

WHAT IS CELEBRATE THE CONSTITUTION?

Since 1999, the Pennsylvania Bar Association has worked with a number of civic learning organizations, including the National Constitution Center, to sponsor programs for students about the Constitution. Beginning in September and continuing through Bill of Rights Week in December, students across Pennsylvania can learn about the Constitution in fun and innovative ways.



In 2004, Congress passed a measure requiring all educational institutions that receive federal money to offer students an instructional program on the U.S. Constitution each September 17 (Constitution Day). The measure applies to all public and private institutions that receive federal money. The Celebrate the Constitution program satisfies that requirement.

The Pennsylvania Bar Association and Pennsylvania Bar Foundation coordinate the Celebrate the Constitution program for schools in Pennsylvania. Formerly called "I Signed the Constitution," this unique program gives students an opportunity to learn about the United States and Pennsylvania constitutions through inviting and entertaining learning activities for students of all ages. Celebrate the Constitution will be kicked off during the third week of September and will run through Bill of Rights Week in December. This will give everyone an opportunity to have programs throughout the fall. The program can be tailored to fit into any classroom schedule.



The theme for this year's celebration is "My World — My Responsibility." Schools representing dozens of Pennsylvania counties will take part in this year's program ... with thousands of student participants statewide. Many local bar associations are partnering with schools by helping them to sponsor programs. Judges, lawyers and legislators across the commonwealth will be working with schools to participate in the activities.

Schools are encouraged to use the lesson plans provided in this guide and also to contact the civic learning support organizations listed on page 16 for more Constitution-related materials.

The Pennsylvania Bar Association and Bar Foundation thank everyone for participating in the Celebrate the Constitution program. It should be an exciting one!

Elementary schools ... be sure to participate in the 5th Annual Celebrate the Constitution Poster Contest! Details are covered on pages 7-8.

PROGRAM & PLANNING IDEAS: Part I

*There are three types of programs that have worked well for the Celebrate the Constitution program. *Don't forget ... making your own school scrolls on parchment paper is a great art project!*



Mock Constitution Signing

This is one of the most popular ways to celebrate the Constitution. You can choose to hold mock signings in your classroom or during a school-wide assembly.

The assembly program brings together the entire student body for a formal program and signing. Invite local judges, lawyers and/or legislators to be the featured speakers and ask them to talk about the U.S. or Pennsylvania Constitution with students. Have a school official emcee the program, and ask each speaker to limit his or her comments to around five minutes (depending upon the number of speakers). Ask them to focus on how the constitutions relate to students. A great way to get students involved is to select one student to speak about the U.S. or Pennsylvania Constitution and have the school choir perform patriotic songs. You can even get the band and school mascot involved. At the end of the formal program, have all students sign Constitution scrolls (parchment paper)*. The signed scrolls can be displayed in your school lobby. After the signing, invite the speakers to join students in their classrooms to take part in one of the lessons included in this guide.

The classroom program focuses solely on your students. Invite a local judge, lawyer or legislator into your class to talk with students about the Constitution. The visitor may want to use one of the lessons provided in this guide or create his or her own. Be sure to review this with the speaker before his or her visit and share any necessary materials. But ... you don't need an outside speaker for a classroom program. The lessons in this guide are designed for use by both teachers and outside speakers. When the formal remarks are concluded, have the students sign Constitution scrolls (parchment paper)* that can be displayed in the classroom or school lobby.

Constitutional Convention: A constitutional convention is a great way to teach your students about the U.S. and Pennsylvania constitutions through hands-on learning activities. Using the lesson, "A Look at the Pennsylvania and U.S. Constitutions through the Prism of a Classroom Constitutional Convention," found on page 9 of this guide, walk your students through creating a constitution for your classroom or the entire school. Have them create a preamble and work through the questions provided in the handouts. Be sure to have the students create a Bill of Rights as well.

A great modification of this exercise is to have two or three classrooms create a Bill of Rights for the school and hold a school-wide vote for the students' favorite one.

Classroom Lessons: You don't have to hold a formal program to celebrate the Constitution. The lessons provided in this guide are designed to fit into your existing curriculum or serve as a special project during the fall. They are interactive, include handouts and engage students in an innovative study of the Constitution. They also are matched with the state's Academic Standards for Civics and Government.

