

WHAT IS "I SIGNED THE CONSTITUTION?"

Since 1991, 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 three 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.



The Pennsylvania Bar Association, in conjunction with the National Constitution Center, is coordinating the fifth annual statewide "I Signed the Constitution" program. Schools representing dozens of Pennsylvania counties will participate in this year's signing...with thousands of student signers statewide. Many county bar associations are partnering with schools by helping them to sponsor 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 "A Constitution for Everyone...Everyday," in honor of the commemoration of the 50th anniversary of the landmark U.S. Supreme Court ruling in *Brown v. Board of Education* on May 17, 2004. This anniversary gives us a special opportunity to emphasize freedom, equality and justice for all, which are the fundamental principles upon which our country was founded. This constitutional milestone also can serve to inspire lawyers, teachers and students to come together to discuss the complex issues facing today's society such as diversity, equal rights and personal privacy.

This year's celebration will begin with a formal kick-off celebration at the State Capitol on September 17. This program will feature the president of the Pennsylvania Bar Association and a member of Pennsylvania's judiciary who will talk with students about the Constitution. There also will be student speakers and special live performances.

The "I Signed the Constitution" program will continue from September 17 through December 12. Schools may hold signing events throughout the fall.

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



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.

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 12.
- **Materials:** You should have received materials from the NCC for your students. You can call the NCC at 215-923-0004 with any questions or for extra supplies.
- **Kick-Off Program:** On September 17 in Harrisburg, the Pennsylvania Bar Association will hold a formal kick-off program, which will feature the president of the Pennsylvania Bar Association and a member of Pennsylvania's judiciary who will talk with students about the Constitution. There also will be student speakers and special performances. This program will serve as the official launch of the Constitution celebration in Pennsylvania.
- **Theme:** The theme for this year's celebration is "A Constitution for Everyone...Everyday," in honor of the commemoration of the 50th anniversary of the landmark U.S. Supreme Court ruling in *Brown v. Board of Education* on May 17, 2004. This anniversary gives us a special opportunity to emphasize freedom, equality and justice for all, which are the fundamental principles upon which our country was founded. This constitutional milestone also can serve to inspire lawyers, teachers and students to come together to discuss the complex issues facing today's society such as diversity, equal rights and personal privacy.

PROGRAM SUGGESTIONS

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. Invite local judges, lawyers and/or legislators to be the featured speakers and ask them to talk about the Constitution with students as it relates to students to their daily lives. Have a school official emcee the program and ask each speaker to limit his or her comments to five minutes (or more, depending on the number of speakers). A great way to get the students involved is to select one student to speak about the Constitution and have the school choir perform patriotic songs. At the end of the formal program, have all students sign Constitution scrolls.* 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.
- **Classroom:** Ask a local judge, lawyer or legislator to visit your class to talk with students about the Constitution. The visitor may want to utilize one of the lessons provided in this guide. Be sure to discuss this with the speaker before his or her visit and share any necessary materials. Once the speaker has concluded his or her remarks and the formal program is over, have the students sign Constitution scrolls* that can be displayed in the classroom or school lobby.

* Making your own school scrolls on parchment paper is a great art project!

PLANNING A MOCK CONSTITUTION SIGNING: PART II



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 focus on students in one grade level or students in different grade levels?
- Will judges, lawyers and/or legislators be asked to participate in the program and/or classroom activities? (arranging this through you local bar association is explained on p. 4)
- Will the media be invited to attend the program/signing activities?
- Where will the mock Constitution scrolls be displayed after the students have signed them?

Assembly Program:

- Is your school conducive to an assembly? If so, what grade levels will be invited to the assembly?
- What types of program speakers would your students enjoy? Should someone from your school district's administration emcee the program? Will you invite local lawyers, judges and/or legislators to speak during the program?
- Will the entire school day focus on the Constitution? Will educators be asked to introduce the lessons from this guide on the day of the mock signing program?

