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ILLINOIS STATE
BAR ASSOCIATION

LAW-RELATED EDUCATION

The Newsletter of the ISBA's Committee on Law-Related Education

Statements, expressions of opinion or comments appearing herein are those of the editors or contributors, and not necessarily those of the Association or the Committee.

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ILLINOIS LRE NEWS!!

CHATHAM GLENWOOD HIGH SCHOOL - Congratulations to Chatham Glenwood High School; they placed 12th at the National High School Mock Trial Championships in Phoenix, AZ in May 2011. Wow!!!

2012 ISBA HIGH SCHOOL MOCK TRIAL EVENT SCHEDULED - The 2012 Illinois State Bar Association High School Mock Trial Invitational will be held on Friday and Saturday, March 30 and 31, 2012 at the University of Illinois at Springfield Public Affairs Center. Once again this year, the ISBA welcomes co-sponsors for this event. The Constitutional Rights Foundation will be assisting with the case materials and, as always, the University of Illinois at Springfield is providing their excellent facilities.



A mock trial is a simulation of a judicial proceeding, that is, the actual enactment of a trial of either a civil or criminal case. Participation in mock trials provides students with an insider's perspective of courtroom procedures. Mock trials also serve to help students gain a basic understanding of the legal mechanism through which our society resolves many disputes; help students develop critical thinking skills, oral advocacy skills and understanding of a substantive area of law; help students better understand the roles of persons in the justice system--leading to a greater understanding and respect; provide a vehicle for the study of fundamental law-related concepts such as authority and fairness.

Mock trials can provide students with invaluable, practical experience with courts and trials, which enhances their knowledge and appreciation of our system of justice, while encouraging teamwork, following rules, and developing a range of communication skills and personal confidence.

For a full set of registration materials and additional information on the program, including the rules that must be followed (NOTE: these are being *revised and updated – the rule handbook will be posted when complete*), please visit <http://www.isba.org/teachers/mocktrial>. Space may be limited. Please register early. To reserve a space, you should complete the registration form and submit the \$100 registration fee.

Also available at that website are cases we've used in the past. If you aren't interested in participating in the High School Mock Trial Invitational, these materials may still be of interest for classroom use.

Please Note: There have been changes to the program:

- **No official regional program this year; however, teams are encouraged to participate in invitational trials and are still required to participate in at least one practice trial prior to attending the event in Springfield**
- **We are no longer able to block hotel rooms. If you intend to come, please make your reservations early if you require overnight lodging. For a list of local hotels visit http://www.dexknows.com/local/travel_and_tourism/hotels_and_lodging/geo/c-springfield-il/ or Google Springfield Illinois Hotels**
- **The law test is back. Students should be prepared to take the written test as a component in the mock trials in Springfield.**
- **The 2012 National High School Mock Trial Championship event will be held on Mother's Day Weekend (May 10 -13) in Albuquerque, NM.**

We anticipate that the mock trial materials will be finalized and ready for release by November 01, 2011.

Teams wishing to register should visit the ISBA's LRE website for registration forms and information.

<http://www.isba.org/teachers/mocktrial>



CONSTITUTION DAY – Sept. 17: Are you ready?

September 17 is Constitution Day. Now is the time to plan the educational program that all schools are mandated by federal law to provide. Specifically, Section 111(b) of the ``Consolidated Appropriations Act, 2005, states ``[e]ach educational institution that receives Federal funds for a fiscal year shall hold an educational program on the United States Constitution on September 17 of such year for the students served by the educational institution."

Interesting Facts about the Constitution (presented by The Constitution Center (constitutioncenter.org).

--Written in 1787, the Constitution was signed on September 17th. But it wasn't until 1788 that it was ratified by the necessary nine states.

--Some of the original framers and many delegates in the state ratifying conventions were very troubled that the original Constitution lacked a description of individual rights. In 1791, Americans added a list of rights to the Constitution. The first ten amendments became known as The Bill of Rights

--Of the 55 delegates attending the Constitutional Convention, 39 signed and 3 delegates dissented. Two of America's "founding fathers" didn't sign the Constitution. Thomas Jefferson was representing his country in France and John Adams was doing the same in Great Britain.