If you would like to view additional lessons on the U.S. and Pennsylvania constitutions, visit the Pennsylvania Bar Association Web site at www.pabar.org/constitutionwebsite.shtml. You can download lessons from previous programs. In addition, turn to page 16 of this guide for a list of civic learning support organizations.

PLANNING A MOCK CONSTITUTION SIGNING: PART II

How one Pennsylvania school “Celebrates the Constitution”

by Donald Imler, educator, Hollidaysburg Area High School

Celebrate the Constitution has a special place in the curriculum of the civic participation classes at Hollidaysburg Area High School (HAHS), Blair County, Pa.

Our rendition of the Celebrate the Constitution program is intended to reinforce previous learning about the Constitution and excite all of our students about civic participation while introducing young students to the U.S. Constitution. State Rep. Jerry Stern, State Sen. Robert Jubelirer and varying local businesses have joined us in this endeavor since 1999. Through this program, we have provided pocket Constitutions, constitutional coloring books and varying other materials to more than 5,000 elementary and middle school students in Rep. Stern’s legislative district. The program is held annually in the auditorium of HAHS.

In the spring of their senior year, HAHS Civic Participation students discuss the fall theme, write letters to elementary and middle schools and prepare for the fall program. They meet with a select group of juniors to encourage them to take leadership roles in the fall program.

As senior students arrive in August, they join one of four groups: promotional, financial, production and assembly. Each group has various duties and must work both independently and interdependently.

The promotional group is responsible for promoting the program to various schools, teachers and administrators as well as to the community as a whole. This requires assembly and delivery of teaching materials to schools as well as public relations materials to the media in a timely manner. The teaching materials include the Pennsylvania Bar Association’s (PBA) lesson plan guides and additional information about the program.

The financial group is responsible for creating the budget and generating the funds necessary to produce a quality program and assembly. The 1999 budget was just a mere \$315 while the anticipated budget for 2005 is \$4,600. Funding of the program is a major task and teaches students fiscal responsibility while offering a unique opportunity to understand fund raising as young adults.

The production group faces the task of acquiring guest speakers, creating props for the program and designing the souvenir T-shirts for the students. They must maintain a rigid schedule in order to meet the mid-September program date.

The assembly group is responsible for the program and all aspects of the day of the assembly. It may seem that this is the task with the least work, but one must remember they are gathering hundreds of younger students from six area school districts and two private schools.

On the day of assembly, several hundred elementary and middle school students are bused to HAHS for the program. Each of the schools has two students on stage during the activities as representatives of their schools’ “signature scrolls.” They cast or pledge the signatures they have acquired to the mock constitution. Additionally, the assembly is energetic and includes music, song, dance, theatre and keynote speakers as a celebration of the Constitution.

Civic Participation Special Projects 2005–2006 hopes to make this year another wonderful program. HAHS would like to thank the PBA for continuing support of the program. This program and other sponsors allow our Civics Participation classes to engage in this wonderful educational experience.

INVOLVING THE MEDIA & LEGAL COMMUNITY

After your school has picked a program, it's time to start getting the media and local legal community involved.



THE LEGAL COMMUNITY

Celebrate the Constitution offers your school a unique opportunity to involve members of the legal community in your classroom activities and/or assembly program. Bringing years of legal experience to this project, local judges and lawyers can help you create enhanced learning opportunities for your students.

Your local bar association can help you identify judges and lawyers in your community who would be willing to take part in your activities. If you are not already partnering with your local bar association, please call the PBA at 1-800-932-0311, Ext. 2277, to find the appropriate person to contact in your county. (Hint ... elementary and middle school students typically respond well to judges who wear their robes for presentations.) Make sure to invite these people well in advance of your program ... their calendars fill up quickly.

THE MEDIA

The media can help schools demonstrate their commitment to excellence in learning by reporting on Celebrate the Constitution events and activities in local newspapers and television news programs. You may want to consider asking a local television news anchor or newspaper editor to be a speaker at your program. They are great resources to talk with students about the First Amendment and other related constitutional issues. Below are some tips to help you to get the media to cover your program. If you are partnering with your local bar association on this project, make sure to work with it ... local bars are great resources because they have relationships established with local media and may be willing to help you with some of the following:

- 1) Compile a current list of local newspaper editors, TV assignment editors and radio station managers. Make sure you have their fax and phone numbers.
- 2) One week prior to your program, mail or fax your media advisory to the local media (a sample media advisory is included in this packet ... feel free to use it and fill in the blanks). Include a contact person on the advisory and a daytime phone number in case the media have questions prior to the program.
- 3) One day prior to the program, make follow-up calls to the media that received the advisory ... ask for the newsroom when you call. During the call, confirm that they received the advisory, offer to fax it if they did not and mention how exciting the program will be for students. It's always good to put in a last-minute pitch.
- 4) Prepare a news release to give to the media at the program (a sample news release is included in this packet ... feel free to use it and fill in the blanks). After the program is over, mail or fax the news release to any invited media that did not attend.