Classroom Program:

- Will you ask a lawyer, judge or legislator to visit your class and talk with students about the Constitution? Will you have that person use one of the lessons included in this guide?
- Will the signed Constitution scrolls be displayed in the classroom or in the school lobby?
- If you choose not to have a speaker, will you use one of the lessons in this guide, or will you prepare a new lesson on the Constitution?



INVOLVING THE MEDIA & LEGAL COMMUNITY

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.

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 1-800-932-0311, Ext. 2216, 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. 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. The following are some tips to help you in getting the media to cover your program. 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 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 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...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 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, the "I Signed the Constitution" program is part of a national celebration commemorating the signing of the Constitution. Since 1991, an estimated three 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 Sept. 17 through Dec. 12. Hundreds of Pennsylvania schools and thousands of 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 Web site at www.pabar.org.

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SAMPLE NEWS RELEASE

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.

NEWS RELEASE

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, the "I Signed the Constitution" program is part of a national celebration commemorating the signing of the Constitution. Since 1991, an estimated three 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 Sept. 17 through Dec. 12. Hundreds of Pennsylvania schools and thousands of 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.

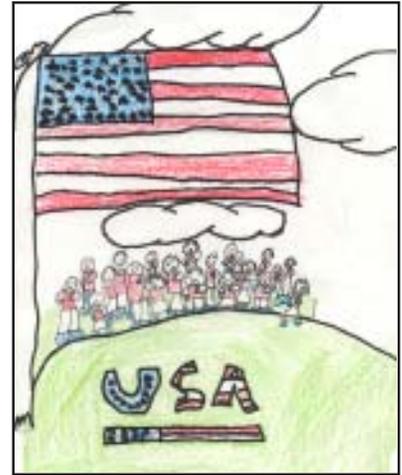
"Quote from a participating judge, lawyer or legislator"

For more information on the "I Signed the Constitution" program, visit the National Constitution Center Web site www.constitutioncenter.org and the Pennsylvania Bar Association Web site www.pabar.org.

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I Signed the Constitution Poster Contest

The Pennsylvania Bar Association (PBA) is pleased to announce its third annual “I Signed the Constitution” Poster Contest. The theme for this year’s celebration is “A Constitution for Everyone...Everyday,” in honor of the commemoration of the 50th anniversary of the landmark U.S. Supreme Court ruling in *Brown v. Board of Education* on May 17, 2004. This anniversary gives us a special opportunity to emphasize freedom, equality and justice for all, which are the fundamental principles upon which our country was founded. This constitutional milestone also can serve to inspire lawyers, teachers and students to come together to discuss the complex issues facing today’s society such as diversity, equal rights and personal privacy.



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

The winning poster will be used as the cover of the PBA's 2004 *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 2004. **The deadline for entry is Friday, December 12, 2003.**

This contest helps schools meet Pa. Academic Standards for Civics and Government 5.1.K across all grade levels, as well as Pa. 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/guardian of the student. The entry form is included.
- 3) Students should create posters that show what “A Constitution for Everyone...Everyday” 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. 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 Law Day guide. The “A Constitution for Everyone...Everyday” 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 2004 *K-12 Law Day Lesson Planning Guide* and

will receive an award during the PBA's formal Law Day ceremony in May 2004.

- 6) All entries must be postmarked by Friday, December 12, 2003. Entrants will be notified of the winners by March 13, 2004. The winning student will be asked to attend the May 2004 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
FRIDAY, DECEMBER 12, 2003, to:
Pennsylvania Bar Association
I Signed the Constitution Poster Contest
100 South Street
P.O. Box 186
Harrisburg, PA 17108**

I Signed 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.

Following *Brown v. Board of Education*: What Does the Future Hold?