--Of the written national constitutions, the U.S. Constitution is the oldest and shortest.

--More than 11,000 amendments have been introduced in Congress. Thirty three have gone to the states to be ratified and twenty seven have received the necessary approval from the states to actually become amendments to the Constitution.

We highlight here several websites that offer numerous resources for teaching about the Constitution at all grade levels.

LESSON PLANS FOR TEACHING ABOUT THE CONSTITUTION

The Constitution Center -- Constitutioncenter.org

These are a few of the lessons plans available at the Constitution Center for high school students. Similar plans are available for middle and elementary students, including a Bill of Rights game.

The Exchange: A Marketplace of Student Ideas

The Exchange is a nationwide conversation series on current constitutional issues. This program encourages students to apply constitutional values to the most pressing and often divisive issues of the day as they seek common ground. In addition to a live nationwide webcast with high school students from around the country, The Exchange includes a free classroom poster, which contains a lesson designed to promote classroom deliberation.

Helps meet Illinois Learning Standard for Social Science -- State Goal 14 B, F.

Constitution Newswire

Have your students dig into the latest headlines and discover the Constitution's relevance to what's happening today.

Helps meet Illinois Learning Standard for Social Science -- State Goal 14 A, B, C, D, E, and F and Goal 16 B and D.



To Sign or Not to Sign: The Ultimate Constitution Day Lesson Plan

From the moment students enter the room, they will begin to examine and understand the role of the people in the Constitution.

Helps meet Illinois Learning Standard for Social Science -- State Goal 14 A, B, C, D, E, and F and Goal 16 B and D.

Constitutional Rights Foundation Chicago -- crfc.org-

The Constitutional Rights Foundation Chicago (CRF Chicago) has a series of lesson plans relating the constitution to current issues. These include the following topics:

- Student Speech Rights Online [high school]
- Equity in Public Education Funding [high school]
- Legal Status of Undocumented High School Students [high school]
- Surveillance [high school]
- Preamble to the U.S. Constitution [middle school]
- Introduction to the Bill of Rights [middle school]
- Preamble to the U.S. Constitution [elementary school]
- What Makes a Good Citizen? [elementary school]

Helps meet Illinois Learning Standard for Social Science -- State Goal 14 A, B, C, D, E, and F and Goal 16 B and D.

The CRF also has a number of mock trials ready for classroom use, including *People v. Carter* that motivates students to understand the constitutional premise of innocent until proven guilty.

CRF Chicago is a co-sponsor with the Illinois State Bar Association of the ISBA mock trial program.

Center for Civic Education -- New.civiced.org

This website has many classroom-ready lesson plans to celebrate Constitution Day. Here are a few titles for the primary grades:

K Matching Game with the U.S. Constitution

This lesson introduces students to the Constitution. Students participate in a matching game to learn what the Constitution is and what it does for them. They will recognize key images related to the Constitution and its history.

K Orb and Effy Learn about Authority

This lesson introduces the study of authority. Children learn when people are exercising authority and when they are exercising power without authority. Children learn how and why authority is useful in society.



1 The Constitution: The Country's Rules

In this lesson, students develop an awareness of the Constitution by exploring what it is and why it is important. Students examine their classroom rules poster as an introduction to the concept of rules and learn that the Constitution is the law of the United States.

1–2 Constitution Day Rap

This lesson introduces students to important facts about the Constitution and its history. Students create a thirteen-star flag and read or perform the Constitution Day Rap.

Helps meet Illinois Learning Standard for Social Science -- State Goal 14 A, B, C, D, E, and F.

[Annenberg Classroom -- www.annenbergclassroom.org](http://www.annenbergclassroom.org)

The Annenberg Foundation Trust has Award winning videos, games and lesson plans on the constitution. A few of the games:

Constitutional convention game
Branches of Power game
Executive Command Game

One lesson plan on **Creating a Constitution** includes a handout on Ben Franklin's final speech at the Constitutional Convention and the a portion of the video, "Key Constitutional Concepts" all designed to help students address why there was a need to write the Constitution and to discuss how the founders dealt with the conflicts they faced.

