

# WHAT IS “I SIGNED THE CONSTITUTION”?

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*Since 1993, the National Constitution Center (NCC) has sponsored “I Signed the Constitution” events each year during the national celebration of Constitution Week, the third week of September. Over the last few years more than 500 sites in all 50 states participated. At national parks, libraries, schools and malls across America, an estimated 1.7 million people have reaffirmed their citizenship by placing their signatures next to the signatures of our Founders. Signers receive a pocket-sized Constitution, educational material and a commemorative “I Signed the Constitution” button. Every site is asked to return the signed parchment scrolls to the NCC where they will become part of the permanent archives at the National Constitution Center’s Museum, scheduled to open July 4, 2003.*

**T**he Pennsylvania Bar Association, in conjunction with the National Constitution Center and LEAP-Kids, is coordinating the third annual statewide “I Signed the Constitution” program. Schools representing dozens of Pennsylvania counties will participate in this year’s signing - with over 50,000 student signers statewide. Many county bar associations are partnering with the Pennsylvania Bar Association by helping schools to sponsor their signing programs. Judges, lawyers and legislators across the commonwealth will be working with schools to participate in the activities.

The theme for this year’s celebration is “Symbols of Freedom.” Everywhere we go, we are surrounded by the symbols of freedom made possible by the United States Constitution. American flags flying over buildings. Newspapers on doorsteps. Election booths. And while these symbols may represent something different to each of us, collectively they remind us that, as Americans, we are afforded freedoms unlike any other people in the world.

This year’s celebration will begin on Monday, September 17 with a unique kick-off program that will be broadcast live on cable television by the Pennsylvania Cable Network. This program will feature prominent federal and state elected officials, the president of the Pennsylvania Bar Association and a member of Pennsylvania’s judiciary who will talk with students statewide about the importance of the Constitution and its relevance to their lives. There also will be student speakers and special live student musical and theatrical performances.

The “I Signed the Constitution” program will continue from September 17 through December 17, which is the beginning of “Bill of Rights Week.” Schools may hold signing events throughout the fall.

The Pennsylvania Bar Association thanks you for participating in the third annual “I Signed the Constitution” program. It should be an exciting one!

# **PARTICIPATING SCHOOL RESPONSE FORM**

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To help us keep track of all participants in the statewide "I Signed the Constitution" signing program, please take a few moments to complete this form and return it to the Pennsylvania Bar Association at your earliest convenience. All forms must be received no later than Friday, December 14, 2001 so that all schools and students can be properly credited. Thank you for your assistance!

School name & district: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ County: \_\_\_\_\_

Program organizer/position: \_\_\_\_\_

Date of signing program: \_\_\_\_\_

Number of student signers: \_\_\_\_\_ Grade level(s) of students: \_\_\_\_\_

Did/will you hold an assembly or classroom program?: \_\_\_\_\_

Did/will you watch the kick-off program on September 17?: \_\_\_\_\_

Did/will you partner with your local county bar association?: \_\_\_\_\_

Did/will judges, lawyers and/or legislators participate in your program? If yes, please list their names:

\_\_\_\_\_

\_\_\_\_\_

General comments about the program (please feel free to use additional paper):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Please return this form by mail or fax no later than Friday, December 14, 2001 to:**  
**Pennsylvania Bar Association**  
**Communications Department**  
**P.O. Box 186, Harrisburg, PA 17108**  
**Fax: (717) 238-2342**

# PLANNING A MOCK CONSTITUTION SIGNING: PART I



Every school has its own unique personality and way of doing of things. As such, it's important for you to think about what type of mock signing program will work best for your school. This section is designed to help you plan a mock Constitution signing program.

## STEP #1: THE FACTS

Here is some helpful information as you begin to formulate your program:

**Date:** The program kicks off on September 17 and continues through December 17.

**Materials:** If you registered for the program last spring with the NCC, then you should receive one 4' x 6' Constitution scroll for display; smaller scrolls for signing; and "I Signed the Constitution" buttons and pocket Constitutions for students. If you did not register in time, please contact the Pennsylvania Bar Association, 1-800-932-0311, ext. 2226, for supplies (first come, first serve).