Inviting local lawyers, judges, legislators and members of the media to speak during your program is a great way for your school to reach out to the community. Your students also will enjoy hearing their perspectives on the Constitution.

SAMPLE MEDIA ADVISORY

The media advisory can be issued by your school or partnering local bar association. Make sure to include the issuing party's address at the top ... using letterhead is always a good idea.

MEDIA ADVISORY

Contact: Name
 Phone Number

OF STUDENTS SCHOOL NAME STUDENTS TO CELEBRATE THE CONSTITUTION

of students School Name students will join with list local judges, lawyers, legislators in celebrating the U.S. and Pennsylvania constitutions as part of the statewide Celebrate the Constitution program on date at time at location (include place, address and city).

The activities will feature (list special activities, if any).

The Celebrate the Constitution program is a statewide celebration commemorating the history and significance of the constitutions. Since 1999, more than 40,000 Pennsylvania students have taken part in constitution-related celebrations, including mock signings and constitutional conventions. The purpose of the program is to increase students' awareness and understanding of the constitutions, their history and their relevance.

The statewide celebration, which is sponsored by the Pennsylvania Bar Association and Pennsylvania Bar Foundation, runs from Constitution Week in the third week of September through Bill of Rights Week in December. Thousands of students from across Pennsylvania are expected to take part in the program throughout the fall.

For more information on the statewide Celebrate the Constitution program, visit the Pennsylvania Bar Association Web site at www.pabar.org.

###

SAMPLE NEWS RELEASE

The news release can be issued by your school or partnering local bar association. Make sure to include the issuing party's address at the top ... using letterhead is always a good idea.

NEWS RELEASE

Contact: Name
 Daytime Phone Number

OF STUDENTS SCHOOL NAME STUDENTS CELEBRATE THE CONSTITUTION

CITY/TOWN (Date) -- # of students School Name students today joined with list local judges, lawyers, legislators in a celebration of the U.S. and Pennsylvania constitutions as part of the statewide Celebrate the Constitution program at location.

“Quote from school official”

The Celebrate the Constitution program is a statewide celebration commemorating the history and significance of the constitutions. Since 1999, more than 40,000 Pennsylvania students have taken part in constitution-related celebrations, including mock signings and constitutional conventions. The purpose of the program is to increase students' awareness and understanding of the constitutions, their history and their relevance. Sponsored by the Pennsylvania Bar Association and Pennsylvania Bar Foundation, the program runs from Constitution Week in the third week of September through Bill of Rights Week in December. Thousands of students from across Pennsylvania are expected to take part in the program throughout the fall.

“Quote from county bar president” -- if applicable

(For assembly program) -- The students participated in an assembly program, which included presentations by the featured speakers and list any other activities.

(For classroom program) -- The students participated in classroom activities focusing on the constitutions. The featured speakers assisted the students with the concepts and writing. Each class then list any other activities.

“Quote from a participating judge, lawyer or legislator”

For more information on the statewide Celebrate the Constitution program, visit the Pennsylvania Bar Association Web site at www.pabar.org.

###

5th Annual Celebrate the Constitution Poster Contest

The Pennsylvania Bar Association and Pennsylvania Bar Foundation are pleased to announce the fifth annual Celebrate the Constitution Poster Contest for elementary students. The theme for this year's celebration is "My World — My Responsibility."

The winning poster will be used as the cover of the PBA's 2006 K-12 Law Day Lesson Plan Guide, which is distributed statewide. The winning student will be honored during the PBA's formal Law Day ceremony in May 2006. The deadline for entry is December 2, 2005.



This is last year's winning poster reproduced in black and white.

This contest helps schools meet Pennsylvania Academic Standards for Civics and Government 5.1.K across all grade levels, as well as Pennsylvania Academic Standards for History 8.2.B across all grade levels and 8.3.3.B.

