunch of suits. What we need, Kathy thought, is not just more money but more fun. "I play golf. Golf is fun. People will pay money to play a fun round of golf," Kathy reasoned. And so, Classroom Law Project's annual golf tournament was born.

Kathy convinced board members that, even though CLP staff was clueless about golf, they could pull this off. And, under Kathy's leadership plus the help of an event coordinator, pull it off they did.

Now entering its fifth year, the golf tournament has become an important part of CLP's profile. Because of Kathy's contacts outside the legal and education communities, she has brought new friends to CLP. Kathy's day job is benefits manager at Mercer so her contacts take her into insurance, employment, and other fields. Other board members have followed her lead and brought new friends and colleagues to CLP as well.

Kathy has also helped raise money for CLP using her gourmet cooking skills. A silent auction item was a gourmet dinner for eight prepared by Kathy and friends. A mother of two and marathon runner, Kathy has also been known to hold her own at a poker table.

Classroom Law Project is proud to spotlight Kathy Prosser, board member extraordinaire!



Kathy Prosser and friends at CLP Golf Tournament

Golfing with CLP

Hey, Duffers: picturing yourself at the Jeld-Wen tournament this summer?

Now you can come close. August 1, at the Reserve Vineyards and Golf Club on the same course as the Jeld-Wen just a few weeks later, will be CLP's 5th annual charity golf tournament. Get a foursome and join us. This popular tournament sold out last year so contact us and reserve your space now! Call 503-224-4424 or email office@classroomlaw.org.

Students can be active citizens, too -- an opportunity to participate

Building Votes is the Oregon Bus Project's signature nonpartisan neighbor-to-neighbor voter program that works with young people to get out the vote.

Building Votes has recently taken on the challenge of registering 15,000 young people before the November 2006 election. There are many ways to get involved in helping meet this goal.

Individuals can come out and volunteer on a single event basis. These volunteers are trained by Building Votes staff and can join in on a day of action to register voters and help turn out the vote.

Students who want to get further involved can sign up to become a volunteer captain. Building Votes is recruiting 1,500 captains to register people in their neighborhoods.



Captains play a vital role in helping us meet our goal by taking responsibility for registering 50 or more individuals in their neighborhood.

Internships are also available for students who are interested in getting involved in the Bus Project's work on a more regular basis.

Don't live in the Portland area? Students in Lane County can contact their local office at 541-344-9999. Students throughout the state can call the main Bus office for details about volunteer possibilities in other locales.

To find out more about Building Votes or to volunteer contact the Oregon Bus Project at 503-736-2535 or jennifer.obadia@busproject.org.

High School Mock Trial Update



A victorious LaSalle High School mock trial team after winning the state title.

March 17 and 18 were nail-biting days in Portland's federal courthouse. Twenty teams competed. One went to nationals but all are winners.

All twenty teams learned about courts, trials, and lawyers. All learned to analyze critically, speak clearly, and think quickly. All learned to work together and the value of professionalism. This is what the mock trial program is all about.

LaSalle High School from Milwaukie nosed out the other teams to win the right to represent Oregon in the national competition in Oklahoma City. They edged out Portland's Grant High School in the final winner-take-all round. Rounding out the top four teams were Grants Pass and Lincoln high schools in third and fourth place, respectively.

Classroom Law Project is proud to recognize everyone connected with the mock trial program. Congratulations to all students for your exemplary efforts. To their coaches, we offer heartfelt gratitude, respect, and appreciation.

Hats off to all the volunteer judges. And to our regional coordinators, we could not do this without you; you are nothing short of amazing. For those who offered financial gifts, thank you so very much.

Publication deadlines prevented the results of the national competition to be printed here. For more information, please see Classroom Law Project's website, www.classroomlaw.org.



US District Court Judge King presents the runners-up plaque to Grant High School team members.

Wondering about Oregon's We the People team?

April 29 through May 1, Matt Campeau's AP Government class from Grant High School went to Washington, D.C., to compete in the national finals of the *We the People: The Citizen & the Constitution* competition. And the results, you ask? Check CLP or Center for Civic Education websites. Results were not available in time for publication in this issue. See www.classroomlaw.org or www.civiced.org.

CLP Receives Multnomah Bar Association Community Gift to Expand "We the People" Program

Classroom Law Project is pleased to announce that it has received a \$25,000 grant from the Multnomah Bar Association to implement and strengthen the *We the People: The Citizen & the Constitution* program in two middle and two high schools. We the People is the highly regarded civic education curriculum that focuses on the U.S Constitution and the Bill of Rights and culminates in students testifying in mock hearings. Students develop

impressive rhetorical skills and a sophisticated understanding of the Constitution. High school classes also have the option of competing against one another at district, state and national levels.