Helps meet Illinois Learning Standard for Social Science -- State Goal 14 A, B, C, D, E and F

[Illinois State Bar Association -- www.isba.org](http://www.isba.org)

The Illinois State Bar Association has numerous lesson plans including ones on the presidency and judges which will address Articles 2 and 3 of the U.S. Constitution, numerous mock trial problems and transcripts of mock trials useful for children. It references films and literature that teach concepts of justice and law.

Helps meet Illinois Learning Standard for Social Science -- State Goal 14 A, B, C, and F.

INTERACTIVE GAMES TO TEACH ABOUT THE CONSTITUTION

www.icivics.org

iCivics (formerly Our Courts) is a web-based education project designed to teach students civics and inspire them to be active participants in our democracy. iCivics is the vision of Justice Sandra Day O'Connor, who is concerned that students are not getting the information and tools they need for civic participation and that civics teachers need better materials and support.



iCivics games are fun and easy to use: Each iCivics game is playable in one class period, and has a detailed printable report at the end for grading purposes. iCivics games are best played with students on individual computers, but they can also be played on a single computer with the help of a smart board or projector. iCivics games don't require prior knowledge -- they teach you everything you need to know to play!

iCivics webquests are quick and interactive: iCivics webquests are an engaging way to learn about specific civics topics. They include reading and questions with links to specific web resources that help students see how the topic relates to the real world. Webquests can be used by the whole class with a projector or a smart board or on individual computers.

iCivics lessons are practical and engaging: Individual activities are easy to manage, self-contained, and there is always something you can collect from students at the end of the period. Lesson materials are visually appealing and written in a conversational tone to foster students' interest. They teach the material in the context of problems and issues that are relevant to students.

Helps meet Illinois Learning Standard for Social Science -- State Goal 14 A, B, C, D, E, and F.

USING PRIMARY SOURCES TO TEACH ABOUT THE CONSTITUTION

The Library of Congress has teacher materials for using original documents to study the drafting of the Constitution. See www.loc.gov/teachers/classroommaterials/connections/continental-congress. See the Teachers Home page of the Library of Congress for numerous examples of using Library of Congress materials to teach about the constitution. www.loc.gov/teachers/

The National Archives also has teacher materials for using original documents to learn more about the Constitution. See www.archives.gov/education

Helps meet Illinois Learning Standard for Social Science -- State Goal 14 A, B, C, D, E, and F and Goal 16 B and D.

INVITING LAWYERS AND JUDGES INTO THE CLASSROOM TO TEACH ABOUT THE CONSTITUTION

The ISBA sponsors a lawyers in the classroom program complete with tips for lawyers and teachers. The website includes a list of lawyers who have volunteered to come to classrooms. www.isba.org

The Illinois Supreme Court sponsors a program in which judges speak to classes. <http://www.state.il.us/court/>

Helps meet Illinois Learning Standard for Social Science -- State Goal 14 A, B, C, D, and F.



TEACHER CONTINUING EDUCATION PROGRAMS
ABOUT CIVICS, THE LAW, THE LEGAL SYSTEM, OR RELATED TOPICS

Below are some resources, including summer conferences for which you need to apply. Other resources are on-line. All are designed to help you grow in your understanding so you can be a better classroom teacher.

The **Constitutional Rights Foundation Chicago** offers a series of conferences in the summer for teachers. Among them are:

- Mock Trial Institute for 7th and 8th grade teachers interested in conducting mock trials in the classroom
- More Perfect Union Institute, a program for 7th and 8th grade teachers who administer the U.S. constitution test
- Supreme Court 101 Institute for secondary teachers interested in teaching about the United States Supreme Court
- Supreme Court Update Institute for secondary teachers who teach law, government, or U.S. history

CRF Chicago has conferences that are one day and multiple days; they are held in Chicago. Some are free and some have costs attached. All offer CPDUs. Check out the details at www.crfc.org.