- **Grade Levels:** 7-12
 - **Academic Standards:** Pa. Academic Standards for Civics and Government: 5.1E & L; 5.2C & E; & 5.3G & H
 - **Objective:** Students will understand the historical and cultural significance of the U.S. Supreme Court decision in *Brown v. Board of Education of Topeka* and apply that understanding to a hypothetical situation.
 - **Materials (provided):** *Parents v. School District* Case Facts; Case Arguments for *Parents v. School District*; & Summary of the Brown decision (for more information on the Brown case, visit a Web site run by Street Law Inc. and the Supreme Court Historical Society at www.landmarkcases.org/brownhome.html).
- 1) Announce that the class has been asked to render a decision in a difficult U.S. Supreme Court case based on the facts to be provided. Give the class the “*Parents v. School District* Case Facts” handout for background, and tell the students that their decision must take into account both the Constitution and the precedent of *Brown v. Board of Education of Topeka*.
 - 2) Divide the class into small groups to review the case facts and to decide how the court should decide the case. Give each group the “Case Arguments for *Parents v. School District*” handout to assist their discussions. Each group should decide if the arguments support one side or the other or if the arguments can be used to help both sides. The answers are at the bottom of this page.
 - 3) Ask each group to decide which side should win the case and tell them to be prepared to explain the basis for the group’s decision.
 - 4) Have each group report its decision to the class and then conduct a class vote to see how the majority would decide the case.
 - 5) If there is time, debrief the exercise and determine if any views were changed in the small groups. Follow-up questions are below.

Suggested Summary/Follow-up Questions

Do you think we have achieved equality in our schools? Why or why not? • Can “separate” ever be “equal?” • Can you think of any situations in which you might want separate facilities for different groups of people? (Challenge students to think about restrooms, dressing rooms, athletic competitions, all-female or all-male schools, musical groups or dormitories, baby-free buses, adult-only retirement communities, etc.) • How do you think the prevailing political and social climate affects court decisions? • Can you think of any other cases in which the U.S. Supreme Court reversed its earlier decisions? • What does this lesson tell us today about the importance of citizen participation in the political process?

Resources

- www.landmarkcases.org/index.html
- Haskins, Jim. The Dream and the Struggle: Separate but not Equal. New York: Scholastic, Inc., 1998.
- Kluger, Richard. Simple Justice Volume II: The History of Brown v. Board of Education and Black America’s Struggle for Equality. New York: Alfred A. Knopf, Inc., 1975.
- Rhodehamel, John *et al.* Foundations of Freedom. Los Angeles: Constitutional Rights Foundation, 1991.

This lesson was adapted for the Pennsylvania Bar Association by LEAP-Kids from a lesson in the Constitutional Rights Foundation’s Foundations of Freedom (Teacher’s Guide, p. 30). Judith Kottke and Amy Niedzalkoski helped prepare this lesson.

Answers for “Case Arguments for *Parents v. School District*”

1)School District; 2)Parents; 3)Both; 4)School District; 5)Parents; 6)Parents; 7)Parents; 8)School District; 9)School District; 10)Both

Summary of Brown v. Board of Education of Topeka Decision Handout

- Prior to 1954 in the United States, many states, particularly in the south, had separate schools for black and white students.
- In 1896, the U.S. Supreme Court upheld the doctrine of “separate but equal” facilities in the case of *Plessy v. Ferguson*, which involved a Louisiana law prohibiting black people from riding in the same railroad cars as white people.
- Despite the 14th Amendment’s requirement that no state could make laws abridging the privileges of any citizen, segregationists took the 1896 ruling as a license to legally discriminate against black citizens. There was even an ordinance in Birmingham, Al., prohibiting black and white people from playing checkers together. (Haskins p. 71)
- Historically, “separate” rarely meant “equal.” In the 1920s, an NAACP study showed that the State of Georgia spent about eight times as much per pupil to educate white students as black students. Georgia also spent twice as much on white teachers’ salaries as on black teachers’ salaries. (Haskins p. 82)
- People began to challenge these unfair practices in the courts. New research also showed the psychological damages wrought by segregation, making it difficult to argue for separation even if funding were equal.
- By 1952, five cases involving school segregation (in South Carolina, Kansas, Delaware, Virginia and Washington D.C.) came before the U.S. Supreme Court. Since these cases represented many students, they were all lumped together under the heading *Brown v. Board of Education of Topeka*. At the heart of the case was how the 14th Amendment applied to public education. The cases took longer to decide than many other cases considered by the court, with reargument occurring in 1953. The process also was interrupted by the death of the chief justice, who was succeeded by Chief Justice Earl Warren, in 1953.
- On May 17, 1954, Chief Justice Earl Warren announced the U.S. Supreme Court’s decision on the four cases remaining in *Brown v. Board of Education* (the Washington D.C. case was decided separately). “In the field of public education the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal.” (Haskins p. 138) The decision was 9-0 in favor of banning school segregation.
- The matter of how to accomplish desegregation was left to the district courts. The U.S. Supreme Court stipulated that the parties to the cases be admitted to public schools “with all deliberate speed.”



