
*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.*

THE CONSTITUTION: A GUIDE TO TEACHING AND LEARNING

A TEACHER RESOURCE GUIDE
FROM THE VERMONT STATE BOARD OF EDUCATION AND THE
DEPARTMENT OF EDUCATION

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*Congress shall
make no law
respecting an
establishment of
religion, or
prohibiting the free
exercise thereof; or
abridging the
freedom of speech, or
of the press; or the
right of the people
peaceably to
assemble, and to
petition the
Government for a
redress of
grievances.*

PROGRAMMING IDEAS

Programming Ideas for Constitution Day

Local Events, Activities and Information (see also Vermont Government Resources in Classroom Resources section of this packet)

From the Office of Senator Patrick Leahy:

Senator Patrick Leahy

433 Russell Senate Office Building

United States Senate

Washington, D.C. 20510

Senator Leahy offers many constituent services for Vermont students including; Setting-up Washington D.C. tours, Service Academy Nominations, Senate Page Program applications, Internships, and Online chats with Vermont schools. Please contact Senator Leahy's Burlington, VT office to find out more information at (802) 863-2525 or 1-800-642-3193 or visit his Web site at <http://leahy.senate.gov>.

From the Office of Senator Bernie Sanders:

US Senator Bernard Sanders

322 Dirksen Building

US Senate

Washington, DC 20510

To set up a Washington, DC field trip/tour, call our main office- 202-224-5141 or e-mail request on-line through the website at "Constituent Services-Tour request".

For scheduling a school visit from the Senator, call Whitney Leighton in Burlington at 1-800-339-9834.

For pocket copies of the Constitution for classroom studies, call our Toll-free number at 1-800-339-9834.

Learn about the Senator's policy work by looking at the Web site: <http://sanders.senate.gov>

From the Office of Representative Peter Welch:

Representative Peter Welch

30 Main Street

Third Floor, Suite 350

Burlington, VT 05401

Phone: (888) 605-7270 (toll free in Vermont)

To schedule a meeting with Rep. Peter Welch or to invite him to an event in your community we ask that you submit your request in writing. VT and DC Scheduling requests can be submitted online using the scheduling request form at

[http://www.welch.house.gov/index.php?option=com_content&task=view&id=88&Itemid=.](http://www.welch.house.gov/index.php?option=com_content&task=view&id=88&Itemid=)

From the Office of the Secretary of State:

For information and activities regarding Vermont culture, history, and government, check out the Kids' Pages on the Secretary of State's Web site at www.sec.state.vt.us.

Vermont Secretary of State Poster and Essay Contest – This contest is open to students at all grade levels. Younger students submit posters on official Vermont symbols or on Vermont history. Older students write essays or create political cartoons on the Vermont Constitution and on the importance of voting in a democracy. First Place Winners and their school classes are treated to a rare viewing of the Vermont Constitution at the State Archives in Montpelier, plus \$100 cash to be used by the teacher for the purchase of civics education or Vermont resource materials. Should the First Place Winner be a home-schooled student, the prize money will be donated to the public library of the winner's choice, also for the purchase of civics education or Vermont resource materials.

From the Vermont Historical Society Museum:

The Vermont Historical Society museum is closed on Constitution Day, Monday, September 17. However, on September 18 we will offer to students grades 6 through 8 the viewing of our 20 minute film, *Freedom and Unity*, in our museum theater. The film centers on three civil rights issues as played out in the Vermont State House. These issues are: slavery; women's right to vote; and civil unions. The first two issues are relived in their own periods; the civil union hearings are taken from actual film footage. All are presented in a clear and balanced manner.

Prior to seeing the film, students will be guided through a brief investigation of both sides of each issue through the use of primary resources from the Vermont Historical Society's collection of historic images. Students are welcome to visit the whole exhibit, *Freedom and Unity, One Ideal, Many Stories*, after the showing of the film. Scavenger hunts are available if desired. There is no charge for this visit; pre-scheduling is necessary. Please call Geraldine Brown at 828-2180 to schedule a visit.

From the Vermont Humanities Council:

Saturday, September 6 ~ **Mad Matt the Democrat.** In this living history presentation, Vincent Feeney portrays Matthew Lyon—indentured servant, Green Mountain Boy, son-in-law to Thomas Chittenden, land speculator, entrepreneur, and one of the most colorful characters in Vermont's early years. Perhaps best remembered for his imprisonment under the Alien and Sedition Acts, and subsequent re-election while in jail, his life not only exemplified the promise of possibility in the then-new United States, but also reflected the political tensions of the times. *Montgomery Center, Montgomery Town Library, 5:00 p.m.* Call Jim Abbott, (802) 326-2098.

Tuesday, September 9 ~ **Susan B. Anthony: The Invincible!** The feisty activist comes to life—circulating petitions, getting arrested, and challenging legislators, presidents, and newsmen—in Sally Matson's spirited performance. Although Anthony received a marriage proposal from a wealthy Vermont widower, she turned down all proposals and spent her life on the road, campaigning for abolition, women's rights, and woman suffrage. Letters, speeches, and diaries reveal her wit and intellect as she deals with angry mobs, trips through the West, the Civil War, the 15th Amendment and famous contemporaries such as Frederick Douglass, Harriet Tubman, Elizabeth Cady Stanton, Lucy Stone, William Lloyd Garrison, and Horace Greeley. Note how issues then mirror issues now. *Williamstown, The Gardens, VT Rte. 14, 7:00 p.m.* Call Becky Watson, (802) 433-5451.

Saturday, September 13 ~ **The Allen Brothers: Original Vermont Developers.** Little has been said about Ethan and Ira Allen's activities as real estate developers. This presentation by Vincent Feeney explains the importance of real estate speculation in the colonies on the eve of the Revolution, how the grants system functioned in theory and in practice, how the Allens acquired thousands of acres in Vermont with little cash, how American independence ruined their real estate empire, and how Ira sought to recoup his fortune in schemes inimical to United States interests. *Williamstown, Ainsworth Public Library, 10:00 a.m.* Call Flora O'Hara, (802) 433-5887.

Wednesday, September 17 ~ **The Allen Brothers: Original Vermont Developers.** See above description. *North Danville, "Old School" Community Building Bruce Badger Memorial Highway, 7:00 p.m.* Call Vicki Moore, (802) 748-2655.

Saturday, September 20 ~ **Cranky Yankees: All Together, Now!** Jim Cooke is known for "Calvin Coolidge: More Than Two Words," a one-man show that has changed popular perceptions and challenged scholarly misperceptions of Vermont's only elected president. Jim has created other one-man performances based mainly on New England characters: "Cranky Yankees" is a chance to see Calvin Coolidge, Daniel Webster, and John Quincy Adams joined by Ethan Allen, James Whitcomb Riley, Samuel Sewall, Harriet Beecher Stowe and Joseph P. Kennedy, to name but a few. While not exactly a "how to," this lecture/performance features Jim's cranky process of giving actuality to the past. *Plymouth, President Calvin Coolidge State Historic Site, Union Christian Church, 1:30 p.m.* Call Cynthia Bittinger, (802) 672-3389.

Additional Programming Ideas

- **Plan a forum**
Create a forum where students discuss how the Constitution affects their lives with school administrators, parents, and community members.
- **Debate/Guest Speakers**
Invite speakers from the community to debate and/or discuss Constitutional issues.
- **Use Multimedia**
The Annenberg Public Policy Center, The National Archives and Records Administration, National Public Radio, and the New York Times Learning Network have several Constitution Day programs available via broadcast.
- **Sign the Constitution**
Have students sign a copy of the Constitution, which can be placed in a high-traffic area of the school.
- **Free Speech or Discussion Boards**
Have students reflect on their freedoms via "chalk talk" or by posting ideas and thoughts on poster paper. See First Amendment Schools: Topics for Discussion in this packet for discussion ideas.
- **Draft a Classroom Constitution**
Using the prompt, "What kinds of rules do we need in our classroom to maintain order and fairness?" Have students create a classroom constitution.
- **Constitution Fair**
Have students create a Constitution Fair in which each booth relates to a section of the Constitution.
- **Create a Constitution Bulletin Board**
Use the Classroom Resources section of this packet to find appropriate images, documents, etc.
- **Memorize (and understand!) the Preamble**
Use the Schoolhouse Rock (<http://www.school-house-rock.com/Prea.html>) recording to help students memorize the Preamble, then use class discussion or reading strategies to help students understand what they have memorized.
- **Learn About Constitutions Around the World**
Learn about how governments around the world are designed (especially countries of origin of students in your school) by learning about their constitutions; or compare the U.S. Constitution to the Universal Declaration of Human Rights (<http://www.unhchr.ch/udhr/lang/eng.htm>).
- **Conduct Voter Registration**
Use the voter registration form for Vermont (or "Applications for Addition to the Checklist") to create a more student-friendly version (<http://vermont-elections.org/elections1/registertovote.html#Get%20a%20Voter%20Registration%20Form>).
- **Morning Announcements**
Have students create public service announcements featuring interesting facts about the Constitution.
- **Media Center Exhibit**
Feature books and documents related to U.S. government and the Constitution.
- **Create a Video**
Have students interview their classmates and teachers about a Constitutional issue.

*The right of the
people to be secure in
their persons, houses,
papers, and effects,
against unreasonable
searches and
seizures, shall not be
violated, and no
Warrants shall
issue, but upon
probable cause,
supported by Oath
or affirmation, and
particularly
describing the place
to be searched, and
the persons or things
to be seized.*

PRIMARY SOURCE DOCUMENT READING STRATEGIES

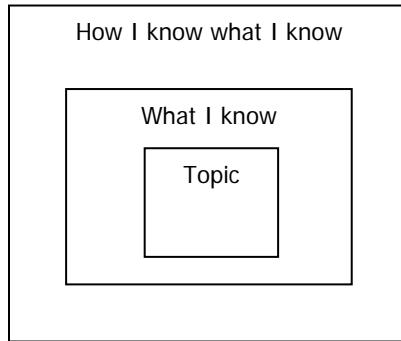
Informational Text Reading Strategies

The following strategies can be used with the Margin Notes bubbles in the right-hand columns of the U.S. Constitution, Vermont Constitution, and Declaration of Independence. These primary source documents can be found in the student packet "Our Founding Documents." To download your own version of these documents, go to http://education.vermont.gov/new/html/pgm_curriculum/history/resources.html. Please note that these online versions will be Word documents that you can manipulate to better meet your classroom needs.