Contest Rules

- 1) The contest is open to all public and nonpublic elementary schools in Pennsylvania.
- 2) One entry per student will be accepted. An entry form must be completed in full and attached to the back of the poster. The entry form must be signed by the student artist, the student's teacher and a parent or guardian of the student. The entry form is included.
- 3) Students should create posters that show what "My World — My Responsibility" means to them. Each poster must be an original art composition created by a child. The entry must be the actual work of only one student. Adults may support the student's effort with suggestions and other forms of verbal assistance, however, the work produced must be the product of the student's own effort.

- 4) The poster must be 8.5 inches x 11 inches. The design must be **VERTICAL** to facilitate reproduction on the front of the Law Day guide. The “My World — My Responsibility” message may be communicated as creatively as possible using ink, tempera, powder paint, water colors, oil or magic marker. No computer-generated posters will be considered.
- 5) Entries will be judged by a review panel from the PBA’s Law-Related Education Committee. The first-place winner will have his or her poster featured on the cover of the 2006 *K-12 Law Day Lesson Plan Guide* and will receive an award during the PBA’s formal Law Day ceremony in May 2006.
- 6) All entries must be postmarked by December 2, 2005. Entrants will be notified of the winners by March 1, 2006. The winning student will be asked to attend the May 2006 PBA Law Day ceremony.
- 7) All entries, including posters and other submitted materials, become the property of the PBA and will not be returned. Entries may be reproduced by the PBA in any form and for any purpose. The PBA reserves the right to modify any poster for reproduction purposes.
- 8) Entry into this contest constitutes permission for the artwork and artists to be photographed for publicity purposes without any compensation to the child, teacher, parents or guardians.
- 9) All federal, state and local regulations apply. Void where prohibited by law. Taxes on any prizes are the responsibility of the winners and their families.

**PLEASE SEND YOUR POSTER AND ENTRY FORM POSTMARKED BY
DECEMBER 2, 2005, to:
Pennsylvania Bar Association
Celebrate the Constitution Poster Contest
100 South Street
P.O. Box 186
Harrisburg, Pa. 17108**

Celebrate the Constitution Poster Contest Official Entry Form
(please print clearly)

Student Name: _____ Grade: _____

School: _____

School Mailing Address: _____

School Phone: _____

Teacher’s Name: _____ Teacher Signature: _____

Student Signature: _____ Parent/Guardian Signature: _____

This form must be attached to the back of each entry.

A Look at the Pennsylvania and U.S. Constitutions

My World — My Responsibility: A Look at the Pennsylvania & U.S. Constitutions through the Prism of a Classroom Constitutional Convention

- **Grade Levels:** 1-12
- **Academic Standards:** Civics and Government 5.1 A-F, I, J & L; 5.2 A-E & G; and 5.3 A, B, G & K.
- **Materials:** Students will need the handouts accompanying this lesson. It would be helpful for students to have their own copies of the U.S. and Pennsylvania constitutions. Many classroom texts contain the U.S. Constitution, but individual copies often can be obtained for free by contacting your federal legislators. To locate your U.S. Senators, visit www.senate.gov. To locate your member of the U.S. House of Representatives, visit www.house.gov. Few students in Pennsylvania have individual copies of the state Constitution (another great reason to teach this lesson). Free copies of the Pennsylvania Constitution are available through your state legislators in the Pennsylvania General Assembly. To identify your state representative or state senator, visit www.legis.state.pa.us.
- This lesson was developed by LEAP-Kids (see Civic Learning Support Organizations on page 16).

Overview

This lesson demonstrates to students how they can exercise their rights and responsibilities as active and involved citizens to make an impact on their world. The lesson is split into separate exercises that can be taught at different times throughout the year or together as part of a unit of study. Students will learn about the rights they enjoy and the responsibilities those rights create under the two constitutions that govern Pennsylvania — the Pennsylvania Constitution and the U.S. Constitution. This is a great introduction to comparing and contrasting the two documents. A sample lesson on comparing state and federal court systems is also featured on the PBA Web site at www.pabar.org/educationprograms.shtml.

1st Step

Begin by asking the class, “From where do we get our rights and responsibilities?” Typical answers are “government,” “the Declaration of Independence” and “the Constitution.” Once a student mentions the “Constitution,” ask, “Which one?” Teachers generally report that few students know there is a state Constitution and most have never looked at one in their studies. Explore with the class the concept of state and federal government. Explain that the government’s structure, as well as their rights and responsibilities, come from both the Pennsylvania and U.S. constitutions.