American Bar Association and the Federal Judicial Center sponsor a week-long Summer Institute for Teachers. Designed especially for secondary school teachers of U.S. History, Government, Civics, or Law, the Federal Trials and Great Debates Summer Institute will deepen participants' knowledge of the federal judiciary and of the role the federal courts have played in key public controversies that have defined our constitutional and other legal rights. Participation will be limited to 20 teachers. Travel, lodging, and meal expenses will be reimbursed. See www.americanbar.org/groups/public_education/initiatives_awards/summer_institute_for_teacher_s.html

The **Constitution Center** has professional development programs for educators:

- Landmarks of American History and Culture Workshop, a weeklong program in - Philadelphia with stipends available. Continuing education credit.
- On-line courses in which you hear a lecture, engage in discussion, and prepare lesson plans.
- See details at Constitutioncenter.org

The **National Archives** offers limited enrollment workshops to engage teachers in the use of primary documents, including A Summer Workshop for Educators on Using Historical Documents in the Classroom, free, offered in Washington DC and selected locations around the nation. See www.archives.gov/education.



Civic Education program provides free professional-development opportunities for elementary, middle, high school educators, university and college professors, members of the legal community, We the People Programs state and congressional district coordinators, and youth organization leaders throughout the nation and in selected sites throughout the world Watch for details at new.civiced.org

C-Span offers a summer conference to selected educators, a day and a half long conference at C-SPAN's headquarters in the heart of Washington, DC. Airfare to and from Washington, two nights' hotel stay, and meals during the conference are all provided by C-SPAN. The conference brings together middle and high school educators (grades 6-12) from around the country. Participants will learn about C-SPAN and its online resources, as well as how to better integrate our materials into the classroom. Watch the website for the application process and due dates. www.c-spanclassroom.org



THE CONSTITUTION AND YOUTH

The legal treatment of youth changed dramatically in the 1960s when the U.S. Supreme Court applied the constitutional principles of due process to juvenile matters. Prior to the 1960's, the courts were considered to have authority over youth in trouble under the doctrine "parens patriae," meaning that the state through the court could act as the parent. Thus, the state was considered to be responsible for youth and judges could maintain jurisdiction over youth until the youth exhibited positive change or became an adult. Often the judge counseled the youth and kept the youth out of institutions and often the judge sent the youth to a reformatory.

In *Kent v. United States* issued in 1966, attitudes began to change. Justice Fortas wrote that too often the youth did not receive the protections of due process afforded to adults nor did the youth receive the "solicitous care and regenerative treatment" promised by the court acting as parent. Kent was a 16 when charged with rape and robbery, after a series of juvenile offenses involving purse snatching and home break-ins. Kent opposed waiver from juvenile court into criminal court, based on a psychiatric report that he suffered from "severe psychopathology. The court ignored Kent's motions and sent him to criminal court, without a hearing. When the case reached the U.S. Supreme Court, Justice Fortas ruled that juveniles were entitled to a hearing and a statement of reasons why the juvenile court was waiving jurisdiction and sending the case to criminal court. *Kent v. U.S.*, 393 U.S. 541 (1966)

Justice Fortas extended the rights of juveniles in 1967 when he issued the opinion in the case entitled *In re Gault*. Gault was a fifteen-year-old who allegedly made an obscene phone call. When a neighbor complained, the police arrested Gault and filed a petition in juvenile court, alleging that the youth was a delinquent minor in need of protection by the court. The petition was not served on Gault or his parents. At a hearing there were no witnesses but the officer. Gault was unrepresented. The judge questioned Gault about the call. Six days later, again at a hearing where Gault was unrepresented, the judge sentenced the youth to a state industrial school until he became 21, a sentence of about six years. Note that an adult guilty of vulgar or obscene language would have been fined or imprisoned for no more than two months. Again, Gault was unrepresented by counsel.

The *Gault* case is important in applying Constitutional principles of due process to juvenile proceedings. You can read the Gault case as volume 387 of the U.S. Reporter at page 1; it is cited 387 U.S. 1 (1967).