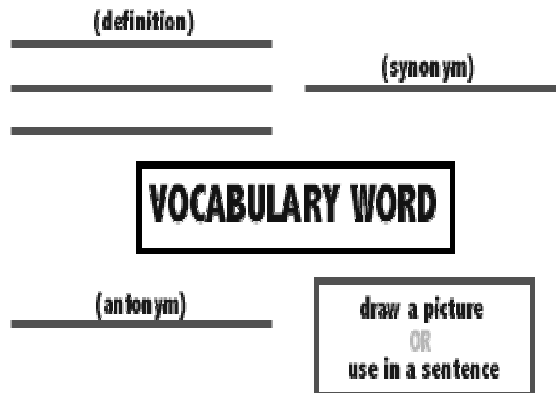
- Identify the major concepts and/or main idea
- Identify agree/disagree statements (students indicate statements with which they agree or disagree)
- Collaborative annotation (after a student makes his/her own annotations, he/she passes along to another student who makes additions to the first student's commentary).
- Paraphrase or clarify items
- Enter a drawing, photo, sketch, or magazine picture that illustrates the concept, ideas, or facts
- Pose questions about the information
- Form and express an opinion
- Predict outcomes or next steps
- Create a metaphor that captures the essence of the information/issue
- Formulate and record a contradictory perspective
- Write a reflection on the information or experience
- Find a quote that connects to the concept; record it and explain your rationale
- Make connections between the information/text and your own life, another text, and/or the world
- Create a mind map that captures the main topic and key concepts and supportive detail
- Create an acronym that will help you to remember the information covered
- Make connections to the content/processes of other courses

Additional Informational Text Reading Strategies:

- **Frame of Reference graphic organizer**



- Examine **the physical features of the text**, such as different kinds of typefaces or headings and subheadings, to make predictions about what they will learn from reading; to establish goals, or purposes for reading; to generate questions they would like answered about the topic of the text. Students might use physical features of the text to generate questions. They might, for example, turn headings into questions or question themselves about the definitions of boldface or italicized words in the text.
- **Collaborative Annotation:** This is a technique that is used after students have already completed their own individual annotations on a poem or prose passage; it is a great strategy to stimulate a small or large group discussion that engages and honors different perspectives on the same text. In groups of 3-5, students pass their annotated copy to the person on the right. Each individual focuses on, and makes additions to, the original reader's commentary; the next time the papers pass, each individual adds his/her commentary to both of the previous readers' commentary and this process continues until the original reader has his/her paper back. Thus, each student has had three or four people build and expand on his/her ideas; this is a powerful way to encourage engagement and group participation. (Note: It is important that students understand that they are to expand on the original reader's ideas and/or questions, not simply add what ideas they had on their papers.)
- **Vocabulary Word Map**



In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

CLASSROOM RESOURCES

NOTE: These links are provided as a resource only. Unless specifically stated, the inclusion of such links does not imply endorsement or support of information, products or services offered by an organization other than the Vermont Department of Education. Information contained on such linked resources should be independently verified.

Kids Grade the Constitution

A national survey – “Kids Grade the Constitution” – conducted by the National Constitution Center found the following:

- The overwhelming majority of high school students around the country gave the document either an A or B grade.
- These same students give failing grades to their own schools when it comes to protecting some of the freedoms guaranteed by the Bill of Rights:
 - ↳ Less than one-third of public high school students feel their schools do a good job of protecting privacy within their lockers, the ability to express themselves through the way they look and dress, and being able to learn in a drug-free environment.
 - ↳ Only 50 percent say that their schools do a good job protecting their ability to express opinions and ideas, and even less (39%) do a good job protecting against discrimination.
- At the same time, more than six in 10 agree that schools should be allowed to test students for illegal drug use if they want to participate in any extracurricular activities. Nearly 60 percent agree that authorities should be allowed to search kids’ bags and lockers to keep guns and drugs out of schools.
- Politicians and the press score poorly on protecting Constitutional principles.
 - ↳ Only slightly more than 10 percent of high schoolers give both groups an A. Furthermore, three in 10 students give politicians a C grade, while just over one-third give the same mark to the press.
 - ↳ Judges and regular citizens earn the highest grades from students for their protection and preservation of the Constitution.
- To maintain their freedom and way of life, 53 percent of high schoolers said it was important to “obey the law.”
 - ↳ More than one-quarter (27%) said it was important to “report suspicions of future crime or terrorist activities.”
 - ↳ Three in four students (75%) said that to protect against future terrorism here in America, some people’s rights need to be violated.
- In the various environs in which they inhabit and conduct their lives, students generally feel their personal First Amendment rights are protected.
 - ↳ More than nine in 10 say they are “very” or “somewhat” comfortable speaking about their beliefs, including religious beliefs, with their friends (98%), in schools (92%), and in public (91%).
 - ↳ Moreover, students whose parents voted in the last Presidential election are more comfortable speaking out overall.
- The poll found a need to better educate students about the importance of being active citizens.
 - ↳ Less than four in 10 students (38%) think it is important to vote regularly to maintain their freedom and way of life (contrasted to the 53% who selected the more passive civic duty of “obeying the law” as important for that purpose).
 - ↳ Moreover, only slightly less than three in 10 (31%) believe speaking out on important issues is important.
 - ↳ And, ironically, while 97 percent of students express interest in voting and more than 50 percent say voting is one of the Constitutional principles they most value, the fact is that new voters 18 to 25 years old conventionally have low turn-out numbers.
- Free exercise of religion is important to high school students, as reflected in their thinking on prayer and religious groups in schools.
 - ↳ Over 90 percent of students agree that religious groups should be able to use school facilities, just like other students groups.
 - ↳ Nearly nine in 10 say that students should have the right to participate in prayer while in school.

- Students placed constitutional ideals over material considerations when asked to describe the “best things about living in America.”
 - ↳ Freedom was the favorite choice of just about 8 in 10 students (79%).
 - ↳ By contrast, being part of a wealthy country and of a powerful country were the attributes students valued least (chosen by 23% and 33%, respectively).

- Indicating a relatively high level of trust in the “real life” version, police in local communities are seen as doing a much better job of protecting the rights of those arrested than fictional police in television programs.
 - ↳ Nearly seven in 10 students voted for their local police, while just over 20 percent cast their ballot for TV’s men/women in blue.

- Yet, proving that he is still the father of the nation in the eyes of its youth, George Washington is students’ favorite pick (28%) to teach their class about the Constitution. However, Martin Luther King Jr., who fought to make the words of the Founders a reality for all Americans, comes in a close second (27%).

“Overall, kids get good marks for grasping the Constitution’s basic precepts and embracing its values,” said NCC President and CEO Joseph Torsella. “But there is clearly room for improvement. In some cases, their ideas are not well-formed and contradictory. It is clear that we need to do a much better job of educating students for their role as citizens.”

First Amendment in Schools: Topics for Discussion

- Overall, how would you rate the job that the American educational system does in teaching students about First Amendment freedoms--excellent, good, fair, or poor?
- How much, if at all, does the following statement apply to your school: "My school has made specific efforts to promote First Amendment principles through school activities or policies."?
- Overall, do you think that students at your school have too much freedom to express themselves, too little freedom to express themselves, or about the right amount of freedom to express themselves while at school?
- Overall, do you think the students at your school have too much religious freedom, too little religious freedom, or about the right amount of religious freedom while at school?
- Overall, do you think the teachers at your school have too much academic freedom, too little academic freedom, or about the right amount of academic freedom?
- "Teachers or other public school officials should be allowed to lead prayers in school."
- "Students should be allowed to lead prayers over the public address system at public school-sponsored events such as football games."
- "Students at public high schools should be allowed to report on controversial issues in their student newspapers without approval of school authorities."
- "Students in public schools should be allowed to express their own religious views in a class discussion as long as their views are relevant to the topic."
- "Public school students should be allowed to wear a T-shirt with a message or picture that others may find offensive."
- "Public school students should be allowed to distribute religious materials at school."
- "Public school students should be allowed to distribute political materials at school."
- "Public school students who have personal Web sites on school computers should be allowed to post material on their Web sites that others may find offensive."
- "Public school students should be allowed to participate in making decisions about school rules."
- "Many public high schools allow students to form extra-curricular clubs. In your opinion, if a high school allows a variety of clubs, should it also allow political clubs, religious clubs, and gay and lesbian clubs?"
- Please tell me whether you agree or disagree with the following statement: "The public school curriculum should include more study about religion as an academic subject matter."
- Please tell me which of the following two statements comes closest to your own opinion:
 1. "Public school students should be allowed unfiltered access to ALL Web sites on school computers, even if this means that they may occasionally encounter inappropriate or offensive material." OR
 2. "Public schools should install software on school computers that blocks student access to potentially inappropriate or offensive Web sites, even if this means that some useful Web sites may be blocked from view."

Take the First Amendment Challenge from First Amendment Schools

1. Does the First Amendment apply to public schools?
a. Yes b. No c. It Depends

2. Does the Establishment Clause apply to students in a public school?
a. Yes b. No c. It Depends

3. May students share their religious faith in public schools?
a. Yes b. No c. It Depends

4. Is it constitutional for a public school to require a neutral "moment of silence"?
a. Yes b. No c. It Depends

5. May a student pray at graduation exercises or at other school-sponsored events?
a. Yes b. No c. It Depends

6. May students form religious or political clubs in secondary public schools?
a. Yes b. No c. It Depends

7. May teachers or other school employees participate in student religious clubs?
a. Yes b. No c. It Depends

8. Are there some student extracurricular groups a school may exclude?
a. Yes b. No c. It Depends

9. Do outside groups have the right to distribute their materials on campus?
a. Yes b. No c. It Depends

10. May a student distribute religious or political literature at a school?
a. Yes b. No c. It Depends

11. May a school punish a student for wearing long hair or dying her hair an usual color?

- a. Yes b. No c. It Depends

12. Is it constitutional for school officials to censor a school-sponsored publication, such as a newspaper or a yearbook?

- a. Yes b. No c. It Depends

13. Do adults forfeit their First Amendment protections once they become school employees?

- a. Yes b. No c. It Depends

14. Does a school violate the First Amendment if it disciplines a teacher for speech that touches on a matter of public concern?