The goal of the MBA's *We the People* expansion award is to provide students with a consistent opportunity to participate in the curriculum from middle through high

Continued on next page

CLP Honors Outstanding Citizens at Annual Dinner

On April 11, Classroom Law Project held its annual Jonathan U. Newman Legal Citizen of the Year Dinner. Nearly 400 people gathered at the Governor Hotel to honor two of Oregon's finest citizens: former Oregon Court of Appeals and Oregon Supreme Court Justice Sue Leeson and Chahalem Valley Middle School teacher Terry McElligott.



Sue Leeson accepting the 2006 Legal Citizen Award

Hon. Sue Leeson has dedicated her professional life to fostering active citizens. Sue's impressive career history includes working as a political science and law professor at Willamette University, serving on both the Oregon Court of Appeals and the Oregon Supreme Court, leading countless civics and law-related seminars around the country, and working as a community and professional mediator. Sue's brother Fred Leeson, along with the Hon. Ted Goodwin and Hon. Ann Aiken, paid tribute to her at the event.

Terry McElligott was honored as the Educator of the Year because of her tireless commitment to students. Using both *We the People: The Citizen & the Constitution* and *Project Citizen* curriculums, Terry has made a whole generation of active citizens. Additionally, she has led workshops and mentored colleagues around the state and region.

Emcee for the evening was the indomitable Kerry Tymchuk, state director for US Senator Gordon Smith. Grant high school students from Oregon's champion We The People team demonstrated their Constitutional prowess in a simulated hearing.

The Legal Citizen Dinner could not have occurred without the help of CLP donors. Classroom Law Project gratefully acknowledges Nike for its generous contribution to the dinner, Styring Vineyards for donating spectacular wine, and the myriad table sponsors for their presence and support. Thanks to all for a best-ever evening!



Terry McElligott with daughter McKenzie and son Morgan.

We the People — *Continued from page 4*

school. By supporting two feeder middle schools and their corresponding high schools, students will have the opportunity to build critical foundational skills and then continue fostering those skills in a strong high school program.

Classroom Law Project has identified Franklin and Parkrose as the high school participants, with middle schools to be announced. With the MBA gift, CLP will offer schools at least two monthly hours of classroom

support, assistance securing attorney mentors, a series of teacher workshops including the Summer Institute at Lewis & Clark Law School, substitute teacher pay and expenses for high school teachers to participate in the Supreme Court Institute at Georgetown University Law Center in Washington, D.C. Additionally, CLP will host periodic study circle discussion meetings with educators and attorney mentors to facilitate an exchange of best practices.

LESSON PLAN:

Separation of Powers - Executive Powers

This is a critical thinking exercise using current controversial public policy issues. Students will listen and respond to multiple viewpoints. They will explore the notion of separation of powers as it applies to the executive branch. In it, they will examine Presidential powers in a time of crises, specifically President Bush's actions in fighting the War on Terror through the use of domestic wiretapping.

As a whole group, read and discuss the topical information provided in Part I below.

The class will then divide in half or in smaller groups (so long as there is an even number). Half the students take the role as the advisors supporting the President; the other half will be advisors to Congress in opposition to the President's position.

All students read the questions (Part II). Then, using the position lists (Part III), each group should discuss and answer the questions.

Each group reports. After each group has reported their findings, the other side may ask questions. Teachers may wish to structure the Q/A part of the lesson so that it is a news conference with "journalists" posing questions, a cabinet briefing, or Congressional hearing. The usual discussion admonitions apply: respectful listening, no interrupting, no name-calling, etc.

Part I

How much power does the President have in time of crisis?¹

For the past several years, the President has authorized the National Security Agency to wiretap phones of people in the U.S. who were suspected of plotting terrorism through calls between the U.S. and other countries. The 1978 Foreign Intelligence Surveillance Act (FISA) authorizes the president to undertake electronic surveillance after an order authorizing such wiretaps has been approved by a secret court called the FISA Court. When there is no other way to gather the information, the President can, without a court order, authorize wiretaps for up to 72 hours, after which time he is required to obtain a court order. The FISA also requires the President to brief Congress in writing on activities under this law.

The president claims that he has the power to authorize wiretaps without an order of the FISA court because of the War on Terrorism and other reasons. Did he have the power?

Part II

Questions

1. What are the most important facts in this case?
2. Looking at the argument for the President's position, what are the five most important arguments?
3. Looking at the arguments against the President's position, what are the five most important arguments?
4. What decision would you make regarding whether the President had the power in this situation? Give your reasons why.