Soon the Court was determining rights of minors in other settings. In 1969, the Court ruled that school children had First Amendment rights. A group of students, including Tinker, wore black arm bands to the high school, in violation of school policy, and in protest of the Viet Nam war. They were suspended. They filed a suit claiming First Amendment protection of their right to speech, a right the U.S. Supreme Court upheld in *Tinker v. Des Moines Independent Community School District*, 393 U.S. 503.

Soon thereafter, the Court ruled that children had due process rights when facing a school suspension. Several students engaged in disruptive conduct and were suspended without a



hearing. The U.S. Supreme Court ruled that due process required that the youth be given effective notice and an informal hearing at which the student could give his version of the events. *Goss v. Lopez*, 419 U.S. 565 (1975)

More recently, the Court has grappled with the question of the death penalty for youthful offenders. In the case of *Thompson v. Oklahoma*, 487 U.S. 815 (1988), the Court ruled that the Eighth and Fourteenth Amendments prohibit the execution of a person who was under the age of 16 at the time he or she committed the crime. However, in *Sanford v. Kentucky*, in 1989, the Court refused to rule out the death penalty for a youth who was 17 at the time of crime. 492 U.S. 361. Later, the Court rejected the death penalty for anyone under the age of 18 at the time of the crime. *Roper v. Simmons*, 543 U.S. 551.

These are a few of the cases establishing rights of minors under the U.S. Constitution.

Juvenile Justice and the Constitution

The previous article reviews the major Supreme Court decisions involving youth and the Constitution. One of the last cases reviewed was *Roper v. Simmons* in this case the Court ruled that it was unconstitutional to use the death penalty for minors. This article contains a lesson plan to help students better understand the reasoning in the *Roper v. Simmons* decision.

The Court in the *Roper* case used as part of the rationale for its decision the reasoning which supports the development of the juvenile court. Juvenile courts were developed because of the general consensus that youth should be held to a different level of accountability and that because of their age and state of development rehabilitation strategies are more likely to be successful. Recent brain research demonstrates that the portion of the brain which controls risk taking behavior develops last. This research supports the use of age appropriate sentences. The lesson plan which follows will allow students to understand the Court's decision. In the next issue of the newsletter a discussion forum will be developed using legislation from the Illinois General Assembly to help students better understand the underlying philosophy of juvenile justice.

Lesson plan: Supreme Court Decision Making

Prepared August 2011 by Frank Kopecky

This lesson plan could be used in connection with a study of the Supreme Court or a study of the juvenile justice system

Reproduce and distribute the handout entitled *You Are a Supreme Court Justice* to the students. Tell the students that they have the opportunity to become Supreme Court Justices. They are to read the handout and determine which of the two opinions they would vote for if they were on the Supreme Court. The opinions are summaries of the majority and dissenting opinions of the court.

The class could be broken into several small groups or panels of judges to discuss the case and come up with a decision. Emphasize that there is no right or wrong decision. Both decisions express a valid view point. It was a close case with five justices in the majority and 4 in the minority. The majority does represent the current consensus of what the Constitution means at this time. This consensus however may change in the future.



This lesson will help students understand the evolving nature of law. It demonstrates that law reflects societal values and that there are often conflicting values. Law, particularly constitutional law, requires a balancing of these values. Courts have the task of deciding which values apply in a particular case. Minority values are not wrong or evil. They are only determined to be less important in reaching a decision. However it is important to remember that minority viewpoint of today may become tomorrow's majority.

Handout **You Are a Supreme Court Justice**

Roper V Simmons United States Supreme Court 543 U.S. 551 (2005)

Facts: Simmons who is 17 years old at the time and another youth commit a brutal murder in Missouri. He is convicted of murder and the court sentenced him to be put to death. In two earlier U. S. Supreme Court decisions within the last 20 years, the court had ruled that the Cruel and Unusual Penalties Clause of the Eighth Amendment prohibited the states from using the death penalty for crimes committed for 15 year olds but that states were not prohibited by the Constitution to use the death penalty for 16 and 17 year olds.