- a. Yes b. No c. It Depends

15. Do students have a First Amendment right to receive information in books?

- a. Yes b. No c. It Depends

16. May schools prohibit students from wearing armbands or buttons that contain a political and/or religious message?

- a. Yes b. No c. It Depends

17. Is it constitutional to teach about religion in a public school?

- a. Yes b. No c. It Depends

18. Must a public school student salute the flag during a recitation of the Pledge of Allegiance?

- a. Yes b. No c. It Depends

19. May schools enforce speech codes on school grounds?

- a. Yes b. No c. It Depends

20. May a school punish a student for wearing Confederate flag attire?

- a. Yes b. No c. It Depends

ANSWERS to the First Amendment Challenge from First Amendment Schools
(For additional information go to <http://www.firstamendmentschool.org>)

1. Yes. The First Amendment applies to all levels of government, including public schools. Although the courts have permitted school officials to limit the rights of students under some circumstances, the courts have also recognized that students – like all citizens – are guaranteed the rights protected by the First Amendment.
2. No. The Establishment Clause speaks to what government may or may not do. It does not apply to the private speech of students. School officials should keep in mind the distinction between government (in this case "school") speech endorsing religion -- which the Establishment Clause prohibits -- and private (in this case "student") speech endorsing religion, which the free speech and free exercise clauses protect. Student religious expression may, however, raise Establishment Clause concerns when such expression takes place before a captive audience in a classroom or at a school-sponsored event.
3. Yes. Students are free to share their faith with their peers, as long as the activity is not disruptive and does not infringe upon the rights of others.
4. Yes, if, and only if, the moment of silence is genuinely neutral. A neutral moment of silence that does not encourage prayer over any other quiet, contemplative activity will not be struck down, even though some students may choose to use the time for prayer.
5. It depends. Lower courts are divided over this issue. Generally, however, if the speech is strictly student speech not controlled by the school, then it would seem possible for a school to provide a forum for student speech within a graduation ceremony when prayer or religious speech might occur. But student prayers would not be constitutional if the student message is controlled or endorsed by the school.
6. Yes, if the school allows other extracurricular (noncurriculum-related) groups. Although schools do not have to open or maintain a limited open forum, once they do, they may not discriminate against a student group because of the content of its speech.
7. No. The Equal Access Act states that "employees or agents of the school or government are present at religious meetings only in a nonparticipatory capacity." For insurance purposes, or because of state law or local school policy, teachers or other school employees are commonly required to be present during student meetings. But if the student club is religious in nature, school employees may be present as monitors only. Such custodial supervision does not constitute sponsorship or endorsement of the group by the school.
8. Yes. According to guidelines endorsed by a broad coalition of educational and religious liberty organizations, "student groups that are unlawful, or that materially and substantially interfere with the orderly conduct of educational activities, may be excluded. However, a student group cannot be denied equal access simply because its ideas are unpopular. Freedom of speech includes the ideas the majority may find repugnant."
9. No. Adults from outside the school do not have the right to distribute materials to students in a public school. May school officials allow them to do so? Although this area of the law is somewhat unclear, it is fair to say that schools should exercise great caution before giving an outside group access to students during the school day. Giving some groups access opens the door to others. Moreover, if a religious group is allowed to actively distribute religious literature to students on campus, that activity is likely to violate the Establishment Clause.
10. Yes. Generally, students have a right to distribute religious or political literature on public school campuses, subject to reasonable time, place, and manner restrictions. This means that the school may specify at what times the distribution may occur (e.g., during lunch hour, or before or after classes begin), where it may occur (e.g., outside the school office), and how it may occur (e.g., from fixed locations as opposed to roving distribution). These restrictions should be reasonable and must apply evenly to all nonschool student literature.
11. The courts are much divided on this issue. As a result, students' rights in this regard largely depend on where they live.

12. How much school officials may censor school-sponsored student publications depends on whether the school has created an open public forum.

13. No. The Supreme Court has ruled that public school teachers, like other public employees, do not forfeit all constitutional protections when they take a government job. In fact, the Court has stated that "it can hardly be argued that either teachers or students shed their constitutional rights to freedom of speech or expression at the schoolhouse gate."

14. It depends. It is important to remember that the test developed by the *Pickering-Connick* line of cases has two basic prongs. First, the court must determine whether the speech in question touches on a matter of public concern. If it does not, the teacher will not receive any First Amendment protection. If the speech *does* touch on a matter of public concern, the court proceeds to the balancing prong of the test. At that point, the court must balance the public school teacher's interest in commenting upon a matter of public concern against the school officials' interest in promoting an efficient workplace of public service.

15. Yes, the First Amendment protects the right to receive information and ideas. In 1982, the Supreme Court determined in *Board of Education, Island Trees v. Pico* that "the First Amendment rights of students may be directly and sharply implicated by the removal of books from the shelves of a school library."

16. Probably not. In the *Tinker* case, the U.S. Supreme Court ruled that school officials violated the First Amendment rights of several students when they suspended them for wearing black armbands to school to protest U.S. involvement in Vietnam. The high court in *Tinker* even distinguished the wearing of the armbands from student dress. More recently, a federal judge in Tennessee ruled that students had a First Amendment right to wear buttons protesting the adoption of a school uniform policy, finding that "the wearing of the protest logos in this case embodies exactly the kind of speech that is entitled to First Amendment protection." Other recent cases have upheld the right of students to wear armbands to protest certain school policies. This does not mean school officials have no authority to regulate buttons or armbands if they are disruptive or vulgar. In fact, if an armband or button could be shown to have created a substantial disruption, then school officials could prohibit such material under the *Tinker* standard. Likewise, if the buttons were pervasively vulgar, then the school officials could prohibit them under the *Fraser* standard.

17. Yes. In the 1960s-school-prayer cases that prompted rulings against state-sponsored school prayer and devotional Bible reading, the U.S. Supreme Court indicated that public school education may include teaching about religion.

18. No. In a 1943 decision, *West Virginia Board of Education v. Barnette*, the Supreme Court determined that a group of Jehovah's Witnesses who objected to the flag salute and mandatory pledge recitation for religious reasons could not be forced to participate.¹ This means that public school students who choose not to join in the flag salute for reasons of conscience may not be compelled to recite the Pledge of Allegiance.

19. Yes. Within limits, public schools have discretion in implementing speech codes, especially those involving harassment. Such codes are usually part of an effort by school officials to create a nondiscriminatory, safe environment where all students are comfortable and free to learn. Despite the best of intentions, however, speech codes often collide with the free speech rights of students. Problems tend to arise when these codes extend beyond their intended goal and restrict areas of protected First Amendment speech, such as an individual's right to express religious or political views or to discuss values and morality.

20. It depends on whether the school officials can reasonably forecast that the wearing of the Confederate flag will lead to a substantial disruption of the school environment. In one decision, a court rejected a student's First Amendment right to wear a Confederate flag jacket because the school officials had cited "several incidents of racial tension." According to the court, "school officials are not required to wait until disorder or invasion occurs" but only need "the existence of facts which might reasonably lead school officials to forecast substantial disruption."

Vermont Department of Education
Constitution Day Resources

Grade Level(s)	Resource Description and Location	Type(s) of Resources
All	<p>We the People: Lessons for Constitution Day from the Center for Civic Education http://www.civiced.org/byrd/?page=constitution_day Lesson plans are as follows: Kindergarten - Introduction to the term <i>authority</i> Grades 1-2: Introduction to the terms <i>authority, limited government, and law</i> Grades 3-4: Introduction to the Preamble's ideas and importance. Grades 5-6: Explore terms in the Preamble. Grades 7-8: The federal system and the role of federal vs. state governments. Grades 9-10: Introduction to the first Congress, establishing the executive and judicial branches, and drafting of the Bill of Rights. Grades 11-12: Major conflicts and the Bill of Rights.</p>	Lesson plans by grade level Review questions Supplemental activities
All	<p>Online Constitution Day Lessons from the Constitutional Rights Foundation http://www.crf-usa.org/constitution_day/constitution_day_home.htm Grades K – 2: The Tired King (3 branches of government) Grades 3 – 5: A Visitor from Outer Space (rights); Mr. Madison Needs Some Help (background); Trouble in Gold Flats (creating laws) Grades 6 – 8: Rome: Republic to Empire; The Federalist Papers Grades 9 – 12: Aristotle: In Search of the Best Constitution; Diversity and Equality; The Constitution and Governance; Foundations of Our Government</p> <p>In addition, a series of lessons from the Constitutional Rights Foundation's catalog: Grades 4 – 12: Introduction; Equal Protection Grades 7 – 12: Due Process; Free Expression; The Bill of Rights Grades 8 – 12: Letters of Liberty: A Documentary History of the U.S. Constitution; Bill of Rights Mini-Lessons Grades 9 – 12: Foundations of Freedom: A Living History of Our Bill of Rights</p>	Lesson plans by grade level
Middle High	<p>Bill of Rights in Action Archive from the Constitutional Rights Foundation http://www.crf-usa.org/lessons.html#BRIA Many lessons on U.S. history, world history, and government from <i>Bill of Rights in Action</i>, CRF's quarterly curricular newsletter. We have published this tremendous resource since 1967, and we continually add to the archive. Topics include: Culture in Conflict; National Security and Freedom; Controversies; Ideas; Eastern Europe; The Environment; Victims of War; Imperialism; Military Authority; Labor; Religious Tolerance; Civil Disobedience; Independence of the Judiciary; Separating Church and State; and others.</p>	Readings Student Activity Discussion and Writing Questions Add'l info
Middle High	<p>Conversations on the Constitution from the American Bar Association Division for Public Education http://www.abanet.org/publiced/conversations/constitution/about.html Lessons to encourage civil discussion and debate about the meaning of some of the Constitution's concepts and clauses that have been the subject of ongoing constitutional debates. Topics include: Separation of Powers; The advice and consent of the Senate; An establishment of religion; Unreasonable searches and seizures.</p>	"Conversation starters," (brief, easily read text or images accompanied by focus questions) Add'l info
All	<p>Constitution Day Resources from National Constitution Center http://www.constitutioncenter.org/ Resources for educators include curricular resources and teaching with current events resources. Explore the Interactive Constitution, a clause-by-clause explanation of the Constitution, providing easy access to basic constitutional facts and interpretation, and searchable by key words and Supreme Court cases. http://www.constitutioncenter.org/constitution/</p>	Lesson plans Current events discussion starters Interactive Constitution
All	2008 Constitution Day Planning Guide	Constitution

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Grade Level(s)	Resource Description and Location	Type(s) of Resources
	<p>Visit Centuries of Citizenship: A Constitutional Timeline and discover two hundred years of constitutional history, as told through a collection of stories and headlines spotlighting some of the people, events and issues that have shaped the Constitution. http://www.constitutioncenter.org/timeline/</p> <p>Save the Bill of Rights: an interactive game for kids http://www.constitutioncenter.org/explore/ForKids/index.shtml</p> <p>Other features:</p> <ul style="list-style-type: none"> • Fast Facts - ten key facts about the Constitution. • Basic Governing Principles - the central governing theories that form the basis of the U.S. Constitution. • Founding Fathers - Who were the delegates to the Constitution Convention? Where did they come from and what type of experience did they bring to the Convention? • Founding Documents – a collection of documents relating to the drafting of the Constitution • Three Perspectives on the Constitution – what do scholars say? 	<p>time line Documents Constitutional Newswire</p>
<p>Middle High</p>	<p>Constitution Day Resources <i>from the Bill of Rights Institute</i> http://www.billofrightsinstitute.org/Teach/freeResources/ConstitutionDay/ Includes:</p> <ul style="list-style-type: none"> • Interactive Online Module • Lessons for Middle School • Lessons for High School • Constitution Cube Activities (activities that address multiple learning styles) • Faces of Freedom: Champions of Freedom for Middle School • Founders Gallery (digital images) • Founders and the Constitution (biography, audio biography) • First Amendment Lesson from Media and Democracy for High School 	<p>Lessons Activities Images</p>
<p>All</p>	<p>Constitution Day Materials <i>from the New York Times Learning Network</i> http://www.nytimes.com//learning/issues_in_depth/20050916.html Lesson Plans: Individual Rights; American Government. Crossword Puzzles: The Declaration of Independence; Life in Colonial America; The American Revolution; Patriotic Quotations; Civil Rights and Freedoms</p>	<p>New lesson plans Lesson plan archives</p>
<p>Middle High</p>	<p>Justice Talking, NPR's award-winning radio series—in cooperation with the National Archives and Records Administration, the <i>New York Times</i> Knowledge Network, and other partners—will broadcast two programs online and via satellite. Any school or group may show the programs—and build their own educational events around them—without charge. http://www.justicetalking.org/</p> <ol style="list-style-type: none"> 1. The Roberts Court: What Can This Term Tell Us About the Future of the Court? This program, taped at the National Constitution Center in July, reviews the highlights of the Supreme Court this term. In addition the show discusses how the appointment of Chief Justice Roberts and Justice Samuel Alito has changed how the Court operates and the outcome of key legal decisions <i>Length: 50 minutes</i> 2. Domestic Spying: What are the Checks on Presidential Power? After recent reports in the <i>New York Times</i>, the Bush administration has admitted it authorized the National Security Agency to eavesdrop on suspected terrorists within the United States without obtaining court approval. These actions raise significant questions about how far government can go to track terrorists and whether our civil liberties are on a crash course with executive power. <i>Length: 50 minutes</i> 	<p>Radio programs</p>
<p>Middle High</p>	<p>Teaching with Documents: Observing Constitution Day <i>from The National Archives</i> http://www.archives.gov/education/lessons/constitution-day/</p>	<p>Lesson plans Images &</p>