If you wish to have your students explore the process of participating in creating a government, there is an excellent lesson in the elementary version of *We the People: The Citizen & the Constitution* (page 64) about selecting students to attend a school-wide constitutional convention for the school’s student government. Visit www.leap-kids.com and click on the *We the People* Program link to learn about getting free copies of the *We the People* materials at elementary, middle and high school levels. The history of the meetings in Philadelphia that produced both constitutions would make for a wonderful study by those seeking a deeper understanding of the topic.

2nd Step

Distribute the “Constitutional Preambles & Branches of Government” handout on page 11. This handout/lesson accomplishes two goals that can be completed during one class or over the course of a few days or weeks. First, it looks at the preambles of both the Pennsylvania and U.S. constitutions.

Divide students into groups and ask each group to create its own preamble. Depending upon your focus, ask them to write a new preamble for the existing constitutions or to create a preamble for a new school constitution. Explain that the preamble is the introduction to a constitution and states the purposes of the document. The U.S. and Pennsylvania preambles provide basic ideas about how the government should work and about the rights and responsibilities of the people. As they draft their preambles, ask the students to consider the purposes they see for government and their ideas about how it should work. Ask each group to appoint a spokesperson and to read his or her group’s preamble to the class. Discuss the preambles.



After working on the preamble exercise, the next activity is to look at how a government might be organized. Have the students work in their groups and answer the questions asked in the handout. Discuss the structure of each group’s new government and explore the concepts of separation of powers and checks and balances.

3rd Step

Distribute the “Rights and Responsibilities” handout on page 12. After the students have established the structure of their government, it is time to examine the rights and responsibilities of individual citizens. This handout/lesson directs students to list all of the rights and responsibilities they find in the two constitutions and to question whether certain rights and responsibilities need to be added. This is a great time to discuss the structural differences between the two constitutions — the Pennsylvania Constitution begins with a Declaration of Rights (Article I) that reflects its original writing in 1776 at the time of the American Revolution, while the U.S. Constitution had a Bill of Rights added (Amendments 1-10).

Help Tip...

As students review the rights and responsibilities found in the two constitutions, please note that certain rights — gender equity and the right to clean air and water — are found only in the Pennsylvania Constitution. In addition, you may wish to have students compare the language of protections such as that against unreasonable search and seizure found in the Fourth Amendment of the U.S. Constitution and in Article I, Section 8, of the Pennsylvania Constitution. The language of the two constitutions is often very similar because the writers of the U.S. Constitution were influenced by the earlier Pennsylvania Constitution. A much more involved study might explore how the similarly written, overlapping protections have sometimes been interpreted very differently by the U.S. and Pennsylvania Supreme courts. For an in depth study of the relationship between the two constitutions, review *The Pennsylvania Constitution: A Treatise on Rights and Liberty*, edited by Ken Gormley et al., published by the George T. Bisel Company, Inc., 2004.

Constitutional Preambles & Branches of Government

After reviewing the preambles to the Pennsylvania and U.S. constitutions below, draft your own preamble on a separate piece of paper. After drafting your preamble, work through the questions below to establish your own government for your school. These exercises can be done individually or in a group. They are your first steps in creating a constitution.

Pennsylvania Constitution Preamble

“We, the people of the Commonwealth of Pennsylvania, grateful to Almighty God for the blessings of civil and religious liberty, and humbly invoking His guidance, do ordain and establish this Constitution.”

U.S. Constitution Preamble

“We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.”

Branches of Government

The U.S. and Pennsylvania constitutions both establish three separate branches of government. There is a legislative branch with the power to make the rules of government (U.S. Constitution, Article I; Pennsylvania Constitution, Articles II and III), an executive branch with the power to enforce the rules (U.S. Constitution, Article II; Pennsylvania Constitution, Article IV) and a judicial branch with the power to settle disagreements about the rules, including the power to say what the rules really mean (U.S. Constitution, Article III; Pennsylvania Constitution, Article V).

Now, imagine that you can create your own government. Your new government could be for your class or your entire school. Answer the following questions on a separate sheet of paper.

