

FREEDOM'S ANSWER www.freedomsanswer.net

If you are a social studies teacher with a fall checklist (assuming of course that there is a checklist to be checked), it might include things like the coming election and how to remember September 11. If it does, Classroom Law Project has a new program for you!

Check out a new program designed to get out the vote called Freedom's Answer. This extraordinary campaign sprang out of a desire to have a truly fitting response to terrorists who seek to disrupt democracy. It is said that success is the sweetest revenge. So with that notion in mind, Freedom's Answer's founders thought that there should be a dramatic display of democracy showing that it —democracy— unlike a building, cannot be crushed. America, they reasoned, has both the opportunity and obligation to show the world that it is stronger than ever. The way to do this is to have a record number of voters turn out at the polls this November. The goal for Freedom's Answer is to have the highest voter turnout in a non-presidential election in U.S. history.

A record voter turnout would have the dual effect of not only getting the attention of those who would undo democracy but also, and very importantly, saying thank you to democracy's defenders. The real heroes, our servicemen and women, firefighters and law enforcement professionals, deserve the thanks of an American public expressed by active participation in democracy.

FREEDOM'S ANSWER— continued on page 2

Sponsors and Supporters

Freedom's Answer is a project of Youth-e-vote, Inc., a 501(c)(3) organization. This is non-partisan organization that has the endorsement of both the Republican and Democratic parties. It has the support of many national and local media, youth and educational groups including:

- Youth Group Supporters
- America's Promise
- Boys & Girls Clubs of America
- Junior State of America
- National Association of Student Councils
- National Media Sponsors
- Atlantic Media
- AOL Time Warner
- Channel One
- MTV
- Newspaper Assn. of America
- New York Daily News
- Recording Industry of America
- PBS
- U.S. News and World Report
- Yahoo!
- National Education and Support Groups
- AARP
- AFT
- American Assn. of School Administrators
- America's Promise
- Center for Civic Education
- Center for Governmental Studies
- Close Up Foundation
- Communities in Schools
- Constitutional Rights Foundation
- Council of Chief State School Officers
- Junior Statesmen Foundation
- Kid's Voting USA
- League of Women Voters
- National Alliance of Black School Educators
- National Association of Secondary School Principals
- National Civic Participation Week

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LEXpress is a publication of the Classroom Law Project. The purpose of LEXpress is to inform educators, lawyers and community members of what is happening in Law Related Education. The underlying goal of Law Related Education is to help students develop a more positive attitude toward the role of law in our society. (For you non-Latin majors, LEX is Latin for law!) Reproduced at cost as a service of the Multnomah Education Service District.



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LAW PROJECT**

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Voting & the November Election - Youth Summit 2002

Teacher Seminar includes Candidate Forum

Just how does one go about choosing a governor when the budget is in crisis, the forests are burning, and class sizes are soaring? Some say one's vote does not really mean anything so, why bother? Besides kids cannot vote anyway.

Thirty teachers from around the state are going to bring 150 students together on October 29 and show how they can make a difference. October 29 is the date set for Classroom Law Project's 2002 Youth Summit at Portland State University. Middle and high school students will demonstrate that being a good citizen goes beyond the ballot box.

After a 9 lesson class curriculum on becoming a wise Oregon voter, selected students will come together at the Summit to form mock legislative hearings. Summit day will begin with a kick-off from Susan Castillo, Superintendent of Public Instruction-Elect. Then students will form hearings and take testimony from supporters of Messrs. Kulongski and Mannix, political strategists and others. The day will close in a townhall type meeting with, hopefully, candidates themselves.

Teachers participating in the Youth Summit attend two professional development seminars in the late afternoon/evening. The first is September 30, and the second, November 6, is a debrief of Summit and election activities. The first seminar is being held in cooperation with the Oregon American Jewish Committee, and its candidate forum

featuring the two main candidates for governor. Teachers will get not only curriculum and strategy, but also hear directly from Kulongoski and Mannix.