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Grade Level(s)	Resource Description and Location	Type(s) of Resources
	Activities/features: <ul style="list-style-type: none"> • Find out more about the 39 delegates • Constitutional Convention simulation • Analyze historic documents related to the reestablishment of the Navy • Discover dozens of fascinating facts about the Constitutional Convention and the ratification process Teaching unit with 34 document reproductions	documents Simulation: The Constitution Game Background information
Middle High	Charters of Freedom: A New World is at Hand <i>from the National Archives</i> http://www.archives.gov/national-archives-experience/charters/charters.html Comprehensive web site featuring: <ul style="list-style-type: none"> • High-resolution downloads of the Charters • Meet America's Founding Fathers • View The Constitution Mural by Barry Faulkner • Questions and Answers Pertaining to the Constitution • Lessons around the impact of the Charters 	Documents Images Transcripts Add'l info Biographies
Middle High	The Constitution Teaching Module <i>from the Gilder Lehrman Institute of American History</i> http://www.gilderlehrman.org/teachers/module2/index.html Sections include: What Americans Don't Know About the Constitution; The Oldest Written National Framework of Government; Was the Constitutional Convention legal?; The Delegates; Philadelphia in 1787; The Convention; Republicanism; Drafting the Constitution; Compromises; Completing a Final Draft; The U.S. Constitution and the Organization of the National Government; The Constitution and Slavery; Ratifying the Constitution; The Bill of Rights; Amending the Constitution; Why has the Constitution survived?; How has the constitutional system changed?	Primary source documents Learning tools Visual aids Additional resources
Middle High	Documents from the Continental Congress and Constitutional Convention <i>from the Library of Congress</i> http://memory.loc.gov/ammem/collections/continental/ The Continental Congress Broadside Collection (256 titles) and the Constitutional Convention Broadside Collection (21 titles) contain 277 documents relating to the work of Congress and the drafting and ratification of the Constitution. Items include extracts of the journals of Congress, resolutions, proclamations, committee reports, treaties, and early printed versions of the United States Constitution and the Declaration of Independence. Most broadsides are one page in length; others range from 1 to 28 pages. A number of these items contain manuscript annotations not recorded elsewhere that offer insight into the delicate process of creating consensus. In many cases, multiple copies bearing manuscript annotations are available to compare and contrast.	
Middle High	Landmark Supreme Court Cases <i>from Street Law and the Supreme Court Historical Society</i> http://www.landmarkcases.org/ Developed to provide teachers with a full range of resources and activities to support the teaching of landmark Supreme Court cases, helping students explore the key issues of each case. Includes questions at different reading levels, excerpts from opinions, full text of Supreme Court's decisions, case-specific activities, etc.	Background Questions Diagrams Full text of decisions Case-specific activities & lessons
All	Constitution Day Resource Wizard <i>from the National Constitution Center</i> http://www.constitutioncenter.org/constitutionday/display/MainS/Resource+Wizard An online database of Constitution-related resources for the classroom. Searchable by keyword, resource type, age group, and audience.	Searchable database
All	First Amendment Poster Lesson Plan <i>from Education World</i>	Lesson Plan

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	http://www.education-world.com/a_lesson/00-2/lp2050.shtml Students create posters about the First Amendment freedoms of speech and the press.	
Elem	The Democracy Project by PBS <i>By the People</i> http://pbskids.org/democracy/ Interactive web-based activities: Be President for a Day; How does Government Affect Me?; and Step Inside the Voting Booth.	Interactive lessons
Elem Middle	Create a Class Constitution Lesson Plan from <i>teachervision.com</i> http://www.teachervision.fen.com/page/2177.html	Lesson plan
Elem Middle	The Preamble from <i>Schoolhouse Rock</i> http://www.school-house-rock.com/Prea.html	Audio clip of song Song lyrics
Elem Middle	"Save the Bill of Rights Game" from the <i>National Constitution Center</i> http://www.constitutioncenter.org/explore/ForKids/index.shtml	Interactive lesson
Middle High	In Congress Assembled (<i>lesson plan Library of Congress</i>) http://www.constitutioncenter.org/constitutionday/display/librarycongressP/Lesson+Plans++In+Congress+Assembled This unit includes four lessons using primary sources to examine continuity and change in the governing of the United States. Lessons one and two are focused on a study of the Constitution and Bill of Rights and provide access to primary source documents from the Library of Congress. Lesson three investigates important issues that confronted the first Congress and has students examine current congressional debate over similar issues. Lesson four features broadsides from the Continental Congress calling for special days of thanksgiving and remembrance.	Lesson plan
High	The Constitution: Counter-Revolution or National Salvation? (<i>lesson plan Library of Congress</i>) http://www.constitutioncenter.org/constitutionday/pages/viewpage.action?pageId=2953 In this unit, students will access primary documents from the Library of Congress Web site, identify arguments for and against the ratification of the constitution, and produce a broadside in which they take a position on whether their state should ratify the Constitution. This unit covers the Articles of Confederation and the U.S. Constitution.	Lesson plan
Middle High	Freedom to Petition Case Study (<i>USA Today and National Constitution Center</i>) http://constitutioncenter.org/constitutionday/display/USATodayP/Freedom+to+Petition+Case+Study The First Amendment guarantees the right of citizens to petition the government for redress of grievances. While in some cases this has meant the right of citizens to sue, this freedom is rarely invoked by the Supreme Court. Most of the time, the right to petition coincides with other basic freedoms. This case study examines some recent examples of the right to petition in action. Further, the study looks at the implications for democracy in light of events in China, a country where citizens lack this fundamental freedom.	Newspaper articles Discussion questions Activities
Middle High	Freedom of the Press Case Study (<i>USA Today</i>) http://www.usatoday.com/educate/firstamendment/PressK12.pdf The First Amendment guarantees freedom of the press, but the limits of that freedom take into account the need for some privacy and government exclusions. In some countries, such as Russia under Vladimir Putin, the freedom of the press is minimal, and media outlets refrain from criticizing the government. This was also the case under Saddam Hussein's Iraq. In the U.S., however, many think that the freedom of the press has gone too far.	Newspaper articles Discussion questions Activities
Middle High	The Constitution at a Glance (<i>National Center for Constitutional Studies</i>) http://www.nccs.net/constitution-week/const_at_a_glance.pdf	2 page chart/ outline

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Elementary Middle High	<p>“A Free and Independent State”: History Where It Happened (<i>Old Constitution House State Historic Site, Windsor, VT</i>)</p> <p>Originally a tavern where Vermont’s first constitution was adopted on July 8, 1777, the Old Constitution House is now a state-owned historic site with exhibits and guided tours that focus on the constitution that was the first in America to prohibit slavery, and the first to establish universal manhood suffrage and a system of public schools. The Teacher’s Resource Guide is designed for grades 4 – 6, but can be easily adapted to K – 12. The guide includes pre & post visit materials such as a word search, crossword puzzle, fills-ins & essays; a short story, “Seven Days in Windsor,” is based on the known facts surrounding the creation of Vermont’s Constitution and is written from the perspective of a fictional 12 year old who attended the Grand Convention in 1777.</p> <p>http://www.HistoricVermont.org/Constitution</p>	Field trip Teacher’s Resource Guide

Civics and Government Resources

Grade Level(s)	Resource Description & Location	Type(s) of Resource
<i>Assessments</i>		
All	<p>Education for Democracy Podcast, Episode 1: Interview with Brian Schultz Brian Schultz worked as a teacher at Richard E. Byrd Community Academy in Chicago, where in 2004 he led a predominantly African American class in an experiment in educational innovation. Using Project Citizen, his fifth-grade students took on the deplorable conditions of their school as an issue of public policy. Brian has recently written a book about his experience at Byrd Academy titled <i>Spectacular Things Happen Along the Way: Lessons from an Urban Classroom</i>. In this interview, Brian explains how his students took charge of their education, how they learned, and how he learned from them. Brian Schultz is currently an assistant professor of education and honors faculty at Northeastern Illinois University in Chicago. http://www.civiced.org/index.php?page=audio&&mid=44</p>	Podcast
All	<p>Database of Civic Assessments (<i>Education Commission of the States</i>) The database contains questions categorized by national civics standards that have been juried by civic learning experts for their clarity and meaningfulness in relation to the competencies of civic knowledge, skills and dispositions. Some items were simplified (often to make them useable at lower grade levels). http://www.ecs.org/qna/splash_new.asp</p>	Assessment database
All	<p>NAEP: The Nation's Report Card, 2006 Civics Assessment Results (<i>National Association of Educational Progress</i>) Extensive information about the 2006 national civics assessment. Web site includes a searchable database of released assessment items and related data. http://nationsreportcard.gov/civics_2006/</p>	Searchable assessment item database
All	<p>Civic Engagement Indicators (<i>CIRCLE</i>) What does it mean to be "civically engaged"? The research team that created The Civic and Political Health of the Nation: A Generational Portrait developed several categories of civic indicators. The team conducted a series of focus groups with young people from around the country and surveyed a nationally representative sample of both youth and adults. The resulting indicators are useful in identifying a range of civic engagement activities. http://www.civicyouth.org/practitioners/Core_Indicators_Page.htm</p>	Civic indicators that can be used for assessment
K – 5	<p>Student Observation Checklist of Civics Skills and Behaviors (<i>CIRCLE</i>) The intent of this assessment is to assist teachers in documents student civic development during the school year and provide evidence for report card ratings on student civic literacy. http://www.civicyouth.org/PopUps/Chi_checklist.doc</p>	Student checklist
All	<p>Social Sciences Classroom Assessments and Performance Indicators (Illinois State Board of Education) Civics assessment titles include: Rules and Responsibilities; Patriotic Symbols; Who Are Our Leaders?; Political Figures of the Past; Contributors to the Common Good; Local Laws Citizens Follow: Democracy is Cool; Functions of the Three Branches of Government; Candidate Comparison; United Nations; Civic Personal Responsibilities; Treaties and Powers; Separate but Equal Schools; Limited vs. Unlimited Government; Responsibilities of Office; The Right to Bear Arms; Political Traditions; Limited Government – Declaration of Independence; Candidate Issue Positions; Denying Civic Rights; Ex Parte Milligan; Comparing the House and Senate; Roles and Influences in Elections and Public Policy; Public Policy and the Government; "Motor Voter" Registration Trends; Defending Political Positions; FDR – Hitler: Conflicting Political Systems; Evaluation of Election Processes; Public Policy Analysis; and Political Party Development. http://www.isbe.state.il.us/ils/social_science/stage_J/assessment.htm</p>	Classroom based assessments