- 1. How are you going to organize your government?**
- 2. Who should get the legislative power to make the rules?**
- 3. Who should get the executive power to enforce the rules?**
- 4. Who should get the judicial power to settle disagreements about the rules and say what the rules mean?**
- 5. Should these powers be given to different groups of people or should they be centered in a single group? Are there advantages and disadvantages to either approach?**

Rights and Responsibilities

Make a list below of all of the rights you can find in the U.S. Constitution (focus on the Bill of Rights, Amendments 1-10). Next, list the responsibilities that go with those rights. Do you think we should have a “Bill of Responsibilities,” too?

When you have completed your list from the U.S. Constitution, look at the Declaration of Rights in the Pennsylvania Constitution. Are those rights the same rights you found in the U.S. Constitution? Are there any rights found only in one constitution and not the other? Do those rights bring special responsibilities?

After you have looked at both constitutions, consider whether any rights and responsibilities should be added. Be prepared to explain why you have added new rights and responsibilities.

Right (<i>Where found</i>)	Responsibility

Community Issues

This lesson is from the Student Voices Campaign Curriculum, Unit 2, Lesson 1. The PBA and PBF thank Student Voices and the Annenberg Public Policy Center for permission to share this lesson with Pennsylvania educators.

- **Grade Levels:** 9-12
- **Academic Standards:** Civics and Government 5.2 A, B, D & G
- **Materials:** Community Interviews handout
- *Student Voices* is a non-partisan civic education program designed to improve the dialogue of democracy among our nation's youth and encourage their civic engagement. *Student Voices*, created in 1999 by the Annenberg Public Policy Center of the University of Pennsylvania, provides high schools with a unique set of resources to complement and enrich their existing civics curricula, helping young people learn about current policy issues in city governments and elections. This introductory lesson from the curriculum has students map their community, express their concerns and discuss the duties of a citizen. The lesson is the property of the trustees of the University of Pennsylvania and cannot be altered without permission of the Annenberg Public Policy Center.

Objectives

Students will:

- Identify issues in their community
- Understand the interrelation between and among various issues in the community
- Conduct neighborhood interviews to validate classroom perceptions
- Classify issues according to issue subject

Lesson

1. Ask students to write down five community strengths and five community problems. Do each list separately.
2. Have the students mark which strength they believe is the most positive and which problem is the most important to address.
3. Put students in groups of three to four to share their ideas on the strengths and weaknesses of their community. You may want to partner students with the person sitting next to them.
4. Ask the class which items came up frequently and write these on the board. Begin to categorize the specific items under broader headings. (See sample chart on page 14.) Make sure to lead students toward ideas that can be acted upon by local government. This activity also helps students to see their specific issues as part of the larger community discussion. NOTE: Be sure to save this list for future discussions.
5. (Optional) Take students into the school community in groups of two to four with an adult. Have the students canvass the area, collecting information about community issues using the Community Interviews handout on page 15. If possible, have the students use a camera or video recorder to document interviews.

<i>Specific Issues</i>	<i>Category</i>
litter; abandoned buildings	ENVIRONMENT
large class size; school repairs	EDUCATION
unemployment; more businesses	ECONOMY
drugs; violence; theft	CRIME
terrorism; safe neighborhoods	SECURITY/TRANSPORTATION/HOUSING
need for insurance; hospitals	HEALTH

Assignment

- Distribute the Community Interviews handout on page 15 and ask students to use it to interview three people in their community for their opinions about community problems. Students may use family or friends for these interviews. Encourage safety in selection of people to interview.
- (Optional) Have students look at their local newspaper (either in hard copy or online from the Student Voices Web site) and write down two issues they found in the newspaper that concern the community.



Community Interviews

NAME: _____ DATE: _____

Introduction: What are the community issues that your neighbors consider the biggest problems? What do you think are the biggest problems? What do other people you know think are the biggest problems? This activity, in which you conduct interviews of people in your community, will help you to get a better idea of what you and the people you know would like to see changed in your community.

Activity: Map the community. Start by mapping the place you would consider your community on the back of this sheet. Don't look at any "real" maps, just work from your memory and what you know from living there. Label the important streets and places — stores, friends' houses, recreation areas, etc. When you interview people, stay inside the area you map. Talk only to people who work or live in this area.

Interviews: To get a variety of views, interview four different people. Select people you think are likely to have different views. Start by "interviewing" yourself so you can compare your views with those of others. Write down your ideas about what the big issues are in your neighborhood. Then, interview **three** more people, trying to get one person from each of the following categories:

- ✓ Family member
- ✓ Person who lives and works in the community
- ✓ Store owner or employee
- ✓ Person who lives in the community and works somewhere else
- ✓ Friend
- ✓ Person who does a service job in the community - postal worker, etc.