The Youth Summit program is designed in cooperation with the League of Women Voters. Every year Classroom Law Project sets out to provide middle and high school students with a chance to grapple with current issues facing the public. This year's curriculum is designed to teach students how to be wise voters. They must research, think critically, analyze, and reflect before ever casting a ballot. And they will be encouraged to get adults to vote.

Middle and high school teachers are invited to participate. Teachers who are unable to attend seminars before and after the Summit as well as the Youth Summit itself are encouraged to request the curriculum developed by CLP and have a Youth Summit in their classrooms.

The Youth Summit program and materials are provided free of charge. This program enjoys the support not only of the League of Women Voters, but also Oregon American Jewish Committee, Oregon Education Association, Oregon State Bar, Portland State University, US Dept. of Justice – Youth and Justice program, and others. Registration is on a first-come, first-served basis but with preference given to teachers from CLP member districts. If you would like to know more about this program, contact CLP at 503/224-4424, or office@classroomlaw.org.

FREEDOM'S ANSWER— continued from page 1

And so, Freedom's Answer was born. Marilyn Cover, CLP Executive Director, has been named the state coordinator for the campaign in Oregon. Cover was delighted to be asked to serve as coordinator because, as she said, "they want what we want — to build strong communities by teaching students to become active citizens."

Freedom's Answer has the unprecedented support of chairs of both the Republican and Democrat parties, and both the minority and majority whips of Congress. Media giants as diverse as MTV and PBS are supporters, as are youth groups like the National Association of Student Councils, Boys & Girls Clubs of America. The list is long.

So what exactly is it and what does it cost? It is a non-partisan campaign to get out the vote. Schools are asked to get involved. Teachers are perfectly situated to build some of its components into classrooms. So are businesses, organizations, and individuals both young and old. It costs no money, only the willingness to ask others to vote and the time to do so.

Everything you need to know and more about the campaign is provided at Freedom's Answer's website, www.freedomanswer.net. Check it out — complete explanations, ways to participate, any forms you may need — it is all there. And it is free.

WE THE PEOPLE Inservice — Eugene

This day-long workshop will kick off with welcoming remarks from the Honorable Ann Aiken, Federal District Court judge. Judge Aiken will talk about the importance of civic literacy. This don't-miss workshop will include grade-level breakouts as well as substantive content. Presenters include teachers experienced in the curriculum. To learn more about the *We the People* program, see Summer Institute article. Space is limited, register now!

NEW THIS YEAR! Watch of details on Workshop for We The People high school team coaches on Saturday, October 26 in Portland.

WHO upper elementary, middle, high school social studies, government, civics teachers
WHAT inservice on the widely acclaimed and popular We the People-the Citizen and the Constitution curriculum
WHEN Friday, October 11, 9-3:30
WHERE Sheldon High School, Eugene
COST \$20, includes lunch and texts
CARROT Free classroom set of texts (up to \$275 dollar value)

Registration

Name _____

School _____ Grade level _____

Address _____

School phone _____ Home phone _____

Email (please!!!) _____

Payment check enclosed credit card — type _____

account number _____ exp. date _____

See You in Court


Classroom Law Project's popular Courthouse Experience is geared up for another year. This program for fifth through twelfth grades, provides students with an opportunity to get a "real life" view on what happens in the largest county courthouse in the state. They may see both the Multnomah County Courthouse and the nearby Justice Center. The experience is unpredictable, interesting, educational, and the real deal. Civil and criminal matters take place throughout the day. Students observe defendants at any stage of the criminal process, from arraignment through sentencing. They will see attorneys question, witnesses testify and judges clarify in both criminal and civil cases. MTV it is not.

Classes participate by teachers first registering with the Courthouse, not CLP. Prior to "tour day," teachers are contacted by a volunteer tour guide and expectations are reviewed and questions answered. On "tour day" the guide will meet the class and adult chaperones for an orientation prior to the tour itself.

So popular is this exciting experience that desired dates at the beginning and end of the school year go like the proverbial hotcakes. To register, use the form below (telephone reservations will *not* be accepted). A separate form must be mailed for each visit. There is a limit of 50 students per tour group and each group **MUST** include one adult for every eight students. Available dates are limited.