Civics and Government Resources

All **Classroom Based Assessments** (*Washington State Office of Public Instruction*) Classroom based assessments, support materials
 Assessments, scoring guides, instructional strategies, and student checklists on the following topics: You Decide; Who's Rules?; Causes of Conflict; Check and Balances; International Relations; Constitutional Issues; and U.S. Foreign Policy.
<http://www.k12.wa.us/assessment/WASL/SocialStudies/HighSchool.aspx>

Grade Level(s)	Resource Description & Location	Type(s) of Resource
Documents		
Middle High	Foundations of Our Constitution (<i>The Constitutional Rights Foundation</i>) Readings, activities, and the complete texts of documents that serve as the foundation for American democracy. Topics include: The Magna Carta, The Mayflower Compact, The Declaration of Independence, The Federalist Papers, The Constitution, The Pledge of Allegiance. http://www.crf-usa.org/Foundation_docs/Foundation_home.html	Readings Discussion & Writing Questions Activities
Middle High	Conversations on the Constitution (<i>American Bar Association</i>) <i>Conversations on the Constitution</i> is a new program of the ABA Division for Public Education to encourage civil discussion and debate about the meaning of some of the Constitution's concepts and clauses that have been the subject of ongoing constitutional debates. The following topics are addressed: The Preamble; Cruel and Unusual Punishment; War Powers Separation of Powers; Advice and Consent of the Senate; An Establishment of Religion Unreasonable Searches and Seizures http://www.abanet.org/publiced/conversations/constitution/conversationstarters.html	Background information Focus questions Additional resources
Grades 5-10	The Constitution Translated for Kids (<i>by Cathy Travis</i>) A sentence-by-sentence, article-by-article interpretation of the Constitution. The first half of the book is arranged to show the original wording of the document in one column, with a translation in simple language on the right. For example, part of Article I Section 9 explaining the Writ of Habeas Corpus, is explained, People who are arrested and put in jail have the right to make the government tell them why they were put in jail. Articles that were later amended or repealed are noted as such. The second half of the book describes how the Constitution has evolved, defines the branches of government, gives details about each amendment, and includes a glossary. Need to purchase from Amazon or book store.	Primary source document and interpretation
Upper Elem Middle High	Our Documents: 100 Milestone Documents (<i>National History Day, NARA, US Freedom Corps</i>) A Web site organized around 100 milestone documents as determined by the above organizations and that chronicle American history from 1776 to 1965. Images of documents and transcripts are provided. Tools for Educators section includes a teacher resource book (downloadable), teaching suggestions, ideas for librarians, suggestions for classroom integration, and more. http://www.ourdocuments.gov/content.php?flash=true&page=milestone	Primary source documents Lesson plan Images Standards connections

NOTE: See also Constitution Day resource list

Grade Level(s)	Resource Description & Location	Type(s) of Resource
Elections		
All	National Student/Parent Mock Election A voter education project that conducts such student votes in all 50 states and the District of Columbia. Topics include: the Political Process, Political Communication, Guide to the Electoral Process, Civic Courage, and a Teacher's Guide to Election Reform. http://www.nationalmockelection.org/	Mock election process Curriculum

Civics and Government Resources

Grade Level(s)	Resource Description & Location	Type(s) of Resource
Elections		
Middle High	Election Central (<i>The Constitutional Rights Foundation</i>) Online resources that helps teachers and students explore the electoral process past and present, in the United States and around the world. Lessons organized by U.S. History, World History, and Government. http://www.crf-usa.org/election_central/election_central.htm	Readings Discussion & Writing Questions Activities
All	The National Student/Parent Mock Election The National Student/Parent Mock Election, now in its 26th year, has partnered with the National Council for the Social Studies since 1980. They strive to preserve the legacy of democracy by supporting civic education efforts in accord with the National Standards for Civics and Government and work nationwide with volunteer coordinators in each state. The program is free with a wealth of curriculum materials at: http://www.nationalmockelection.org	Mock election information
Elementary Middle	The Road to the Capitol New web-based civic education game, "The Road to the Capitol." The game incorporates civics, government, history, and language arts in a simulated congressional campaign requiring the "candidates" (students and parents) to become well informed about such issues as the Constitution, the Bill of Rights, landmark Supreme Court cases and famous speeches. www.nationalmockelection.org/game/	

Grade Level(s)	Resource Description & Location	Type(s) of Resource
Executive Branch		
Middle High	Impeachment (<i>The Constitutional Rights Foundation</i>) A comprehensive survey of current and historic issues surrounding impeachment. http://www.crf-usa.org/impeachment/impeachment.html	Readings Discussion & Writing Questions Activities

NOTE: See also Presidents Day resource list at http://education.vermont.gov/new/html/pgm_curriculum/history.html

Grade Level(s)	Resource Description & Location	Type(s) of Resource
Historical Connections		
High	"That MONSTER, the Constitution" (<i>The Gilder Lehrman Institute of American History</i>) This unique copy of the Constitution, printed in the early spring of 1788 by Claxton and Babcock in Albany, New York, can be seen as a last minute offensive by the Federalists to garner support for the proposed government. http://www.gilderlehrman.org/collection/docs_archive/docs_archive_constitution2.html	Overview Document Facsimile Suggested Reading
High	The Declaration of Independence (<i>The Gilder Lehrman Institute of American History</i>) The Declaration of Independence called for recognition of fundamental rights that demanded protection. The Revolution secured American Independence and the Constitution codified a means to maintain American liberty. Alexander Hamilton may not have signed the Declaration, but he certainly left his imprimatur on the new government it promised. http://www.gilderlehrman.org/collection/docs_archive/docs_archive_declaration.html	Overview Document Facsimile Suggested Reading
High	The Preamble to the Constitution of the United States (<i>The Gilder Lehrman Institute of American History</i>) Where the draft's opening reflects the sense of the thirteen states as separate entities, the final version's "We the People of the United States" invokes the Hamiltonian vision of a united nation. http://www.gilderlehrman.org/collection/docs_archive/docs_archive_constitution.html	Overview Document Facsimile Suggested Reading

Civics and Government Resources

Grade Level(s)	Resource Description & Location	Type(s) of Resource
Historical Connections		
High	<p>Life Without Liberty (<i>The Gilder Lehrman Institute of American History</i>) This letter was written by John Morin Scott, founder of the New York Sons of Liberty, to Richard Varick, the future mayor of New York, in November of 1775, as he waited for the American Revolution to reach the city. He welcomed the fight, stating: "Who can prize life without Liberty? - It is a Bauble only fit to be thrown away." http://www.gilderlehrman.org/collection/docs_archive/docs_archive_Scott_Liberty.html</p>	Overview Document Facsimile Suggested Reading
High	<p>Women's Suffrage BroadSides (<i>The Gilder Lehrman Institute of American History</i>) In the early twentieth century, women's suffrage groups used broadsides and fliers to target a male audience. This selection of four broadsides appeals to traditional ideas of female domesticity in an attempt to obtain the vote for women. http://www.gilderlehrman.org/collection/docs_archive/docs_archive_WomensSuffrage.html</p>	Overview Document Facsimile Suggested Reading
High	<p>The Thirteenth Amendment: Opposing Visions (<i>The Gilder Lehrman Institute of American History</i>) In the wake of the 1860 presidential election, but before Lincoln's inauguration, President James Buchanan asked Congress to draw up a constitutional amendment. The proposed amendment, an attempt to mollify the South, explicitly protected the rights of slaveholders to maintain their human property. http://www.gilderlehrman.org/collection/docs_archive/docs_archive_13thAmendment.html</p>	Overview Document Facsimile Suggested Reading
High	<p>The "Three Fifths Clause" (<i>The Gilder Lehrman Institute of American History</i>) This broadside detailing data from the 1800 census in New York provides a sense of the pervasiveness of slavery, even in a northern state like New York. http://www.gilderlehrman.org/collection/docs_archive/docs_archive_threefifths.html</p>	Overview Document Facsimile Suggested Reading
High	<p>Political Intrigue and the Electoral College (<i>The Gilder Lehrman Institute of American History</i>) This note, transcribed by Thomas Jefferson circa December 10, 1801, to his political ally James Cheatham, illuminates the Republican Party's internal struggle that led to a revamping of the Electoral College with the 12th amendment. http://www.gilderlehrman.org/collection/docs_archive/docs_archive_electoral.html</p>	Overview Document Facsimile Suggested Reading
High	<p>Hamilton vs. the Partisan Press (<i>The Gilder Lehrman Institute of American History</i>) Alexander Hamilton made verbal jousting in the press a venerated American tradition. He took full advantage of the freedom of the press outlined in the Bill of Rights, as did his innumerable enemies. http://www.gilderlehrman.org/collection/docs_archive/docs_archive_partisan.html</p>	Overview Document Facsimile Suggested Reading
High	<p>The Constitution: Module on Major Topics in American History (<i>The Gilder Lehrman Institute of American History</i>) The basic document by which the United States is governed, the Constitution was drafted at the Constitutional Convention in Philadelphia in 1787 and ratified the following year. The Constitution divides governmental powers between the national and state governments in a system known as federalism. It also divides the national government into three independent branches-executive, legislative, and judicial-which can serve as checks and balances upon one another. http://www.gilderlehrman.org/teachers/module2/index.html</p>	Overview Lesson Plans Quizzes Activities Recommended documents, films, and historic images
High	<p>The New Nation (<i>The Gilder Lehrman Institute of American History</i>) In 1789, it was an open question whether the Constitution was a workable plan of government. It was unclear whether the new nation could establish a strong national government, a vigorous economy, or win the respect of foreign nations. For a decade, the new nation battled threats to its existence, including serious disagreements over domestic and foreign policy and foreign interference with American shipping and commerce. http://www.gilderlehrman.org/teachers/module3/index.html</p>	Lesson Plans Quizzes Activities Recommended documents, films, historic images