Parents v. School District Case Facts Handout

Imagine that it is sometime in the future. Leading educators, concerned by national testing results, have recognized the special needs of certain students who are all identified by shared characteristics making them part of an identifiable group. Their educational progress falls far below average on the national test.

To address these problems, the school district has established special academies to offer enriched educational programs for selected members of the identifiable group. These public school academies feature low enrollment, high teacher-

student ratios, and courses designed to improve both learning and test-taking skills. From computers to science labs, these academies also have better equipment than other schools in the district. In addition, the academies focus on the group's self-esteem issues through special programs designed to highlight achievement by the group's members who have been successful in academics, business, politics and sports.



Only members of the identifiable group may attend the academies. All other students are excluded and must go to the other public schools in the district.

Several parents in the community, impressed by the academies and hoping to gain benefits for their children who are not members of the identifiable group, ask to have their children admitted. The school district refuses because the academies have been tailored for the needs of the special group. Filing suit in federal court, the parents claim that the academies are much better than the regular public schools, which are open to their children. They argue that the admission policies of the academies violate the U.S. Supreme Court ruling in *Brown v. Board of Education of Topeka*. The school district argues that the academies serve a valid purpose that does not violate the law.



Case Arguments for *Parents v. School District* Handout

Decide whether the argument helps Parents (P), School District (D) or both sides (B).

- 1) ____ The academies serve a different purpose than the segregated schools faced by Linda Brown. They are designed to help a group, not hurt a group.
- 2) ____ The U.S. Supreme Court said in *Brown* that, “Separate educational facilities are inherently unequal.” Therefore, such academies as established by the school district, violate the 14th Amendment’s equal protection clause.
- 3) ____ School districts have a duty to help all of their students learn to their fullest potential.
- 4) ____ Times have changed since 1954 when the *Brown* decision was handed down. The social science on which that case depended has proven less certain, making the ruling of the case less sweeping in scope for today.
- 5) ____ Public schools are where our society implants its shared values, one of which is equality of opportunity. Having separate schools, even if they work, teaches our children the wrong values.
- 6) ____ The students from the identifiable group who attend the academies will be stigmatized because their achievement will be dismissed as being the result of special benefits. Other members of the identifiable group who achieve without benefit of the academies also will be stigmatized because people will assume they received the same special benefits.
- 7) ____ The best way to improve the test scores of a particular group is by providing as much support as possible to all students both in and out of that group.
- 8) ____ The academies only will stay in place as long as they are needed to help the identifiable group achieve equally with other groups that currently score better on the test. The academies are not an unfair advantage. They level the playing field for children of the group who have been disadvantaged as shown through the tests.
- 9) ____ Opening the academies to all children will maintain the status quo and that current status is not equal for members of the identifiable group.
- 10) ____ The answer here is to find enough education funding so that all students can share the benefits of the specialized programs and equipment found in the academies.