2002-2003 COURTHOUSE EXPERIENCE RESERVATION

Name _____ School _____ District _____

 (Work) _____ (Indicate best time to be reached) School FAX _____ (Home) _____ (Indicate best time to be reached)

Address _____

Date Preferences 1) _____ 2) _____ 3) _____

Time: 9 a.m. - 12 noon Grade(s) _____ No. of Students _____

Principal's Signature _____ Date _____

Would you like materials on the justice system to prepare students for the court experience? Yes No

IMPORTANT: All groups must bring **one adult for every 8 students**. LIMIT: **50 Students per Tour Group**.
 MAIL COMPLETED FORM TO: Multnomah Courts Administrator, Room 236
 Multnomah County Courthouse, 1021 SW Fourth, Portland, OR 97204

Patriotism and Civic Literacy

The following is excerpted from a speech by Margaret Branson, Associate Director, Center for Civic Education, June 30, 2002, in Washington, D.C.. She opened her remarks by commenting on the now ubiquitous flags waiving from doorways and antennae of automobiles. In the post September 11 climate Branson discusses what it really means to be a patriot. She asked her listeners to consider "what responsibilities do schools — and we as educators — have for helping students develop a 'large an wholesome meaning' of patriotism?" ...

...The Supreme Court of the United States took a ... memorable stand against coerced professions of patriotism. In 1942, West Virginia's State Board of Education required all teachers and students to "participate in the salute honoring the Nation represented by the Flag." Refusal to salute the flag was deemed to be "insubordination" which led in the expulsion of students and subjected their parents to up to \$50 in fines and up to 30 days in jail.

Children in the *Barnette* family, who were Jehovah's Witnesses, objected that saluting the flag was "forbidden by command of scripture," a verse in Exodus 20: 4-5. To salute the flag was to violate their religious beliefs; saluting a flag, they believed, was tantamount to worshipping a "craven image." In deciding *West Virginia State Board of Education v. Barnette*, 319 U.S. 624 (1943), the Court chose to rule on free speech rather than freedom of religion grounds. Justice Robert Jackson wrote for the majority in its six to three decision. The Court's opinion is the more remarkable because it was rendered in 1943 in the midst of World War II when the tide of battle was not running in favor of the Allies. In what has been acclaimed "one of the great statements in American constitutional law and history," the Court noted that:

The case is made difficult not because the principles of its decision are obscure but because the flag involved is our own. Nevertheless, we apply the limitations of the Constitution with no fear that freedom to be intellectually and spiritually diverse or even contrary will disintegrate the social organization. To believe that patriotism will not flourish if patriotic ceremonies are voluntary and spontaneous instead of compulsory routine is to make an unflattering estimate of the appeal of our institutions to free minds. We can have intellectual individualism and the rich cultural diversities that we owe to exceptional minds only at the price of occasional eccentricity and abnormal attitudes. When they are so harmless to others or to the State as those we deal with here, the price is not too great. But freedom to differ is not limited to things that do not matter much. That would be a mere shadow of freedom. The test of its substance is the right to differ as to things that touch the heart of the existing order.

If there is any fixed star in our constitutional constellation, it is that no official, high or petty, can prescribe what shall be orthodox in politics, nationalism, religion, or other matters of opinion or force citizens to confess by word or act their faith therein. If there are any circumstances which permit an exception, they do not now occur to us.

We think the action of the local authorities in compelling the flag salute and pledge transcends constitutional limitations on their power and in-

vades the sphere of intellect and spirit which it is the purpose of the First Amendment to our Constitution to reserve from all official control.¹

The passage of time, as well as recent research regarding the dispositions of young Americans, testify to the Court's sound reasoning in the *Barnette* case. There is neither need nor justification for coercing displays of patriotism or for attempting to prescribe orthodoxy in politics, religion, or other matters of opinion. To do so would, as the Court opined, "make an unflattering estimate of the appeal of our institutions to free minds." As evidence, consider the results of the recently completed International IEA Civic Education Study of ninth grade Americans students. Three questions which dealt with their basic orientation towards country were asked of these fourteen to fifteen year-olds. In response:

- 91% of the students agreed with the statement that "the United States should be proud of its accomplishments."
- 85% of the students also concurred with statements: "I have a great love for the United States" and "The flag of the United States is important to me."