**Kick-Off**

**Program:** The kick-off program will be held on September 17 and will be broadcast live on cable television by the Pennsylvania Cable Network. This program will feature prominent federal and state elected officials, the president of the Pennsylvania Bar Association and a member of Pennsylvania's judiciary who will talk with students statewide about the importance of the Constitution and its relevance to their lives. There also will be student speakers and special live student musical and theatrical performances. The program will take approximately 60 minutes.

**Theme:** The theme for this year's celebration is "Symbols of Freedom." Everywhere we go, we are surrounded by the symbols of freedom made possible by the United States Constitution. American flags flying over buildings. Newspapers on doorsteps. Election booths. And while these symbols may represent something different to each of us, collectively they remind us that, as Americans, we are afforded freedoms unlike any other people in the world.

## STEP #2: TYPES OF PROGRAMS

Listed below are two types of mock Constitution signing programs that schools have found to be successful.

- **Assembly:** The assembly program brings together all student signers for a formal program and signing. School officials should welcome all of the students and then ask local judges, lawyers and/or legislators to talk with them about the importance of the Constitution. Each speaker, in approximately five minutes, should relate how the Constitution is applied to his or her own job and focus on the ways in which the students' lives are affected everyday by the Constitution. The speaking portion of the program should conclude with a question and answer session.

Following the Q&A, the entire group should sign the mock Constitution together.\* After the signing, students and teachers may return to their classrooms to take part in any or all of the lesson plans included in this guide.

- **Classroom:** The classroom program begins with the one of the enclosed lesson plans. Teachers should think about asking local judges, lawyers and/or legislators to visit their classes and talk with students about the Constitution and assist them with the lessons. Once students have completed their activities, they can participate in the mock signing in one of two ways: 1) the mock Constitution scroll can be displayed in the school lobby with classes taking turns signing the scrolls; or 2) the smaller scrolls can be passed from classroom to classroom for signing.\*

*\*Making your own school scrolls is a great art project!*

# **PLANNING A MOCK CONSTITUTION SIGNING: PART II**

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## **STEP #3: DESIGNING YOUR SCHOOL'S PROGRAM**

These questions are designed to help you think about what type of program will work best in your school.

### General Questions:

- How many students will participate in the program?
- Will you choose all of the students from one grade level or students from different grade levels?
- Will judges, lawyers and/or legislators be asked to participate in the program and/or classroom activities? (arranging this through your local bar association is explained later in the guide)
- Will the media be invited to attend the program/signing activities?
- Will you watch the kick-off program?
- Where will the mock Constitution scrolls be displayed after the students have signed them?

### Assembly Program:

- Is your school conducive to an assembly?
- Does the assembly room have cable access to view the kick-off program (if you want to watch it live)?
- What types of program speakers would your students enjoy? Should someone from your school district's administration emcee the program?
- Will educators be asked to introduce the lesson plans on the day of the mock signing program?

### Classroom Program:

- Will students sign the Constitution scrolls in a displayed location or will the scrolls be passed to individual classrooms?
- Will the classes be asked to use the lesson plan activities on the same day as the signing?
- Do the participating classrooms have cable access to view the kick-off program (if they want to watch it live)?

# **INVOLVING THE MEDIA & LEGAL COMMUNITY**

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

## **THE LEGAL COMMUNITY**

"I Signed 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.

Assembly program -- think about asking a local judge, lawyer and/or legislator to talk with your students about the Constitution. Ask them to focus on this year's theme. They also could assist your students with the mock Constitution signing. Following the assembly program, these individuals could work with classes on the individual lesson plans.

Classroom program -- members of the legal community could have a more intimate dialogue with students about the Constitution and answer questions they may have regarding legal issues. They then could work with students on the individual lesson plans, and then help them sign the mock Constitution.

Your local county 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 county bar association, please call the PBA at (800) 932-0311, ext. 2226 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 into the classroom.) 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 the "I Signed the Constitution" events and activities in local newspapers and television news programs. The following are some tips to help you get started with involving the media. If you are partnering with your local county bar association on this project, make sure to work with it on this -- county bars are great resources since 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, t.v. assignment editors and radio station managers. Make sure that 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 -- please feel free to use it and fill in the blanks.) Include a contact person on the advisory and a daytime phone number as the media may 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 you want to 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 -- please 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.