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Grade Level(s)	Resource Description & Location	Type(s) of Resource
<i>Historical Connections</i>		
High	<p>The Tumultuous 1960s: Module on Major Topics in American History (<i>The Gilder Lehrman Institute of American History</i>)</p> <p>Early in the decade, African American college students, impatient with the slow pace of legal change, staged sit-ins, freedom rides, and protest marches to challenge segregation in the South. Their efforts led the federal government to pass the Civil Rights Act of 1964, prohibiting discrimination in public facilities and employment, and the 24th Amendment and the Voting Rights Act of 1965, guaranteeing voting rights.</p> <p>http://www.gilderlehrman.org/teachers/module21/index.html</p>	<p>Overview</p> <p>Lesson Plans</p> <p>Quizzes</p> <p>Activities</p> <p>Recommended documents, films, and historic images</p> <p>Interactive online exhibits</p>
High	<p>Online American History Exhibits (<i>The Gilder Lehrman Institute of American History</i>)</p> <p>Interactive features on the following topics: Freedom: A History of US; Battle Lines: Letters from America's Wars; Alexander Hamilton; Lincoln and the Media; Songs of the Civil Rights Movement (Jukebox); Follow an 1850's Freedom Trail; Supreme Court Cases on Immigration: You Be the Judge; Primary Source Map of the United States</p> <p>http://www.gilderlehrman.org/collection/online/index.html</p>	<p>Interactive online exhibits</p>
Middle High	<p>Brown v. Board of Education: 50th Anniversary (<i>The Constitutional Rights Foundation</i>)</p> <p>A series of online lessons marking the 50th anniversary of the <i>Brown</i> decision.</p> <p>http://www.crf-usa.org/brown50th/brown_v_board.htm</p>	<p>Readings</p> <p>Discussion</p> <p>Questions</p> <p>Activities</p>

Grade Level(s)	Resource Description & Location	Type(s) of Resource
<i>Judicial Branch</i>		
Middle High	<p>Landmark Supreme Court Cases</p> <p>This site was developed to provide teachers with a full range of resources and activities to support the teaching of landmark Supreme Court cases, helping students explore the key issues of each case. The "Resources" section features basic building blocks such as background summaries and excerpts of opinions that can be used in multiple ways, as well as summaries at three different reading levels. The "Activities" section contains a range of short activities and in-depth lessons that can be completed with students. While these activities are online, many of them can be adapted for use in a one-computer classroom or a classroom with no computer.</p> <p>http://www.landmarkcases.org/</p>	<p>Summaries</p> <p>Diagrams</p> <p>Excerpts from opinions</p> <p>Full text of decisions</p>
Middle High	<p>Mock Trials (<i>Street Law</i>)</p> <p>Download mock trials for free.</p> <p>http://www.streetlaw.org/content.asp?ContentId=181</p>	<p>Mock trials</p>

Grade Level(s)	Resource Description & Location	Type(s) of Resource
<i>Legislative Branch</i>		
Upper Elem Middle High	<p>Congress for Kids</p> <p>Learning about the federal government doesn't have to be boring. Congress for Kids gives you access to interactive, fun-filled experiences designed to help you learn about the foundation of our federal government and how its actions affect you. Although designed for students in grades four through high school, other students, teachers, parents, and interested citizens will find helpful, engaging activities, too.</p> <p>http://www.congressforkids.net/</p>	<p>Interactive web site</p>

Civics and Government Resources

Grade Level(s)	Resource Description & Location	Type(s) of Resource
<i>Miscellaneous</i>		
Middle High	Justice Learning: Civic Education in the Real World (<i>NPR & New York Times</i>) Justice Learning is an innovative, issue-based approach for engaging high school students in informed political discourse. The web site uses audio from the Justice Talking radio show and articles from The New York Times to teach students about reasoned debate and the often-conflicting values inherent in our democracy. Issues covered include: web censorship, religion in schools, juvenile justice, the drug war, education policy, zero tolerance, etc. http://www.justicelearning.org/	Audio files Related NY Times articles Timelines with attached resources Lesson Plans
Middle High	Annenberg Media Teacher Resources Online streaming video and related resources on the following topics: The Constitution: That Delicate Balance Democracy in America Ethics in America Making Civics Real: A Workshop for Teachers http://www.learner.org/index.html	Online streaming video Related resources
Elementary High	Democracy Kids Interactive online learning modules for students in grades 4 – 6. Topics addressed: Levels of Government; Legislators Are Real People (profiles legislators “real” jobs); Impact of Government. NOTE: Site is still under development. http://www.democracykids.org/#	Interactive online games and modules
Middle High	CIRCLE (<i>The Center for Information and Research on Civic Learning and Engagement</i>) Fact sheets around youth civic engagement. http://www.civicyouth.org/	Background information for students and teachers
Middle High	C-SPAN Classroom (<i>C-SPAN</i>) Video clips and discussion questions organized in the following categories: Principles of Government; U.S. Constitution; Legislative Branch; Executive Branch; Judicial Branch; Political Participation. http://www.c-spanclassroom.org/Default.aspx	Downloadable video clips

Grade Level(s)	Resource Description & Location	Type(s) of Resource
<i>Service Learning / Activism</i>		
Middle High	Learning and Leading: A Tool Kit for Youth Development and Civic Activism (<i>Youth Leadership for Development Initiative</i>) This research-based tool kit provides practical training activities and tools on civic activism as a strategy for developing personal, community, and organizational leadership. It includes promising practices, vignettes, and training materials. Much, but not all, of the toolkit is downloadable. http://www.theinnovationcenter.org/r_ydev_civeng.asp	Training materials

Grade Level(s)	Resource Description & Location	Type(s) of Resource
<i>Social and Current Issues</i>		
Middle High	America Responds to Terrorism (<i>The Constitutional Rights Foundation</i>) Resources designed to help teachers and students understand the tragedy of September 11 and the events unfolding in America, Iraq, the Middle East, and around the world. http://www.crf-usa.org/terror/America%20Responds%20to%20Terrorism.htm	Readings Discussion & Writing Activities
Middle	School Violence (<i>The Constitutional Rights Foundation</i>)	Readings

Civics and Government Resources

Grade Level(s)	Resource Description & Location	Type(s) of Resource
<i>Social and Current Issues</i>		
High	The tragedy at Columbine High School in Colorado raised concerns about school violence in America. The lessons and resources included in this Internet curriculum provide readings, activities, and other resources on topics of school violence. http://www.crf-usa.org/violence/intro.html	Discussion & Writing Questions Activities
Middle High	Demography and Democracy (<i>Population Reference Bureau</i>) These activities provide students with an understanding of population as an essential tool of good citizenship. Students will look at how population size influences political balance of power in Congress and the process of drawing new districts. (2001) http://www.prb.org/Educators/LessonPlans/2001/DemographyandDemocracy.aspx	Lesson Plan
Middle High	Great Decisions (<i>Foreign Policy Association</i>) Explore great foreign policy decisions by region or by topic. Current topics include: U.N. Reform; U.S. and Iran; Energy; Brazil; Human Rights; China & India; Turkey; Pandemics & Emergencies; and more. http://www.fpa.org/info-url_nocat4705/info-url_nocat.htm	Lesson Plans Quizzes Recommended readings Additional online resources Video clips
All	Citizenship Resources (<i>US Immigration and Naturalization Service</i>) The Education Resources section includes 1) Civics Flash Cards: The Civics Flash Cards contain sample U.S. history and government questions and answers. Immigrants applying for naturalization can use these flash cards as a study tool to prepare for the naturalization test and teachers and volunteers can use these flash cards in the classroom; 2) Learn About the United States: Quick Civics Lessons: This booklet provides short lessons, based on each of the civics questions on the naturalization test. This additional information is intended to help naturalization applicants gain a deeper understanding of U.S. history and government as they prepare to become citizens. The booklet is available in both English and Spanish; and 3) Sample U.S. History and Government Questions: A list of sample U.S. history and government questions for naturalization test preparation. This document is available in English, Spanish, and Chinese. http://www.uscis.gov/portal/site/uscis	Sample questions Flash cards Civics lessons

Grade Level(s)	Resource Description & Location	Type(s) of Resource
<i>Vermont Government</i>		
	The Vermont Constitution http://vermont-archives.org/govhistory/constitut/constitutions.htm	
All	The Vermont State Legislature Home Page Information on legislation, committees, state senators and representatives, how a bill becomes a law, application to become a legislative page, etc. http://www.leg.state.vt.us/	Teacher and student resource
All	The Vermont Judiciary Home Page Information on courts, court opinions, links to legal resources and research, etc. http://www.vermontjudiciary.org/default.aspx	Teacher and student resource
Middle High	A Visit to Vermont's Supreme Court (<i>Vermont Public Television</i>) What really goes on at Vermont's Supreme Court? A class of 8th graders spend a day finding out. Join them as they tour the court, learn about its role in government and Vermont's history, and even "try" the 1997 case of <i>Morgan v. Kroupa</i> . Order from Vermont Public Television at http://www.vpt.org/store/index.html , or check your local library.	Video

Civics and Government Resources

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<i>Vermont Government</i>		
All	<p>Vermont Branches of Government Home Page Links to the branches of government, local and federal government web sites. http://www.vermont.gov/egovernment/branches.html</p>	Teacher and student resource
All	<p>Tours of the Vermont State House Walk through one of the nations oldest and best preserved state capitols. Learn the history of the State of Vermont as you view paintings, sculpture, historic architecture and furnishings. Visit the House and Senate Chambers for an active civics lesson and possibly meet the Governor and Legislators as they participate in the legislative process. Tours are available Monday - Friday. Grades 3 and under are restricted to Monday tours during the Legislative Session (January - May).Tours are free. Contact: Alice Merrill at 802-828-1411 amerrill@leg.state.vt.us</p>	Field Trip
Middle High	<p>Legislative Role Play Tour of the Vermont State House In addition to the tour that focuses on the history and architecture of the State House, there is another option for middle school and high school students-a legislative role play tour. Call Missy Shea (Secretary of State's office) at 828-1296 for materials and Alice Merrill (School Tours Coordinator) at 828-1411 for more information and to schedule a tour.</p>	Interactive Field Trip
All	<p>Tour of the Vermont Supreme Court The Supreme Court Program has students sit in the Supreme Court Chambers, while law clerks present an overview of the Judicial Branch of Government. Students 6th grade and older participate in a 'mock trial.' Available only 2 days/week, only 3 groups per day. Contact: Alice Merrill 802-828-1411 amerrill@leg.state.vt.us</p>	Field Trip
Middle High	<p>Center for Public Education (<i>The Vermont Bar Association</i>) Downloads and links to additional law-related resources. https://www.vtbar.org/intus/cms/Display_Page.asp?PageID=74</p>	Teacher and student resource
All	<p>Under the Golden Dome: The Stories Behind Vermont's Citizen Legislature (<i>Vermont Folklife Center</i>) The Snelling Center for Government commissioned the Vermont Folklife Center to interview 35 former legislators. The result is a ten-part radio series which allows a rare, very human view of the Legislature and its workings over the last fifty years. As with any commentary and observations over time, change has been a constant. Yet Vermont's State House still houses a unique citizen legislature where anyone can serve and in that process make a difference. http://www.vermontfolklifecenter.org/multimedia/radio/golden-dome/index.htm</p>	CD Teacher and student resource
Middle High	<p>Constitutional Amendment Process (<i>The Snelling Center</i>) A project that is working to engage citizens in thinking about whether Vermont will be better served by elected officials serving 2-year terms or longer terms. The web site hosts a variety of resources around this issue: public opinion survey and results; audio interviews with prominent Vermonters; history of efforts to change term length; information about the legislative process; blog; etc. http://www.snellingcenter.org/article/view/13109/1/2199/</p>	Teacher and student resource Background information Audio Survey questions
All	<p>Connecting Legislators to Schools (<i>Vermont Legislature</i>) A database of Vermont legislators who are willing to speak to classes. Searchable by town and subject area. http://www.leg.state.vt.us/civiced/</p>	Teacher resource
All	<p>You Can Make a Difference: Advocacy 101 (<i>developed by Senator Jim Jefford's Office</i>) Tips for advocacy written for students. http://www.sec.state.vt.us/Kids/difference.html</p>	Teacher and student resource