It is also worth noting that this study showed no significant differences in the responses of the students by race, sex, or socioeconomic level.²

While those positive and uncoerced affirmations of patriotism are heartening, one of the patterns that is emerging from most other research on young people's knowledge and understanding of the constitutional democracy in which they live is not as comforting. Studies show that students know "the slogans of democracy," such as "freedom of speech and press," "majority rule," and "civil rights," but they have a very "thin" understanding of those concepts. They often are unable to explain how and why those concepts are related to the maintenance and improvement of constitutional democracy.³

If we are to foster the kind of intelligent and enduring patriotism which results in "the tranquil and steady dedication of a lifetime," then we must make certain that every child receives the kind of education that enables him to become civically literate. Every child needs to learn what the values and principles on which this country is based are. That entails familiarity with and understanding of the nation's founding documents, most particularly with the United States Constitution and with what many consider to be its "true preamble," the Declaration of Independence. Every child also needs to understand why fidelity to those values and principles is essential to achieving the twin goals we as a people have set for ourselves—liberty and justice for all.

Writing about patriotism in *Civitas*, R. Freeman Butts said, "Any defensible conception of citizenship and the civic virtue upon which the life of citizenship depends must take account of the extraordinary dynamic force that patriotic sentiments play in American life. At its best, patriotism binds the diverse elements of American society into an integrated whole, fostering mutual acceptance of citizens as a common political order. At its worst, patriotism can degenerate into a nationalistic chauvinism. But in its best sense, patriotism is a positive force for national well-being."⁴ I believe we witnessed an example of that extraordinary dynamic force at work earlier this week when the Ninth Circuit Court touched off a firestorm with its decision about the use of the words "under God" in the Pledge of Allegiance.

PATRIOTISM— continued next page

PATRIOTISM — continued from previous page

Patriotism is more than just a concept, an abstraction. It is abnegated or brought to life and vitality by people—by patriots. A responsibility of overriding importance for schools is to enable every child to become the kind of constitutional patriot so eloquently described by the African novelist Chinua Achebe. “ Who is a patriot? He is a person who loves his country. He is not a person who says he loves his country. He is not even a person who shouts or swears or recites or sings his love of his country. He is one who cares deeply about the happiness and well-being of his country and all its people. Patriotism is an emotion of love directed by a critical intelligence. A true patriot will always demand the highest standards of his country and accept nothing but the best for and from his people. He will be outspoken in condemnation of their short-comings without giving way to superiority, despair or cynicism. That is my idea of a patriot.”⁵

Notes

1. *West Virginia State Board of Education v. Barnette*, 319 U.S. 624 (1943).
 2. Baldi, S., Perie, M., Skidmore, D., Greenberg, E., and Hahn, C. *What Democracy Means to Ninth-Graders: U.S. Results From the International IEA Civic Education Study (NCES 2001-096)*. U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office, 2001, p. 74.
 3. Avery. op.cit.
 4. Center for Civic Education. *Civitas: A Framework for Civic Education*. Calabasas, CA: Center for Civic Education. 1991, p. 31.
 5. Achebe, Chinua. “Patriotism” in *The Trouble With Nigeria*. Portsmouth, NH: Heinemann. 1983, pp. 15-16.
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High School Mock Trial News ***This Year's Case:*** ***Eco-Terrorism Strikes Mountain Resort***

Eco-terrorism is suspected when a fire destroys much of a ski resort that was planning to expand into neighboring wilderness areas. A student from a nearby college is arrested and charged with arson.

Important Dates - Mark Your Calendars

Mid-October -

Registrations for 2002-03 high school mock trial competition available.