# SAMPLE MEDIA ADVISORY

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The media advisory can be issued by your school or partnering county 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 SIGN THE U.S. CONSTITUTION

# of students School Name students will join with list local judges, lawyers, legislators in signing the U.S. Constitution as part of the national "I Signed the Constitution" program on date at time at location (include place, address and city). The Constitution scrolls signed by the students will be sent to the new National Constitution Center in Philadelphia for display.

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

Sponsored statewide by the Pennsylvania Bar Association in conjunction with the National Constitution Center and LEAP-Kids, the "I Signed the Constitution" program is part of a national celebration commemorating the signing of the Constitution. Since 1993, an estimated 1.7 million people have participated in mock Constitution signings at national parks, libraries, schools and malls across America. The purpose of the program is to increase awareness and understanding of the Constitution, its history and its relevance.

Pennsylvania's "I Signed the Constitution" program runs from September 17 through December 17. Hundreds of schools and over 50,000 students are expected to take part in signing programs throughout the fall.

For more information on Pennsylvania's "I Signed the Constitution" program, visit the Pennsylvania Bar Association's Web site at [www.pabar.org](http://www.pabar.org).

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# SAMPLE NEWS RELEASE

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

## N E W S   R E L E A S E

Contact:      Name  
                    Daytime Phone Number

### # OF STUDENTS SCHOOL NAME STUDENTS SIGN THE U.S. CONSTITUTION

CITY/TOWN (Date) -- # of students School Name students today joined with list local judges, lawyers, legislators in signing the U.S. Constitution as part of the national "I Signed the Constitution" program at location. The Constitution scrolls signed by the students will be sent to the new National Constitution Center in Philadelphia for display.

"Quote from school official"

Sponsored statewide by the Pennsylvania Bar Association in conjunction with the National Constitution Center and LEAP-Kids, the "I Signed the Constitution" program is part of a national celebration commemorating the signing of the Constitution. Since 1993, an estimated 1.7 million people have participated in mock Constitution signings at national parks, libraries, schools and malls across America. The purpose of the program is to increase awareness and understanding of the Constitution, its history and its relevance. Pennsylvania's "I Signed the Constitution" programs runs from September 17 through December 17. Hundreds of schools and over 50,000 students are expected to take part in signing programs 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 a mock signing of the Constitution. (List any other activities).

**(For classroom program)** -- The students participated in classroom activities focusing on the Constitution. The featured speakers assisted the students with the concepts and writing. Each class then joined in a mock signing of the Constitution.

"Quote from a participating judge, lawyer or legislator"

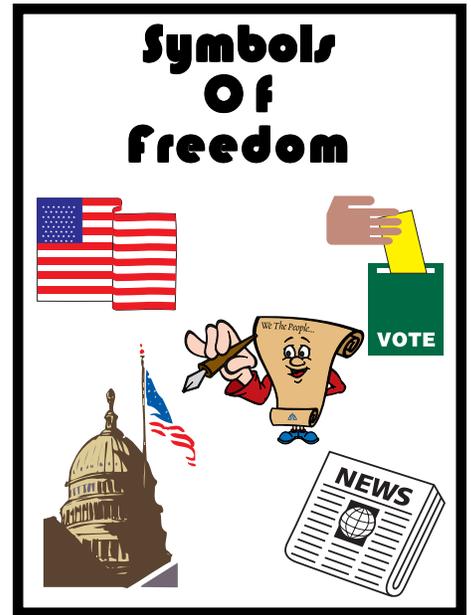
For more information on the "I Signed the Constitution" program, visit the National Constitution Center's Web site [www.constitutioncenter.org](http://www.constitutioncenter.org) and the Pennsylvania Bar Association's Web site [www.pabar.org](http://www.pabar.org).

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# I Signed the Constitution Poster Contest

The Pennsylvania Bar Association (PBA) is pleased to announce its first annual “I Signed the Constitution” Poster Contest. This year’s theme is “Symbols Of Freedom.” Everywhere we go, we are surrounded by the symbols of freedom made possible by the United States Constitution. American flags flying over buildings. Newspapers on doorsteps. Election booths. And while these symbols may represent something different to each of us, collectively they remind us that, as Americans, we are afforded freedoms unlike any other people in the world. Elementary school students are asked to create a poster that shows which of these symbols of freedom are important to them personally and why.

The winning poster will be displayed on the PBA Web site and used as the cover of the 2002 “I Signed the Constitution” guide. The winning student will be asked to take part in the PBA’s formal Law Day ceremony in May 1, 2002.



