

CLASSROOM LAW PROJECT Summer Institute

McKenzie River Conference Center
June 22-25, 2010

INSIDE THE HOUSE WITH FRED

- The Goals** Educators will
- acquire knowledge of the Constitution generally, Congress specifically, and the House of Representatives even more
 - practice a variety of law-focused teaching strategies
 - become comfortable and competent using the *We the People* curriculum
 - plan to do hearings with students

Umbrella question for the week (conveniently also the hearing question):

**What are Congress's strengths and weaknesses
in performing the tasks of democratic government?**

AGENDA

~~~

- Scholar** Fred W. Beuttler, *Deputy Historian, U.S. House of Representatives*
- Mentors** Gerrit Koepping, *teacher, Lake Oswego High School; We the People District 5 Coordinator*  
Susan Marcus, *teacher (retired), West Sylvan Middle School; We the People District 1 Coordinator*  
Terry McElligott, *Director of Curriculum & Instruction, Newberg School District; Project Citizen District 1 Coordinator*  
Karen Stratton, *teacher, Sexton Mountain Elementary School*
- Classroom Law Project Staff** Marilyn Cover, *Executive Director*  
Barbara Rost, *Program Director*  
Morgan Bennett, *Program Manager*
- Assistance from** Jeff Faust, *Conference Center Liaison, principal (retired), Sheldon High School*  
Gayle Faust, *teacher (retired), Cal Young Middle School, We the People District 4 Coordinator*

## OVERVIEW

### DAY 1: TUESDAY, JUNE 22

Welcome!

Presentation and conversation with Dr. Fred Beuttler

- The Virtues of Congress

Activities include Metaphor, Jigsaw, and Pairs

What is a simulated congressional hearing?

After dinner with Fred: The Great Debate on Health Care: 1993-94 vs 2009-10

### DAY 2: WEDNESDAY, JUNE 23

Presentations and conversations with Dr. Fred Beuttler

- Congressional vs Parliamentary Systems: The House of Commons and the House of Representatives
- House vs Senate
- How the Really Important Bills Become Law: The Appropriations Process

Activities include Exploring the Text, and Chalk Talk

Grade-level breakouts plus supplemental RDA materials

Hearing groups

After dinner with Fred: Inside Congress: The War Power Case Study – A Just War in the Gulf? Operation Desert Storm as a Case Study 1990-91

### DAY 3: THURSDAY, JUNE 24

Presentations and conversations with Dr. Fred Buettler

- The House Committee System: Or, How Am I Supposed to Know 435 Congressmen?
- The Essence of the House: The Rules Committee
- Political Time: The Culture of Congress

Activities include Primary Sources, and Model Legislator

Grade-level breakouts

Hearing groups

After dinner campfire with s'mores, of course

### DAY 4: FRIDAY, JUNE 25

Simulated hearings presentations

Debrief

Wrap up and celebratory brunch

Professionally guided river raft trip includes dinner (optional. Minimum number required)

~location is Great Hall unless noted otherwise~

**Hearing Question:** What are Congress's strengths and weaknesses in performing the tasks of democratic government?

- How can citizens as individuals or as members of groups monitor and influence the work of Congress?
- What reforms, if any, are necessary to ensure the health and success of Congress as a democratic institution?

**TUESDAY, JUNE 22**

- 10:30-noon**    **REGISTRATION in the Great Hall**  
Check in rooms (*mentors show participants to rooms*) and check in with CLP.
- noon**            **WELCOME**  
*Grab a sandwich and enjoy your lunch as we get started*
- Current event .
- Housekeeping matters (regarding the camp)  
Introduce mentors: Gerrit Koeping, Susie Marcus, Terry McElligott, Karen Stratton  
Introduce this week's scholar: Dr. Fred Beuttler  
CLP staff: Marilyn Cover, Barbara Rost, Morgan Bennett
- Intro to Classroom Law Project (video).
- Introduction to the week (BRIEF overview).
- LC credit overview.
- 12:30**            **WHY did you come?**  
Your goals and expectations.  
Our goals and expectations.
- 12:45**            **ACTIVITY: Metaphor**  
Create a metaphor for the three branches of government.  
*Handout: Metaphor lesson.*
- 1:15**             **COMMENTS from Fred**
- 1:30**             **ACTIVITY: Jigsaw**  
Overview of the U.S. House of Representatives.  
*Refer to handout, "Background on the House of Representatives."*
- 2:15**             **BREAK**
- 2:35**             **SCHOLAR on Virtues of Congress**

**Hearing Question:** What are Congress's strengths and weaknesses in performing the tasks of democratic government?

- How can citizens as individuals or as members of groups monitor and influence the work of Congress?
- What reforms, if any, are necessary to ensure the health and success of Congress as a democratic institution?

**TUESDAY, JUNE 22, cont'd.,**

- 3:05**            **CONVERSING with Fred**  
**ACTIVITY: Pairs** (15 min)  
In pairs, one question or comment for Fred.  
Unanswered questions will be addressed tomorrow morning.
- 3:35**            **SIMULATED CONGRESSIONAL HEARING – what is it?**  