Late November/Early December (TBA) -

Workshop for high school mock trial coaches - Portland

Sunday, December 6-

“Mini-Mock” - Non-Competitive Event - Portland

February 22 - March 1-

High School Mock Trial Regional Competitions

Friday & Saturday, March 14-15 -

High School Mock Trial State Finals - Portland

Lesson Plan

Elections and Political Parties

Freedom’s Answer has some ready-to-use lessons available for you on its website, www.freedomanswer.net. Voter registration and political parties are the focus of Lesson 4. That lesson is provided to you, below, and has been edited to focus on the political parties section. The first part of the lesson deals with voter registration and the notion that affiliation with a political party may be part of the process. This excerpt jumps forward to Part 4 of the follow-up activities.

Freedom’s Answer Lesson Four: Voter Registration

Objectives: Students will understand voter registration and political parties. They will consider how responsible citizens can disagree politically, but still address social problems by participating constructively in their communities and voting. They will be able to analyze various perspectives.

Materials: newspapers, internet, paper, pens

... For students who are ready to register, this project should prove interesting. When registering, students will have to decide which of the political parties they will join or if they will register as Independents. They will need sufficient information to make this decision and this project will help them gather the data they need. (Note: earlier in the lesson, it suggests that students research by using newspapers and examining websites of major parties.) Students should work in groups. Each group will analyze a political party and make a class presentation about how that party wants to solve problems. Students do not have to disclose their personal preference, nor do they have to research the party they endorse personally. Each group will select one party:

Democratic Reform	Green Republican	Libertarian Socialist	Natural Law
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Each group will write a brief, 250 word, historical background about the party. In addition, they will write a one-paragraph description of that party’s philosophy regarding the role of government in American life.

Finally, they should choose one major issue and describe the party’s position. As a culminating project, the group should produce a graphic representation of the party, including its slogan, mascot, photo of a representative, quotation of a representative and an original political cartoon focusing on one issue and the party’s position. They should also include one newspaper story about the party or one of its representatives.

If no current stories are available, they can research newspaper archives online. They can also add to their visual aid anything else that enhances their project and its presentation.

Groups should be instructed that their presentations should appear sincere and genuine even if the party’s position differs from their own.

NCSL Announces National Student Civic Award

Chehalem Valley Middle School Class in Newberg

DENVER – The National Conference of State Legislatures and Center for Civic Education, cosponsors of the nationwide civic education program *We the People...Project Citizen*, announce the winners of their national portfolio competition.

The winning entrees from middle school classes representing thirty-nine states were submitted for the 6th Annual *Project Citizen* portfolio competition. Each class submitted a portfolio in which students identified a problem facing their community and developed an action plan to implement their proposed policy. In their portfolios, students proposed solutions for everything from regulating cell phone towers to protecting children by requiring booster seats and soliciting at intersections.

“Using a hands-on approach to public policy, *Project Citizen* has proven to be a valuable lesson in civic education for each student involved,” said Marilyn Cover, Director of the Oregon *Project Citizen* program. “Whatever these students become, whether it be a lawyer, small-business owner, policeman, farmer or teacher, hopefully they will remember that civic participation is the essence of democracy.”

After judging by legislators, attorneys, legislative staff, and educators, the top four portfolio finalists were selected. Joining the Oregon portfolio on installing a traffic light at the intersection near the school were Mississippi on building the Long beach tax base, Rhode Island on second hand smoke, and Washington on preserving a historic cemetery. Chehalem Valley's teacher, Terry McElliggott, impressed the judges, with her efforts to have the students testify before a variety of adult audiences from the school board to the Senate Transportation Committee. Last year McElliggott's students won the state level competition and finished in the top ten at the NCSL National Competition.

Project Citizen is a middle school civics education program, funded by the U.S. Department of Education, that promotes participation in state and local government by teaching students how to monitor and influence public policy and encourage civic participation. For more information about this exciting program for middle school students, contact Marilyn Cover at Classroom Law Project (503) 224-4424.

Welcome New Board Members

Classroom Law Project is directed by an energized group of go-getters who enjoy activities as diverse as running and golfing, flying airplanes and fishing, and driving fast cars and hiking. What they all have in common, however, is their commitment to helping kids become active citizens.