Issue: Does the Cruel and Unusual Penalties Clause of the Eighth Amendment to the Constitution prohibit the execution of persons who are younger than 18 years of age when they commit the offense?

Opinion A.

The death penalty has been a well established option for sentencing from the beginning of the nation. It was used frequently when the Constitution and the Bill of Rights were adopted. States should be free to develop laws that hold convicted criminal accountable for their crimes without violating the Cruel and Unusual Penalties Clause of the Constitution unless there is a clear consensus that the penalty is unjust. There is no such consensus in this case. Twenty states allow capital punishment for 17 year olds and many of those that do not allow it have abolished capital punishment altogether. In a brutal premeditated murder such as this one states should be allowed to determine what is a proper penalty.

Furthermore the legislature is the proper branch of government to determine whether there is such a consensus not the judicial branch. Courts should show judicial restraint and only overrule a legislative decision if there is a clear consensus. We have ruled on this decision less than 20 years ago. Established precedents should not be over-ruled unless there is a clear showing that the understanding of what the Constitution means has changed. There is no clear showing in this case. There must be stability in the law. For these reasons, we conclude that the Constitution does not prohibit the states from enacting laws that allow persons less than 18 from being executed for the crime of murder.

Opinion B

The meaning of what is a cruel and unusual punishment has evolved over time. Appropriate penalties for crimes are to be established by the legislative branch but they must meet constitutional standards. Since the Constitution and Bill of Rights were written over two hundred years ago there has been a continuous debate about what is the proper standard for sentencing. Accountability and punishment are not the only reasons for sentencing. The criminal justice system also considers rehabilitation and restorative justice principles as valid goals. The use of the death penalty precludes any attempt to engage in rehabilitation.

There is a growing recognition that young persons do not have the same degree of culpability and guilt as adults. The juvenile court has been developed as a result of this



understanding. At this time 30 states prohibit the use of the death penalty for minors and virtually no other nation in the world uses the death penalty for persons under 18. We find that there is an evolving consensus that use of the death penalty in a case involving a 17 year old is a cruel and unusual punishment and violates the Constitution.

Which opinion gives greater weight to the concepts of judicial restraint and the values of following a precedent?

Which opinion gives greater weight to the reasoning which supports the development of the juvenile court?

Which opinion do you agree with?

Which opinion is the majority opinion and which is the dissent?

C-SPAN IS A TEACHER RESOURCE

Looking for videos that help students understand the role of the courts or the government or current events? C-Span has an on-line library of archived shows that can be used in the classroom. Go to: www.c-spanclassroom.org or www.c-span.org

Here are two of interest:

Freedom Riders 50th Anniversary (2 hours but this can be shown in a few segments). May, 20, 2011. Tells the story of men and women who in 1961 traveled from Washington DC on buses bound for New Orleans with the goal of integrating Southern bus stops. At that time, Southern bus stops had colored and white only waiting rooms. As the first group of travelers were beaten and fire bombed at the stops, others joined later trips.

Justice Sotomayor Meets with Students at the University of Denver Law School (approx. one hour). August 26, 2010 United States Supreme Court Justice Sonia Sotomayor spoke with Colorado high school and college students about her life experiences. She answered questions on a number of topics including her educational experiences, her dissent in a case involving Miranda rights, and her role as a justice. She addresses issues of discrimination she experienced as a Hispanic.

C-Span also offers several resources to educators. If you register with the classroom website, you can access free lesson plans such as following a bill through Congress. The website includes on-line tutorials by teachers for using C-Span constitutional clips, or for using C-span resources for debate started or to inspire simulations.



GOVERNMENT WEBSITES – MORE EDUCATIONAL TOOLS

<http://kids.clerk.house.gov> -- This website teaches about the role of the U.S. House of Representatives, the legislative process, and House history to young learners, elementary, middle and high schoolers. It also links to many lesson plans and other resources for educators.

http://www.house.gov/content/educate/art_competition -- Each spring, the Congressional Institute sponsors a nationwide high school visual art competition to recognize and encourage artistic talent in the nation and in each congressional district. The competition provides an opportunity for members of Congress to encourage and recognize the artistic talents of their young constituents. Students submit entries to their representative's office, and panels of local artists in each district select the winning entries, which are then displayed for one year at the Capitol. See details and due dates on the website.