Video of Level 1, 2, and 3 hearings; discussion.  
*Handout: scoresheets with hearing questions.*
- 4:20**            **CONNECTIONS**  
CLP staff wraps up by connecting the dots – revisiting the umbrella question, linking to WTP, emphasizing educational value of hearings, etc.
- 4:40**            **BREAK**  
Take a break, walk around, settle in.
- 5:30**            **DINNER**
- 6:30**            **DEBRIEF**  
Likes & Wishes
- 7:00**            **INSIDE THE HOUSE WITH FRED discussion**  
Fred on The Great Debate on Health Care: 1993-94 vs 2009-10.

**Hearing Question:** What are Congress's strengths and weaknesses in performing the tasks of democratic government?

- How can citizens as individuals or as members of groups monitor and influence the work of Congress?
- What reforms, if any, are necessary to ensure the health and success of Congress as a democratic institution?

**WEDNESDAY, JUNE 23**

- 7:15**                    **BREAKFAST**
- 8:00**                    **GOOD MORNING!**  
Current event, warm up.  
  
Review today's agenda.
- 8:15**                    **AND THE ANSWER IS**  
Response to yesterday's questions and comments.
- 8:30**                    **SCHOLAR on**  
**Congressional vs. Parliamentary Systems:**  
**The House of Commons and the House of Representatives**
- 9:00**                    **CONVERSING with Fred**  
Connecting to the classroom: What would be new / important information for your students?
- 9:20**                    **ACTIVITY: What Does the Text Say About Congress?** Susie  
Exploring *We the People: The Citizen & the Constitution*.  
*See handout for strategies.*
- 9:55**                    **BREAK**
- 10:15**                   **SCHOLAR on House vs Senate**
- 10:45**                   **CONVERSING with Fred**  
Connecting to the hearing question: What are the strengths and weaknesses of Congress?
- 11:00**                   **ACTIVITY: Chalk Talk**  
In addition to providing an opportunity to integrate and reflect on content, this activity also provides a foundation for the hearings because the prompt connects to the hearing question.  
*Handout: Chalk Talk.*
- 11:40**                   **CONNECTIONS**
- 11:50**                   **LUNCH**

**Hearing Question:** What are Congress's strengths and weaknesses in performing the tasks of democratic government?

- How can citizens as individuals or as members of groups monitor and influence the work of Congress?
- What reforms, if any, are necessary to ensure the health and success of Congress as a democratic institution?

**WEDNESDAY, JUNE 23, cont'd.,****12:50 GRADE-LEVEL breakouts**

Locations tbd.

Divide into elementary, middle and high school groups.

Discuss adaptation for classroom use.

**MATERIALS: Representative Democracy in Action (RDA)**Each grade-level group will visit Morgan in the Great Hall to learn about more great materials for classroom use (*please be prompt!*).

12:50-1:20 Elementary

1:25-1:55 Middle

2:00-2:30 High

**2:45 BREAK****3:05 SCHOLAR on How the Really Important Bills Become Law: The Appropriations Process****3:35 CONVERSING with Fred****3:50 HEARING GROUPS** Locations tbd.

In one sentence (30 min.)

We are building a foundation for doing hearings.

Participants meet in **hearing groups**. Instead of one word (*chalk talk activity*), each person gives one sentence or phrase. You may link your sentence to the hearing question; consider why this concept matters; connect to current event; etc. Help each other; be collegial; work together. Each person must say something different. Stand, say name, say sentence or phrase aloud for whole group. As time allows, begin answering the hearing question with an eye toward 4-minute prepared remarks.**5:45 DINNER****6:45 DEBRIEF**

Likes &amp; Wishes

**7:00 INSIDE THE HOUSE WITH FRED discussion**

Fred on Inside Congress: The War Power

Case Study – A Just War in the Gulf?

Operation Desert Storm as a Case Study 1990-91

**8:00 ~~~day's end~~~****Hearing Question:** What are Congress's strengths and weaknesses in performing the tasks of democratic government?

- How can citizens as individuals or as members of groups monitor and influence the work of Congress?
- What reforms, if any, are necessary to ensure the health and success of Congress as a democratic institution?

**THURSDAY, JUNE 24**

- 7:15**                    **BREAKFAST**
- 8:00**                    **GOOD MORNING!**  
Current event, Warm up.  
  
Review today's agenda.
- 8:15**                    **SCHOLAR on The House Committee System:  
Or, How Am I Supposed to Know 435 Congressmen?**
- 8:45**                    **CONVERSING with Fred**
- 9:00**                    **ACTIVITY: Exploring Primary Source Documents**  
U.S. Constitution, Article I.  
Divide in hearing groups for this activity.  
*Handout: Exploring Primary Source Documents.*
- 9:40**                    **BREAK**
- 10:00**                  **SCHOLAR on The Essence of the House: The Rules Committee**