New to Classroom Law Project's Board of Directors are five individuals set to aim their talents on making CLP stronger than ever. Here is a little about each one.

Jerry Boehm is not really new to the CLP Board. Rather he is a welcome returnee widely known as a timer-extraordinaire at the annual We the People - Constitution State Competition as well as being a valued member of CLP's finance committee. In his day job he serves as VP at the Commercial Bank in Portland.

Brian Doherty is a workers comp and government relations lawyer at Miller Nash in Portland. He is a devoted family man as well as devotee of virtually all kinds of sports. CLP is delighted to report that his passion for the links landed him on CLP's new golf tournament committee.

Darius Hartwell is an up-and-coming attorney specializing in business law at the Schwabe Williamson law firm in Portland. He and his attorney wife marvel at their 6 year old son's ability to negotiate, mediate, and advocate. Could it have something, perhaps, to do with genes?

John Pihas cannot seem to get his fill of serving on boards that serve kids — and this from a confessed not-a-kid-loving-kind-of-guy. Having recently chaired the Portland School Foundation, he brings his extensive management, networking and marketing expertise to CLP. When he is not busy on boards, he runs his own public relations firm, John Pihas & Partners, Inc.

Melody Rose, mother of 4, is a California girl gone East and come back West. Originally from Southern California, she earned her Ph.D. in political science from Cornell, and finally landed here in Oregon. Portland State University students are the lucky beneficiaries of her seemingly boundless knowledge on the political system. Ask her about her excellent adventure in the voting booth with her young children (obviously before she moved to Portland).

Classroom Law Project is delighted to welcome this fine five to its Board.

Golf and Classroom Law Project

What does golf have to do with Classroom Law Project? Trials on the tees? Hole in one gets you out of jail? Too many divots gets you in? No.

What golf and CLP have in common is two incredibly dedicated, enthusiastic, never-say-can't board members, Kathy Prosser and Lynn Johnson. They serve on CLP's Board and they play golf.

They see others playing golf. They see a lot of money spent playing golf. They see a CLP fundraiser in golf. And thus, Classroom Law Project's first annual golf tournament was born.

September 18 is the day; Langdon Farms Golf Course is the place. And the prize for a hole in one? A car courtesy of the generosity of Bob Wentworth at Wentworth Chevrolet - Subaru in Portland.

At press time only a handful of slots remained open for this inaugural event. Foursomes from many law firms and business from throughout the area will be represented. Players will get not

only a great game of golf (scramble format), but also cart, shirt, bag, lunch, dinner and, of course, a shot at that car for their \$150 entry fee (\$57 tax deductible).

Tournament co-chairs Prosser, Senior VP at Marsh in her day job, and Johnson, Managing Director at JGP Wealth Management, have worked tirelessly to put together a memorable event. They are joined by a dedicated committee that includes Brian Doherty - Miller Nash, Marilyn Cover - CPP Executive Director, Ed Schmitt - MESD Superintendent, and civic leader Bruce Samson. The main sponsor for the event is Johnson's JGP Wealth Management Group and it is also supported by many local law firms and businesses. Coordinating it all is Janet Sams of Links-Event & Tournament Connections.

Want to join in the fun? CLP wants you to play or be a volunteer. Call 503-224-4424 or office@classroomlaw.org. See you at the first hole.

What I did this summer

A government geek relishes two summer workshops

By Gerrit Koeping

Let me begin with a confession. I'm a big government geek. I can't get enough C-span. I love Meet The Press. I secretly wish I were Alan Greenspan's love child.

So this summer I was excited to burn four weeks of summer vacation to attend two workshops that fed my governmental desires. The first was a week in Washington, D.C., with Street Law's Supreme Court Summer Institute. The second was the Center for Civic Education's National Academy in Los Angeles.

The Street Law Institute is aimed at providing in-depth understanding of the Supreme Court and ideas for communicating that information to adolescent wards. The seminar started with a quick summary of court procedures by John Roberts, who has argued more than 30 cases before the court. This last session he'd argued three cases, one of which was the building permit moratorium case involving Lake Tahoe. Within the next few days we spoke with congressional and executive-branch staffers about the confirmation process, national reporters about media coverage of the court, and a scholar who has written on the history and public image of the institution.