<http://future.state.gov/> Website of the U.S. Department of State for youth. Explains the role of the Department, introduces key personnel, discusses the role of diplomacy in the world. Includes lesson plans on terrorism, Viet Nam and the Cuban missile crisis. Also includes games.

<http://www.treasury.gov/about/education/Pages/Lesson-Plans-for-Teachers.aspx>

<http://www.usmint.gov/kids/> Games, cartoons, history of U.S. coins.

www.usda.gov. Click on educators for a treasure trove of materials including links to the Charters of Freedom and Teaching with Constitutional Documents. Also found here are more Agriculture-related materials including <http://www.agclassroom.org/> Agriculture in the Classroom, containing teacher resources, the story of American agriculture, state agricultural profiles, teen scene news and careers. Also the Teachers Desk, a Content for a range of student levels to help learn about agricultural research, strengthen reading skills, and stimulate creative thinking.

<http://www.archives.gov/education/> This website from the National Archives provides teachers with lesson plans using original documents. Suggested lesson plans includes those on constitutional issues throughout our history, issues involving the civil rights of blacks, native Americans, and the Japanese, and child labor. The archives also has on-line resources for educators and information about summer conferences.



**REGISTER FOR CRFC'S ILLINOIS LRE CONFERENCE
2011 ILLINOIS LAW-RELATED EDUCATION
CONFERENCE
FRIDAY, OCTOBER 28, 7:30 AM–3:30 PM
HAMBURGER UNIVERSITY, OAK BROOK**

The Constitutional Rights Foundation Chicago's [2011 Illinois Law-Related Education Conference](#) will take place October 28, 2011 at Hamburger University in Oak Brook, Illinois. This annual conference features dynamic workshops on legal and political issues, interactive teaching methods, and innovative materials for the classroom.

Highlights include:

KEYNOTE SPEAKER: Jeffrey Rosen

[Jeffrey Rosen](#) is a professor of law at The George Washington University and the legal affairs editor of *The New Republic*. His most recent book is *The Supreme Court: The Personalities and Rivalries that Defined America*. He also is the author of *The Most Democratic Branch*, *The Naked Crowd*, and *The Unwanted Gaze*. Rosen's areas of expertise include: Constitutional law; criminal procedure; privacy issues; and privacy of cyberspace. He clerked for Chief Judge Abner Mikva on the U.S. Court of Appeals for the D.C. Circuit. Rosen is a graduate of Harvard College, *summa cum laude*; Oxford University, where he was a Marshall Scholar; and Yale Law School.

Professor Rosen's essays and commentaries have appeared in the *New York Times Magazine*, *The Atlantic Monthly*, on National Public Radio, and in *The New Yorker*, where he has been a staff writer. *The Chicago Tribune* named him one of the 10 best magazine journalists in America and the *L.A. Times* called him, "the nation's most widely read and influential legal commentator."

REGISTRATION is open until October 7 - Registration fee is \$100. Learn more about nominating a [LRE Teacher of the Year](#) at www.crfc.org/programs/lreconf.php

Register today!

The Illinois State Bar Association's Law-Related Education Newsletter is provided free of charge on a quarterly basis during the school year. We are dedicated to promoting law-related education resources and discussion topics appropriate for use in classroom or community settings. If you do NOT wish to receive this complimentary newsletter, please reply and indicate in the message line that you wish to be removed from our mailing list.

- *Current subscribers: If your e-mail changes, please let us know. And, please feel free to forward this publication to others who may be interested.*
- *Note: The Illinois State Bar Association's Standing Committee on Law-Related Education for the Public does not share or sell its mailing list.*

This and other editions of the ISBA's LRE Newsletter are available on-line at <http://www.isba.org/Sections/lrenewshome.html>



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