**The deadline for entry is Friday, December 14, 2001.**

*This contest helps schools meet Proposed Academic Standards for Civics and Government 5.1.K across all grade levels, as well as Proposed 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 elementary school will be accepted. Schools may want to hold their own contest to determine which poster will be submitted to the statewide competition. 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 by a parent or guardian of the student. The entry form is included.
- 3) Students should create posters that show which symbols of freedom are important to them and why. 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. The work produced, however, must be the product of the student’s own effort.
- 4) The poster must be 8.5 inches x 11 inches. The design should be vertical in order for reproduction on the front of the “I Signed the Constitution” guide. The “Symbols of Freedom” 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. The actual words, “Symbols of Freedom,” may not be used on the poster. Only wording contained within an actual symbol is acceptable.

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 next year's "I Signed the Constitution" guide and receive a plaque during the PBA's formal Law Day ceremony at the State Capitol in May 2002. The second and third place winners will receive certificates of excellence from the PBA for their effort.

6) All entries must be postmarked by Friday, December 14, 2001. Entrants will be notified of the winners by March 15, 2002. The winning student will be asked to attend the May 1, 2002 Law Day ceremony at the State Capitol.

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  
FRIDAY, DECEMBER 14, 2001 to:  
Pennsylvania Bar Association  
I Signed the Constitution Poster Contest  
100 South Street  
P.O. Box 186  
Harrisburg, PA 17108**

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**I Signed the Constitution Poster Contest Official Entry Form *(please print clearly)***

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Home Mailing Address: \_\_\_\_\_  
\_\_\_\_\_

Home Phone Number: \_\_\_\_\_

School: \_\_\_\_\_

School Mailing Address: \_\_\_\_\_  
\_\_\_\_\_

School Phone: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Teacher's E-mail: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Teacher Signature: \_\_\_\_\_

Parent or Guardian Signature: \_\_\_\_\_

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

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# In or Out?

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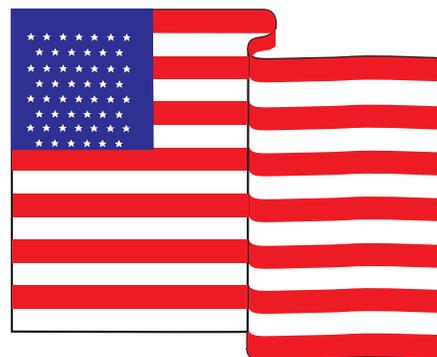
## The Words We Associate With Our Symbols of Freedom

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**LESSON OVERVIEW:** Students will draw a symbol of freedom (i.e. Statue of Liberty, Liberty Bell, American Flag) or work from a drawing provided to them. Students will leave blank space on the inside and outside of the symbol to enable them to list words they associate with that symbol.

**GRADE LEVEL:** This lesson is designed for grades 3-6. It is easily adapted for lower and higher grades by changing the vocabulary and varying the symbols used.

*This lesson meets Proposed Academic Standards for Civics and Government 5.1.3.K and 5.1.6K, as well as Proposed Academic Standards for History 8.2.3.B, 8.2.6.B and 8.3.3.B.*



**MATERIALS:**

- Poster or butcher block paper
- Markers
- Pictures of such symbols of freedom as the Liberty Bell, the Statue of Liberty and the Pennsylvania or American flags

**PROCEDURES/ACTIVITIES:** Divide students into teams of 3-4. Show them pictures of symbols of freedom and ask them to identify each symbol. Ask each team to select a symbol of freedom from the pictures. The team then should draw an outline around the symbol leaving space on the inside and outside to write words they associate with that symbol.

Ask students to brainstorm words they associate with each symbol. If the symbol is the Statue of Liberty, ask the students to write the words, such as freedom, immigration, Ellis Island, liberty, France (they gave us the symbol!), inside the outline of the Statue of Liberty. Then ask students to write words that mean the opposite of the symbol outside the outline — words such as hatred, intolerance, slavery. These symbols with words on the inside and outside of the outlines then could be posted around the classroom or the school to highlight the symbols of freedom.

**VARIATION 1:** Use magazine and newspaper pictures to create a collage of images that underscore our freedom. Design the collage in the shape of a symbol such as the Liberty Bell.