As if that wasn't enough, institute members had front-row seats at the Supreme Court when it announced key decisions on the death penalty and plea bargaining. As the Court announced its decisions it was hard not to notice that sitting nearby was Solicitor General Theodore Olson, former special prosecutor Ken Starr, and NPR reporter Nina Totenberg. It was like a movie premier for the governmentally fixated.

That evening there was a reception for Associate Justice Anthony Kennedy. He gave a talk on the importance of educating students about their rights (not, of course, mentioning that he was partially responsible for eroding some of those aforementioned student rights). Following his speech he exchanged pleasantries with some of the teachers and even signed a recent decision he had penned. And while the institute offered plenty of first-hand information it also gave instructors a variety of strategies for teaching about the Court and its decisions. It was a good way to spend a week and I was just getting started.

Two weeks later I flew to Los Angeles for the Center for Civic Education's We the People National Academy. The academy



offers three weeks of intensive study on political theory and constitutional interpretation. The academy was all-expenses paid and came with enough free books to herniate a llama.

We started with a hunk of Aristotle, moved to a wad of Hobbes, and got a big chunk of Locke. We were just getting started. The academy has come to be known as a "constitutional boot camp," with a hefty reading load and lectures that didn't coddle the cranium. Taught primarily by Dr. William Harris, the class was a collection of 30 teachers from around the country and across the globe.

We studied the constitution as a philosophical document, as a scientific paradigm, and as a text. It was the kind of education where you grow more confident in your knowledge and less sure of your assumptions. There were more than a few times where I winced to find that I had been spreading common misconceptions. I noticed I wasn't the only one in the room grimacing.

Both workshops offer teachers an improved understanding of their content areas as well as ideas for how to deliver the goods. It was a good way to spend a hunk of summer and an inspiration for the coming school year.

Gerrit Koeping teaches government at Lake Oswego High School and coaches its We the People - Constitution team. More information about Street Law can be found on its website, www.streetlaw.org, or by calling 202-293-0088. The Center for Civic Education's website is www.civiced.org, and phone is 1-800-350-4223.

PLEASE HELP!

We would like to improve our communication with you. If we had your email address we could get to you more quickly and easily than the present snail mail or fax methods. So, would you please take a moment to complete the form below or better yet, email us at office@classroomlaw.org?

Name _____

Address _____

City/State/Zip _____

Wk. Phone _____ Hm. Phone _____

Fax: _____ Email _____

- NO, I do not care to receive LexPress; please remove me from the list.
- YES, please continue to send LexPress to me at the address above.
- YES, please send me LexPress via email.

CLASSROOM LAW PROJECT 2002-2003 CALENDAR of EVENTS

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

2002

September 18

First Annual Classroom Law Project Golf Tournament -
Langdon Farms, Aurora

September 30

Professional Development for teachers participating in
Youth Summit

October 11

Statewide Inservice day
We the People workshop for upper elementary, middle
and high school teachers - Eugene
Workshops at Oregon Council for the Social Studies
Conference - Salem

October 26

We the People workshop for coaches — Portland

October 29

Youth Summit - Portland State University

November 6

Professional Development for teachers participating in
Youth Summit

December 4 & 5

District **We the People - Constitution** Competitions

Late November/Early December (TBA)

High School Mock Trial Coaches' Workshop -Portland

December 6

Portland Area Mock Trial Non-Competitive Event - Portland

December 11-12

We the People - Constitution Training for Teachers - Salem

December 12

High School **We the People - Constitution** State Finals
Competition - State Capitol

2003

February 28, March 1

High School Mock Trial Regional Competitions

March 14, 15

High School Mock Trial State Finals Competition

Late April

Legal Citizen Dinner - Portland

May 1

Law Day Conference - Portland State University

Late May

Middle School Project Citizen Competition - State Capitol

June 22-27 (tentative)

Summer Institute for Educators - Northwestern School of
Law of Lewis & Clark College, Portland



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