Civics and Government Resources

Grade Level(s)	Resource Description & Location	Type(s) of Resource
<i>Vermont Government</i>		
All	Vermont State Emblems and Flag (<i>Office of the Secretary of State</i>) http://www.sec.state.vt.us/Kids/emblems.html	Teacher and student resource
K – 4	Vermont Votes for Kids: Kids Rule! (<i>Office of the Secretary of State</i>) Should your family pay a fee to use the neighborhood park? Should the local swimming pool stay open to the public in the wintertime? Your parents and neighbors help community leaders make decisions like these all the time. How? Voting! Use this site to learn about this important right. http://www.sec.state.vt.us/Kids/vtvotes/k4menu.shtml	Instructional suggestions Student activities
5 – 8	Vermont Votes for Kids: Election Connection (<i>Office of the Secretary of State</i>) Topics include: Voting is Everyone's Duty; Questions for Who?; The Importance of the Vote; Glossary of Election Terms; Voting Makes a Better Society. http://www.sec.state.vt.us/Kids/vtvotes/57menu.shtml	Instructional suggestions Student activities
9 – 12	Vermont Votes for Kids: Your Vote is Your Voice (<i>Office of the Secretary of State</i>) Teacher suggestions and student activities designed to empower Vermont students to vote and lead them through the process. Topics include: Ballots, Polls and Voting Booths; Who is Watching the Ballot Box?; Dimpled Ballots, Hanging Chads, and Reform; I Want to Register - Now What?; An Informed and Timely Vote; Making Your Point, Asking Your Question; Involvement: Walking the Walk, Talking the Talk; Who? Me? Run for Office?; Voter Registration: I Can Register Students Too. http://www.sec.state.vt.us/Kids/vtvotes/912menu.shtml	Instructional suggestions Student activities
9 – 12	Vermont Votes for Kids: Your Vote is Your Voice (<i>Office of the Secretary of State</i>) Teacher suggestions and student activities designed to provide an historical perspective on the right to vote. Topics include: Participation is the Cornerstone to Democracy; Who Says Politics Can't Be Fun?; You Choose the Rules: Which Rights Are More Important?; Gee, That's Different: Comparing Our Rights; Other Nations: The U.S. Compared with the World; Freedom Isn't Free; Timeline of Suffrage History; Consent of the Governed: Whose Consent?; Now I See Why that Happened; GOTV (Get Out The Vote); Is Their Way Better?; What Can One Person Do? http://www.vermontvotesforkids.com/912menu.shtml	Instructional suggestions Student activities
All	Democracy in Action Series (<i>Office of the Secretary of State</i>) One page student handouts on democracy developed in conjunction with Newspapers in Education. Topics include: Who Can Vote?; The Power to Participate; Explore Candidates and Campaigns; Electing the President; People Who Make a Difference; Post-Election Wrap-Up. http://www.sec.state.vt.us/Kids/vtvotes/dia.shtml	Student resource
K – 3	Town Meeting Coloring and Activity Book (<i>Office of the Secretary of State</i>) http://www.sec.state.vt.us/Kids/town_mtg.html	Coloring and activity book
4 – 6	Town Mouse and Country Mouse Go to Town Meeting (<i>Office of the Secretary of State</i>) Information and activity book that explains Town Meeting to students. http://www.sec.state.vt.us/Kids/town_mtg.html	Student resource and activity book
Middle School	Town Meeting Day Curriculum (<i>Secretary of State</i>) http://www.sec.state.vt.us/Kids/town_mtg.html	Teacher's Guide Supplementary Materials Discussion/Essay Questions
All	America's Story: Town Meeting (<i>Library of Congress</i>) http://www.americaslibrary.gov/cgi-bin/page.cgi/es/vt/town_1	Teacher and student resource

Civics and Government Resources

Grade Level(s)	Resource Description & Location	Type(s) of Resource
<i>Vermont Government</i>		
7 - 12	<p>The People's Guide to the Vermont Legislature Emmy award-winning half-hour program designed to encourage Vermonters to participate in their government by explaining how the State House functions. Viewers learn why the Legislature is so important, how bills can become law and how to get involved in the process. The show has seven short chapters to make it easier to use as a teaching tool. www.peoplesguidevt.org</p>	VHS, DVD Instructional suggestions
All	<p>Ethics in Government (<i>Great Thoughts of Vermont Commentary Series, VPR</i>) Commentator Cyndy Bittinger reflects on Calvin Coolidge and his thoughts on ethical conduct in politics and government. http://www.vpr.net/episode/31431/</p>	Commentary Teacher and Student resource
All	<p>Mathew Lyon and Freedom of Speech (<i>Great Thoughts of Vermont Commentary Series, VPR</i>) Commentator Frank Bryan tell the story of Mathew Lyon and how he came to personify freedom of speech. http://www.vpr.net/episode/31029/</p>	Commentary Teacher and Student resource
All	<p>Statesman William Slade (<i>Great Thoughts of Vermont Commentary Series, VPR</i>) Commentator Gregory Sanford looks at the ideas of early Vermont statesman, William Slade. http://www.vpr.net/episode/31020/</p>	Commentary Teacher and Student resource
All	<p>Philip Hoff and Public Service (<i>Great Thoughts of Vermont Commentary Series, VPR</i>) As VPR continues to explore Great Thoughts of Vermont, commentator Allen Gilbert examines former Governor Phil Hoff's philosophy of public service: his conviction that individuals can make a difference, and his belief that government can do good. http://www.vpr.net/episode/30984/</p>	Commentary Teacher and Student resource
All	<p>Ralph Flanders Defies Joseph McCarthy (<i>Great Thoughts of Vermont Commentary Series, VPR</i>) Commentator Gregory Sanford says that the ideas of Vermont Senator Ralph Flanders greatly influenced how we conduct public discourse, and our notion of what it means to be an American. http://www.vpr.net/episode/30973/</p>	Commentary Teacher and Student resource
All	<p>Clarina Nichols on Voting Rights (<i>Great Thoughts of Vermont Commentary Series, VPR</i>) Great thoughts and philosophies from Vermonters have shaped our state and sometimes influenced the nation. Commentator Madeleine Kunin explores the legacy of suffragist Clarina Nichols. http://www.vpr.net/episode/30943/</p>	Commentary Teacher and Student resource
All	<p>Vermont State Historic Sites – Justin S. Morrill Homestead This Gothic Revival house was constructed by US Representative and US Senator Justin S. Morrill in 1849 and is located in a period Picturesque Landscape. Morrill (1810-1898) was the chief sponsor of the 1862 & 1890 Land-Grant College Acts. These were the most important pieces of legislation for American higher education in the 19th century. For the first time, America's working class and imiority citizens had the opportunity to pursue higher education. Tours and interpretive exhibits explore the life and career of Senator Morrill's interests in politics, horticulture and farming. A video and teaching guide was developed by Vermont Public Television. http://www.HistoricVermont.org/morrill</p>	video teacher & student resource
High	<p>All Those in Favor: Rediscovering the Secrets of Town Meeting and Community (<i>Susan Clark, Frank Bryan</i>) This book takes a look at Vermont's town meeting tradition – its strengths, its vulnerabilities, its problems and its prospects – and then offers specific tips for citizens and local officials on how to strengthen this important democratic institution.</p>	Teacher and student resource

Civics and Government Resources

Grade Level(s)	Resource Description & Location	Type(s) of Resource
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Vermont Government

Available at book stores or through Vermont Institute for Government, 617 Comstock Road, Berlin, VT 05602, 802.223.2389.

Grade Level(s)	Resource Description & Location	Type(s) of Resource
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Literature/Trade Books

Middle	<p>A Dream Of Freedom: The Civil Rights Movement From 1954 To1968 (<i>Diane McWhorter</i>)</p> <p>This powerful account of the civil rights movement captures major moments of the time and depicts the faith and commitment of those working for equality. The author describes key actors, organizations, and events in an intimate, accessible style. Scholastic Nonfiction/Scholastic Inc. 160pp. Trade ISBN 0-439-57678-4, \$19.95. NCSS Notable Trade Book</p>	<p>Book Bibliography Index Illustrated with photographs</p>
Middle	<p>Global Counterstrike: International Counterterrorism (Terrorist Dossiers) (<i>Samuel M. Katz</i>)</p> <p>The history, training, organization, and major operations of international counterterrorist units are presented along with photographs, maps, and descriptions of leading events that shaped the creation of these special forces. Timeline, Lerner Publishing Group. 72pp. Library ISBN 0-8225-1566-0, \$26.60. NCSS Notable Trade Book</p>	<p>Book Bibliography Further Reading and Websites Index Illustrated with photographs Book Afterword</p>
Middle High	<p>A Heart Divided (<i>Cherie Bennett and Jeff Gottesfeld</i>)</p> <p>When Kate moves to a small southern town, she stirs up resentment by challenging her high school's use of Confederate flag insignia and forces the community to examine what it means to be an American. Delacorte Books for Young Readers/Random House Children's Books. 320pp. Trade ISBN 0-385-32749-8, \$15.95; Library ISBN 0-385-90039-2,\$17.99. NCSS Notable Trade Book</p>	<p>Book Afterword</p>
Elementary	<p>Home (<i>Written and illustrated by Jeannie Baker</i>)</p> <p>As Tracy grows, from infant to adult, her rundown neighborhood transforms into a beautiful, thriving area. This wordless picture book beautifully illustrates urban renewal. Greenwillow Books. 32pp. Trade ISBN 0-06-623935-4, \$15.99 NCSS Notable Trade Book</p>	<p>Picture Book</p>
Middle	<p>The Persian Gulf And Iraqi Wars (<i>Lawrence J. Zwier and Matthew S. Weltig</i>)</p> <p>The wars between Iraq and the United States are explained through a history of the region along with descriptions of the conflict, weapons, soldiers, key leaders, major events, and challenges in establishing peace.. Lerner Publishing Group. 96pp. Library ISBN 0-8225-0848-6,\$27.93. NCSS Notable Trade Book</p>	<p>Illustrated with photographs Events Major Battles Timeline Glossary Who's Who Bibliography Further Reading and Websites Index</p>
Elementary	<p>Thura's Diary (<i>Thura al-Windawi</i>)</p> <p>Thura is a teenager in Iraq in 2003 when the Coalition Forces invade. She documents her feelings, thoughts, and experiences in her diary and provides readers with a realistic perspective of life in a war-torn country. Afterword Viking Children's Books. 160pp. Trade ISBN 0-670-05886-6, \$15.99. NCSS Notable Trade Book</p>	<p>Timeline People and Places Postscript</p>