**VARIATION 2:** Create the design of a symbol by using words associated with that symbol (you could make a Statue of Liberty using the words from its inscription — “Give us your tired, your poor, your huddled masses...”)

*The lesson that provided the inspiration for this activity originally was created for special education kindergarten students by Philadelphia educator Debra Blumberg Drossner about the flag. LEAP-Kids adapted the lesson.*

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# Matching Symbols

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**LESSON OVERVIEW:** Students will match symbols of freedom with descriptions of their purpose and importance.

**GRADE LEVEL:** This lesson is designed for students in grades 6-9. It is easily adapted for lower and higher grades by changing the vocabulary and varying the symbols used.

*This lesson meets Proposed Academic Standards for Civics and Government 5.I.K across all grade levels, as well as Proposed Academic Standards for History 8.2.13 across all grade levels and 8.3.3.13.*

**MATERIALS:**

- Index cards for symbols and descriptions
- Prizes (if final sharing is done as a contest)

**PROCEDURES/ACTIVITIES:** Students should “brainwrite” a list of symbols of freedom. For brainwriting, divide students in groups of 3-4 and ask each student to take out a piece of paper. Ask each student to write his or her own name at the top of his or her paper. Give each group an extra sheet of paper.

Ask each person in the group to write down three symbols of liberty. Once the first person has completed that task, he or she should trade in his or her paper for the group’s blank paper and begin to write down three more symbols on that paper. The next person to complete his or her list of three should switch his or her paper for the paper of the person who previously finished. Each successive finisher should take a paper that is not being used and switches papers — adding three more symbols and repeating the switching process until time is called.

When time is called, each person should retrieve his or her original paper and one person from the group also should take the extra paper. The person with the extra paper then should move to a new group and work with that group to rank the symbols listed on the extra paper by importance. Once each group has ranked the symbols by importance on the extra paper, each group should work together to rank all of the symbols generated by the group. These rankings should be listed and shared with all of the groups.

Ask each group to select its top symbols in a rotating process. No group may select a symbol already selected by another group. Each group should pick one symbol during each round until each group has a pre-determined number of symbols chosen (establish that number before the rotation). Assign the groups the task of describing their chosen symbols of freedom in detail without calling it by its name. For each symbol they select, the groups will place a single symbol on one index card and its description on a second index card.

*William  
Penn  
Statue*

*Looking out over the city of Philadelphia towards his native England, this statue of the founder of Pennsylvania sits atop City Hall. The statue symbolizes Pennsylvania's commitment to the freedoms embodied in the Charter of Privileges.*

For example, if the symbol selected by the group was the William Penn statue on top of City Hall in Philadelphia, “William Penn Statue” would be written on one card and its description, without its name, would be on the second card. The description might read as follows:

*Looking out over the city of Philadelphia towards his native England, this statue of the founder of Pennsylvania sits atop City Hall. The statue symbolizes Pennsylvania’s commitment to the freedoms embodied in the Charter of Privileges.*

Once all of the symbols have been described by each group, the materials can be shared in a variety of ways, from a game show format to a simple show and tell approach.

**VARIATION 1:** Create Symbols of Freedom Twister Game by placing the names or pictures of various symbols of freedom in circles on a flannel-backed plastic tablecloth using different colors of permanent marker to create the circles on the tablecloth. Have students move their hand or foot to various symbol locations on the tablecloth by giving the correct description of a symbol.

**VARIATION 2:** Students could use their cards with the symbols described to play a Symbols of Freedom Jeopardy Game.

**VARIATION 3:** Students could look for symbols in newspapers -- editorials, public notices, etc.

*The original lesson on which this lesson was based was designed by North Allegheny High School Street Law instructor George Sagan for the Pennsylvania Governor’s Institute for Social Studies Educators. LEAP-Kids adapted the lesson.*

# Creating a New Symbol of Freedom

**LESSON OVERVIEW:** Students will be challenged to create a new symbol of freedom and to provide a description that explains the symbol's meaning.