Part III

For the President's position:

1. Pursuant to Article II, Section 2 of the Constitution, the President is Commander in Chief and this gives him inherent power to act in time of crisis.
2. After 9/11/2001, Congress passed a joint resolution giving the President the power "to use all necessary and appropriate force to battle al-Qaida."
3. Other Presidents, such as Abraham Lincoln who suspended habeas Corpus during the Civil War, were allowed to take extraordinary action in time of crisis.
4. The dangers of the War on Terrorism are great and the government needs to move quickly to detect and prevent plotting of terrorists. The wiretaps may have saved thousands of lives.
5. Modern technology requires this power as people change their phones and phone numbers quickly.
6. There is a role for congressional oversight and the administration has briefed selected members of congress at least a dozen times on this program.
7. The President's greatest power is when the country is under attack, and the war on terrorism continues.
8. The procedures under FISA are too slow and cumbersome; the government must be able to act immediately.
9. Fifty-six percent of the public approves of the President's War on Terrorism.

Continued on next page

Against the President's position:

1. The President's power as Commander in Chief applies only to the armed forces and does not extend to domestic spying, which is governed by the fourth amendment.
2. Even in the time of war, the President must protect the rights at home that we are fighting for abroad.
3. The President's power has been limited in the past. For example, a few months after the suspension of habeas corpus, Lincoln went to Congress for approval. The Supreme Court also ruled that Truman had taken on too much authority in seizing the steel mills during World War II. Though Roosevelt was upheld by the Supreme Court in the *Korematsu* case, which challenged the internment of Japanese who were American citizens, years later a federal court ruled the internment unconstitutional.
4. The executive must live under the rule of law and follow the law. This was not done regarding FISA.
5. There must be some check on the executive branch, and Congressional briefings were not adequate as they involved a limited number of members of Congress and the administration did not comply with the law's requirements of filing written reports with Congress.
6. The 1978 FISA law had an express set of rules and procedures, which were not followed. The President's power is at its lowest point when he takes measures incompatible with the express or implied will of Congress.
7. The threat of terrorism is no longer imminent, as it may have seemed after 9/11, and there were not good reasons not to follow FISA.
8. If FISA was too slow or cumbersome, the remedy was to go back to Congress and ask for a revision.
9. Under FISA, the administration could obtain search warrants within hours if it could show that there is an imminent threat.
10. In the past, only five of 18,000 warrant requests had been denied by the FISA court.

¹ Copyright Ed O'Brien, Street Law, Inc., 2006

Classroom Law Project Needs Your Help!

Classroom Law Project is a non-profit organization. To keep our programs running, we depend on donors and volunteers. If you value the kinds of programs you have read about here, please consider a donation to Classroom Law Project today.

All donations support programs for kindergarten through high school students and their teachers that make civics "come alive" in their classrooms. Classroom Law Project was founded on the belief that the way to preserve democracy is to teach democracy. And the best way to teach democracy is to incorporate lessons and principles into the school curriculum. Classroom Law Project provides

teachers with lessons and hands-on activities of how government works and provides them with the knowledge and tools necessary to help students participate as active citizens in our contemporary democratic society.

You may know Classroom Law Project by this newsletter, or perhaps by the Mock Trial competition, or We the People: Constitution program; or Youth Summit, or Law Day, or, or, or -- the list is long. Whatever your interest, know that your donation is tax-deductible to the extent allowed by law and your dollars go directly to programs. Won't you help? Thanks.

Yes, I want to help students become active citizens by making a contribution!

Ms./Mr./Mrs. _____

Address _____

City/State/Zip _____

Phone _____ Email _____

Amount \$ _____ Check payable to **Classroom Law Project**

VISA or MasterCard: Card # _____ Exp. Date _____

Signature _____

Classroom Law Project

CLP COMING ATTRACTIONS

Teacher consultations, lending library, and other workshops are ongoing throughout the year

MAY 2006

- 3 Law Day Conference for High Schoolers – Portland State University, Portland**
- 19 We the People Day for 5th-8th Graders at the Capitol:
Project Citizen Competition and Constitution Hearings – State Capitol, Salem**
- 24-30 Civitas World Conference - Warsaw, Poland**

JUNE 2006

- 22 Engage. Inform. Educate: Preparing Active Citizens Conference**
- 23 Mini-Grant Teams Planning Day - Lewis & Clark College, Portland**
- 24-27 We the People Coordinators' Annual Meeting – Washington, D.C.**

JULY 2006

- 2-8 Democracy Camp – Lovran, Croatia**
- 10-14 Summer Institute for Educators – Lewis & Clark Law School, Portland**

AUGUST 2006

- 1 Senators' Cup Golf Tournament – The Reserve, Aloha**



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