- 10:30**                  **CONVERSING with Fred**
- 10:50**                  **ACTIVITY: Model Legislator**
- 11:30**                  **CONNECTIONS**
- 11:45**                  **LUNCH**
- 12:45**                  **SCHOLAR on Political Time: The Culture of Congress**
- 1:15**                    **CONVERSING with Fred  
AND Fred's closing thoughts**
- 1:45**                    **ABOUT those hearings: making them foolproof**  
Plan for success by
- creating options (for example, not answering all bullets) at the outset that are geared to students' needs, abilities, and content covered
  - using no-fail recipe for a hearing:

**Hearing Question:** What are Congress's strengths and weaknesses in performing the tasks of democratic government?

- How can citizens as individuals or as members of groups monitor and influence the work of Congress?
- What reforms, if any, are necessary to ensure the health and success of Congress as a democratic institution?

**NO FAIL Recipe for a Hearing**

Answer the question (including core democratic value)

- Everyone participates
- Connect with current events, life experience
- Cite the Constitution
- Refer to the historical context

For extra credit, use a quotation

2:05

**BREAK**

Say good bye to Fred

2:25

**GRADE-LEVEL breakouts**

Divide into elementary, middle and high school groups.  
Discuss adaptation for classroom use. Locations tbd.

3:30

**HEARING Groups**

Practice for hearing. Locations tbd.

5:00

**HEARINGS get their first hearing**

Locations tbd. Hearing groups will be paired so that one group will be the speaking group and the other group will be listening/questioning group. Then switch.

All groups should prepare for 4-minute prepared remarks followed by six minutes of follow-up questions.

When you are the listening group, wear your teacher hats. After everyone in the other group has spoken, your group responds with questions and comments. Each person in your group should ask a question linked to the information they just heard. (Think: what would a teacher ask?)

Examples:

- "I would like to hear more about ...", or
- "the current event you mentioned was very interesting; tell me more about its connection to ...," or
- "you cited a Supreme Court case, could you tell me about the facts of that case?", etc.

Refer to the scoresheet (*handout*) for key concepts.

**Hearing Question:** What are Congress's strengths and weaknesses in performing the tasks of democratic government?

- How can citizens as individuals or as members of groups monitor and influence the work of Congress?
- What reforms, if any, are necessary to ensure the health and success of Congress as a democratic institution?

After hearings have concluded, groups should discuss what they learned from each other.

- 5:45                    **DINNER**
- 6:45                    **DEBRIEF**  
Likes & Wishes
- 7:00                    **CAMPFIRE – s'mores!**

**Hearing Question:** What are Congress's strengths and weaknesses in performing the tasks of democratic government?

- How can citizens as individuals or as members of groups monitor and influence the work of Congress?
- What reforms, if any, are necessary to ensure the health and success of Congress as a democratic institution?

**FRIDAY, JUNE 25**

7:15                    **Light BREAKFAST**

8:00                    **GOOD morning!**  
Review today's agenda

8:15                    **ADJOURN to hearing groups**                    Mentors  
Prepare for hearings.

**NO FAIL Recipe for a Hearing**

**Answer the question (including core democratic value)**

- ✓ **Everyone participates**
- ✓ **Connect with current events, life experience**
- ✓ **Cite the Constitution**
- ✓ **Refer to the historical context**

**For extra credit, use a quotation.**

**BREAK** (as needed while meeting in groups)

9:15                    **SIMULATED Congressional Hearings**  
Hearings set up in two locations, two hearing groups in each location.  
Taking testimony ("judges") may be the two mentors plus a CLP person.

9:55                    **WHAT about those hearings?**  
What surprised you?  
What do you want to know more about?  
How would you change your metaphor and why?

Revisit expectations. How did the Institute measure up?

Book order forms; PDUs; Lewis & Clark College credit, evals, etc.

11:15                    **CELEBRATION BRUNCH**

noon                    **CLASS DISSMISSED!**

1:30                    **RAFTING, anyone?** (optional. Minimum number required.)  
Cost is \$70 per person for professionally guided raft trip; includes dinner  
(extra night free lodging for rafters).

~~ Have a great summer. You have earned it! ~

**Hearing Question:** What are Congress's strengths and weaknesses in performing the tasks of democratic government?

- How can citizens as individuals or as members of groups monitor and influence the work of Congress?
- What reforms, if any, are necessary to ensure the health and success of Congress as a democratic institution?