**GRADE LEVEL:** This lesson is designed for students from kindergarten to 12<sup>th</sup> grade.

*This lesson meets Proposed Academic Standards for Civics and Government 5.1X across all grade levels, as well as Proposed Academic Standards for History 8.2.13 across all grade levels and 8.3.3.13*

**MATERIALS:**

- Varies - based on how you design the lesson

**PROCEDURES/ACTIVITIES:** Ask students to review symbols of freedom. Then, either in small groups or as individuals, ask students to think about creating new symbols of freedom. Reference could be made to the Flame of Liberty, a blown glass symbol of freedom featured at the Liberty Museum in Philadelphia. That symbol of freedom symbolizes both the fragility of liberty and the passion necessary to maintain our democracy. The students also must provide a description of their new symbols' meanings.



**VARIATION 1:** Go to the PBA Web site ([www.pabar.org](http://www.pabar.org)) and look at the public education area. Check out symbols you find on that site and also explore some of the links provided by the PBA. Are there any new symbols of freedom found there?

**VARIATION 2:** Look around your community for symbols that represent your community's commitment to freedom. Do you see memorials to fallen heroes? Do you see seals of local, state and federal governments? What else do you see? Can you create a new symbol of freedom from the symbols of your home community?

*This lesson was created by LEAP-Kids.*

**For more lesson plans and information on civics and government as they relate to the Constitution, please contact the following organizations:**

**Pennsylvania Bar Association**

Contact: Pennsylvania Bar Association  
100 South Street, P.O. Box 186  
Harrisburg, PA 17108-0186  
Phone: (800) 932-0311, ext. 2216  
Fax: (717) 238-2342  
E-mail: [jgb@pabar.org](mailto:jgb@pabar.org)  
[www.pabar.org](http://www.pabar.org)

The Pennsylvania Bar Association's law-related education programs are designed to help Pennsylvania schools lay a foundation for teaching civics and government in the classroom. The PBA partners with the Pennsylvania Department of Education, National Constitution Center, county bar associations, judges and lawyers to accomplish this goal. The cornerstone LRE projects include, I Signed the Constitution, Project PEACE, Law Day, Mock Trial and Stepping Out. To learn more about these programs, visit the PBA's K-12 Law-Related Education home page on the PBA's Web site.

**National Constitution Center**

Contact: Beth A. Twiss-Garity, Director of Programs  
National Constitution Center  
The Bourse, Suite 560  
111 South Independence Mall East  
Philadelphia, PA 19106  
Phone: (215) 923-0004  
Fax: (215) 923-1749  
E-mail: [btwiss@constitutioncenter.org](mailto:btwiss@constitutioncenter.org)  
[www.constitutioncenter.org](http://www.constitutioncenter.org)

The NCC, established by Congress through the Constitution Heritage Act as an independent, nonpartisan, nonprofit organization, will open July 4, 2003. The NCC was established to increase awareness and understanding of the U.S. Constitution, its history and its relevance to our daily lives so that all of us will better understand and exercise our rights and responsibilities. The NCC's current Web site contains a teacher resource area with lesson plans and curriculum ideas for the classroom. A new web site will launch in fall 2002.

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

Contact: David Keller Trevaskis  
P.O. Box 428  
6 Royal Avenue  
Glenside, PA 19038-0428  
Phone: (215) 885-1610  
Fax: (215) 885-1036  
E-mail: [dtrevask@hotmail.com](mailto:dtrevask@hotmail.com)  
[www.leap-kids.com](http://www.leap-kids.com)

LEAP-Kids is the successor organization to the statewide law-related and civic education 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 substantive information 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.

## **We The People...The Citizen and the Constitution**

Contact: George W. Franz, Pennsylvania State Coordinator  
Penn State Delaware County  
25 Yearsely Mill Road  
Media, PA 19063-5596  
Phone: (610) 892-1411  
Fax: (610) 892-1357  
E-mail: [gwfl@psu.edu](mailto:gwfl@psu.edu)  
[www.de.psu.edu/pawtp](http://www.de.psu.edu/pawtp)

We the People... was developed by the Center for Civic Education and is funded by the U.S. Department of Education by an Act of Congress. The primary goal of the program is to promote civic responsibility and competence in students by emphasizing student involvement and encouraging students to relate important concepts and principles to historical and contemporary situations as well as to their own experiences. The We the People... instructional program complements the regular school curriculum by providing upper elementary grades, middle school and high school students with a course of instruction on the history and principles of democracy in the United States. Every teacher in Pennsylvania can receive a free class set of books on the Constitution through this program by contacting district coordinators in each congressional district.