Write down what you learn in the table below.

Name of person	Role (family member, store owner, etc.)	Top three community problems or issues
1. Yourself <hr/> Your Name		1. 2. 3.
2.		1. 2. 3.
3.		1. 2. 3.
4.		1. 2. 3.

CIVIC LEARNING SUPPORT ORGANIZATIONS: For more lesson plans and information on civics and government educational resources, contact the following organizations:

Pennsylvania Bar Association (PBA)

Contact: Jennifer Branstetter; Communications Coordinator; 100 South Street, P.O. Box 186, Harrisburg, Pa. 17108-0186
Phone: 1-800-932-0311, Ext. 2216; Fax: (717) 238-2342; E-mail: jennifer.branstetter@pabar.org; Web site: www.pabar.org/educationprograms.shtml

The PBA's Law-Related Education (LRE) programs are designed to help Pennsylvania schools lay a foundation for teaching civics and government in the classroom. The PBA partners with various national organizations, local bar associations, judges and lawyers to accomplish this goal. The cornerstone LRE projects include Celebrate the Constitution, Project PEACE, Law Day, Mock Trial and Stepping Out. To learn more about these programs and to view past lesson plans, visit the PBA's K-12 Law-Related Education area on the PBA Web site.

LEAP-Kids (Law, Education & Peace for Children)

Contact: David Trevaskis; P.O. Box 428, 6 Royal Avenue; Glenside, Pa. 19038-0428
Phone: (215) 885-1610; Fax: (215) 885-1036; E-mail: david@leap-kids.com; Web site: www.leap-kids.com

LEAP-Kids is the successor organization to the statewide law-related and civic education (LRCE) program formerly housed at Temple-LEAP. LEAP-Kids develops innovative educational programs aimed at empowering young people through LRCE study. LRCE is a unique blend of substance and strategy. Students learn about laws, the legal system and their rights and responsibilities through strategies that promote cooperative learning, critical thinking and positive interaction between young people and adults. LEAP-Kids conducts a wide variety of teacher trainings and also produces general and Pennsylvania-specific curricula related to civics and government.

Student Voices

Contact: Kimberly Kirn, Student Voices Curriculum Development Coordinator, Annenberg Public Policy Center, 3535 Market Street, Suite 200, Philadelphia, Pa. 19104; Phone: (215) 898-9400; E-mail: kkirn@asc.upenn.edu; Web site: www.student-voices.org

Student Voices is a non-partisan civic education program designed to improve the dialogue of democracy among our nation's youth and encourage their civic engagement. Created in 1999 by the Annenberg Public Policy Center of the University of Pennsylvania, *Student Voices* provides high schools with a unique set of resources to complement and enrich their existing civics curricula, helping young people learn about current policy issues in city governments and elections. It provides participating school districts with many tools to improve their civics offerings at no cost to teachers or their schools. Since its launch, *Student Voices* has been implemented in high school classes in 13 cities, including Pittsburgh and Philadelphia. The program is being implemented statewide for the first time this year in Pennsylvania, reaching more than 350 teachers from cities, suburbs, small towns and rural areas in 165 schools in 42 counties.

Center for Civic Education

Contact: 5145 Douglas Fir Road, Calabasas, Ca. 91302-1440
Phone: 818-591-9321; E-mail: cce@civiced.org; Web site: www.civiced.org

The Center for Civic Education is a nonprofit, nonpartisan educational corporation dedicated to fostering the development of informed, responsible participation in civic life by citizens committed to values and principles fundamental to American constitutional democracy. The center specializes in civic/citizenship education, law-related education and international educational exchange programs for developing democracies. Programs focus on the U.S. Constitution and Bill of Rights, federal, state and local American political traditions and institutions, constitutionalism, civic participation and the rights and responsibilities of citizens.

Youth for Justice Initiative (Street Law, Center for Civic Education, Constitutional Rights Foundation, Phi Alpha Delta and American Bar Association)

Contact: Web site: www.youthforjustice.org

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) of the Department of Justice sponsors the Youth for Justice program, a national law-related education program coordinated by the partners listed above and working in cooperation with a network of affiliated state programs. Over one million students participate in Youth for Justice programs annually. With support from the OJJDP, Youth for Justice's five national partners and state programs offer an array of law-related education programs and activities for young people in their schools and communities.