The Constitutional Mindwalk

- **Grade Levels:** K – 12
- **Academic Standards:** Pa. Academic Standards for Civics and Government 5.1 & 5.3
- **Presentation:** Ask a local lawyer or judge to visit your class and do this lesson with the students. Note to lawyers and judges conducting the lesson: Don't feel like you have to know the answer for every idea — take along a pocket copy of the Constitution (all of the students should have one from their teacher) and make it a class project to find the answer/connection in the Constitution. The students will enjoy it! (For additional mindwalks, visit the PBA Law Day Web site at www.pabar.org/educationprograms.shtml.)
- **Objective:** The purpose of the lesson is to demonstrate how the Constitution impacts everyone's life everyday. Ask each student to make a list of things he or she has done that day before the lawyer or judge visits the class. It would be helpful to have those lists prepared prior to the visit.

Possible Student Actions:

- **Taking a shower:** In the Pa. Constitution - right to clean air and water.
- **Eating breakfast:** Regulation of food quality under the Commerce Clause.
- **Going to school:** There is nothing about schools in the U.S. Constitution. The right is retained by the states in the Tenth Amendment — It is in the Pa. Constitution, Article III, Section B, General Assembly must provide “a thorough and efficient education.”
- **Anything purchased:** Congress has the right to regulate commerce through the commerce clause under Article I, Section 8, Clause 3 and to coin money under Article 1, Section 8, Clause 5.
- **Received allowance:** Congress has the right to coin money under Article 1, Section 8, Clause 5.
- **Saying the Pledge (or refusing to):** First Amendment Establishment Clause or Free Speech issue.
- **Receive or send a letter:** Article 1, Section 8, Clause 7 allows Congress to regulate the mail.
- **Skateboarding to school:** Making skateboards and selling them is a federal, commerce clause issue. Regulating their use (not on certain sites like the school) is a local concern, reserved to the states as part of the broad reservation of state's rights in the 10th amendment.
- **Locker Searched:** The 4th Amendment protects against unreasonable searches. In *T.R.O. v. NJ*, the Supreme Court said that students have the right to privacy in their lockers. Since then, schools have generally said that the lockers belong to them and that students only can use them if they give up any privacy rights. Ask the students the policy at their school!
- **Listened to a talk radio show:** First Amendment: freedom of speech.
- **Attended prayer group before school:** First Amendment: freedom of religion.



The same exercise can be done in the newspaper...

- **President visits troops:** He is the Commander-in-Chief: Article II, Section 2
- **Police arrest suspects in a crime:** Much of the Bill of Rights is impacted.

A fun, and hard, exercise is to try and find any news items in the newspaper that have no connection to the Constitution. Work hard enough and you may be able to find one.

A great project would be to create a mural (or a poster, Web site, collage, picture, poem or story) showing the Constitution impacting everyone's life...everyday.

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: Jennifer Branstetter
100 South Street, P.O. Box 186
Harrisburg, PA 17108-0186
Phone: (800) 932-0311, Ext. 2236; Fax: (717) 238-4134; E-mail: jennifer.branstetter@pabar.org;
www.pabar.org/educationprograms.shtml

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 and to view past lesson plans, visit the PBA's K-12 Law-Related Education home page on the PBA's Web site.

National Constitution Center

Contact: National Constitution Center
The Bourse, Suite 560
111 South Independence Mall East
Philadelphia, PA 19106
Phone: (215) 923-0004; Fax: (215) 923-1749; www.constitutioncenter.org

The NCC was established by Congress through the Constitution Heritage Act as an independent, nonpartisan, nonprofit organization. It is designed 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 Web site contains a teacher resource area with lesson plans and curriculum ideas for the classroom.

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; 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.

Constitutional Rights Foundation

Contact: 601 South Kingsley Drive
Los Angeles, CA 90005
Phone: (213) 487-5590, Ext. 127; Fax: (213) 386-0459; www.crf-usa.org

CRF focuses on the connection among individuals, the law and the political system. Through participation in interactive role-plays, simulations and cooperative small groups, the Constitution is taught as living law that is applicable to students today. CRF materials emphasize the development of reasoning skills, especially as applied to evaluating the causes of, and potential solutions to, the problems facing the United States.