Civics and Government Resources

Grade Level(s)	Resource Description & Location	Type(s) of Resource
<i>Literature/Trade Books</i>		
Elementary	<p>Pete For President (<i>Daisy Alberto</i>) This simple introduction to voting is presented through a face-off between two third-grade classmates running for class president. Introduces appropriate vocabulary about election practices. Illustrated by Blanche Sims. Kane Press. 32pp. Paperback ISBN 1-57565-142-4, \$4.99. NCSS Notable Trade Book</p>	Letter to Educators/ Parents Making Connections
High	<p>Real Time (<i>Pnina Moed Kass</i>) Multiple perspectives on contemporary Israel are presented in this novel through the voices of a German student, a Jewish kibbutz worker, a Palestinian teen, a Holocaust survivor, and others whose lives are altered in a violent incident. Clarion Books. 192pp. Trade ISBN 0-618-44203-0, \$15.00 NCSS Notable Trade Book</p>	Illustrated with photographs
Elementary	<p>Be My Neighbor (<i>Maya Ajmera and John D. Ivanko</i>) Although the neighborhoods are different, all children of the world live in a place they call home. This book illustrates how alike children are. (KHW) IX, III, I Charlesbridge Publishing. 32pp. Trade ISBN 1-57091-504-0, \$15.95. NCSS Notable Trade Book</p>	Illustrated with photographs Words of Wisdom from Fred Rogers Author's Note
Middle	<p>The Breaker Boys (<i>Pat Hughes</i>) Readers learn about coal production, child labor in the late 1800s, and social history through Nate Tanner, the 12-year-old son of a wealthy Pennsylvania mine owner. Nate befriends a group of immigrant boys who work sorting coal and gets involved in a dangerous clash between miners, mine owners, and the law. Farrar, Straus and Giroux Books for Young Readers. 256pp. Trade ISBN 0-374-30956-6, \$18.00. NCSS Notable Trade Book</p>	
Elementary	<p>Building Liberty: A Statue Is Born (<i>Written and illustrated by Serge Hochain</i>) This unique approach to the story of the Statue of Liberty describes four young men and their contributions to the project. Beautiful illustrations featuring nineteenth-century New York and Paris supplement the text. National Geographic Children's Books. 48pp. Trade ISBN 0-7922-6765-6, \$16.95; Library ISBN 0-7922-6969-1, \$25.90. NCSS Notable Trade Book</p>	Construction Timeline
Elementary	<p>Enemies Of Slavery. David A. Adler. Illustrated by Donald A. Smith. This picture book provides brief biographies of 14 abolitionists. Each story explains how the individual risked life and liberty to free others. Opposite a page of simple text is a full-page portrait. Holiday House. 32pp. Trade ISBN 0-8234-1596-1, \$16.95. NCSS Notable Trade Book</p>	Source Notes Bibliography
All	<p>Remember: The Journey Of School Integration (<i>Toni Morrison</i>) Emotional photos and a succinct fictional narrative portray the heroism of ordinary African American students who brought the <i>Brown vs. Board of Education</i> ruling out of the courtroom and into classrooms across the country.. Houghton Mifflin Company. 80pp. Trade ISBN 0-618-39740-X, \$18.00. NCSS Notable Trade Book</p>	Illustrated with photographs Timeline Photo Notes
Middle High	<p>With Courage And Cloth: Winning The Fight For A Woman's Right To Vote (<i>Ann Bausum</i>) Striking photographs enhance this comprehensive narrative of the challenges that suffragettes faced in their fight to gain the right to vote. National Geographic Children's Books. 112pp. Trade ISBN 0-7922-7647-7, \$21.95; Library ISBN 0-7922-6996-9, \$32.90. NCSS Notable Trade Book</p>	Illustrated Profiles Chronology Resource Guide Bibliography Index

Civics and Government Resources

Grade Level(s)	Resource Description & Location	Type(s) of Resource
<i>Literature/Trade Books</i>		
Elementary Middle	<p>Fight On! Mary Church Terrell's Battle For Integration (<i>Dennis Brindell Fradin and Judith Bloom</i>) This beautiful story details nearly a century of discrimination through one woman's eyes. Mary Church Terrell was the first black school board member in Washington, D.C., and was instrumental in founding the NAACP. Clarion Books. 192pp. Trade ISBN 0-618-13349-6, \$17.00. NCSS Notable Trade Book</p>	<p>Illustrated with prints and photographs Source Notes Bibliography Index Illustrated</p>
Elementary	<p>Harvesting Hope: The Story Of Cesar Chavez (<i>Kathleen Krull</i>) This story about Cesar Chavez traces his growth from a shy youngster to the man who inspired migrant farm workers to take a stand against their deplorable working conditions. Vibrant illustrations add to this well-told biography. Harcourt Children's Books. 48pp. Trade ISBN 0-15-201437-3, \$17.00 NCSS Notable Trade Book</p>	
Middle High	<p>Jack: The Early Years Of John F. Kennedy (<i>Ilene Cooper</i>) Drawn from family letters, anecdotes, and recollections, a new and different picture of young Jack Kennedy emerges, revealing much about his relationship with his parents and favored older brother. Index. Dutton Children's Books. 160pp. Trade ISBN 0-525-46923-0, \$22.99. F (Puffin Books). NCSS Notable Trade Book</p>	<p>Illustrated with photographs Family Tree Afterword Source Notes Bibliography</p>
Middle	<p>Or Give Me Death: A Novel Of Patrick Henry's Family (<i>Ann Rinaldi</i>) Told through the eyes of Patrick Henry's daughters, Patsy and Anne, this novel reveals the secret life of the statesman's family, as Henry became heavily involved in Virginia politics and his wife increasingly suffered from mental illness. 240pp. Gulliver Books/Harcourt Children's Books. Trade ISBN 0-15-216687-4, \$17.00. NCSS Notable Trade Book</p>	<p>Author's Note Bibliography</p>
Elementary	<p>Rabble Rousers: 20 Women Who Made A Difference (<i>Cheryl Harness</i>) This powerfully written and superbly illustrated book documents the lives and accomplishments of a select group of women activists; their stories demonstrate that dissent plays an essential role in our national pursuit of life, liberty, and happiness. Dutton Children's Books. 64pp. Trade ISBN 0-525-47035-2, \$17.99. NCSS Notable Trade Book</p>	<p>Civil Action Tips Resources Places to Visit Glossary Index</p>
Elementary	<p>Vote! (<i>Eileen Christelow</i>) Arguably the best book published on electoral politics for young people. This is a smartly written, authoritative source of civic wisdom for children. It deserves to be in every elementary school library in the United States. Clarion Books. 48pp. Trade ISBN 0-618-24754-8, \$16.00. NCSS Notable Trade Book</p>	<p>Glossary Timeline Political Party Information Resources</p>
Middle High	<p>In Defense Of Liberty: The Story Of America's Bill Of Rights (<i>Russell Freedman</i>) An engaging presentation of America's Bill of Rights that places these first amendments to the U.S. Constitution in an historical context that enables the reader to understand how their interpretation continues to evolve. Holiday House. 196pp. Trade ISBN 0-8234-1585-6, \$24.95. NCSS Notable Trade Book</p>	<p>Illustrated with photographs Notes Bibliography Index</p>
Middle	<p>Linda Brown, You Are Not Alone: The <i>Brown V. Board Of Education</i> Decision (<i>Edited by Joyce Carol Thomas, Illustrated by Curtis James</i>) This exquisite collection of poetry and prose, written by ten of today's most accomplished children's authors, celebrates and analyzes school integration's most important U.S. Supreme Court case. Jump at the Sun/Hyperion Books for Children. 128pp. Trade ISBN 0-7868-0821-7, \$15.99. NCSS Notable Trade Book</p>	<p>Biographical Notes on the Authors</p>

Civics and Government Resources

Grade Level(s)	Resource Description & Location	Type(s) of Resource
<i>Literature/Trade Books</i>		
Middle High	Society's Sisters: Stories Of Women Who Fought For Social Justice In America (<i>Catherine Gourley</i>) This book features the stories of women who fought for social justice. Each woman brought a passion to her cause and many paid a price for the fight. Twenty-First Century Books/The Millbrook Press. 96pp. Library ISBN 0-7613-2865-3, \$25.90. NCSS Notable Trade Book	Illustrated with prints and photographs Selected Bibliography Book
Elementary	Stars And Stripes: The Story Of The American Flag (<i>Sarah L. Thomson</i>) An explanation of the American flag's design evolution is combined with reasons why people fly or display the flag. An excellent civics lesson not only for Flag Day but for any day; beautifully illustrated. HarperCollins Children's Books. 32pp. Trade ISBN 0-06-050416-1, \$15.99; Library ISBN 0-06-050417-X, \$16.89 NCSS Notable Trade Book	
Elementary Middle	50 American Heroes Every Kid Should Meet (<i>Dennis Denenberg and Lorraine Roscoe</i>) This book provides both insight and inspiration into what makes a hero. The 50 people portrayed—including Native American statesman Tecumseh, actor Christopher Reeve, and musician Yo-Yo Ma—come from all sectors of society, demonstrating that everyday individuals have the potential to be heroes.. Millbrook Press/Lerner Publishing Group. 128pp. Trade ISBN 0-7613-9548-2, \$14.95; Library ISBN 0-7613-1612-4, \$30.60; Paperback ISBN 0-7613-9548-2, \$14.95. NCSS Notable Trade Book	Illustrated with prints and photographs Quotation Sources Index Hero Hunt
Middle High	The Forbidden Schoolhouse: The True and Dramatic Story of Prudence Crandall and Her Students (<i>Suzanne Jurmain</i>) This is an extraordinary history of the Canterbury Female Boarding School in Connecticut and its founder, who stood trial for the crime of teaching African American girls geography, reading, and chemistry. Resource-rich nonfiction. Houghton Mifflin Company. 160pp. Trade ISBN 0-618-47302-5, \$18.00. NCSS Notable Trade Book	Illustrated with prints and photographs
Middle	The Founders: The 39 Stories behind the U.S. Constitution (<i>Dennis Brindell Fradin</i>) A wonderful collection of short biographies that explain the history of the U.S. Constitution and the 39 individuals who helped draft it. Walker and Company. 162pp. Trade ISBN 0-8027-8972-2, \$22.95; Library ISBN 0-8027-8973-0, \$23.85. NCSS Notable Trade Book	Bibliography Index Maps U.S. Constitution Book
Elementary Middle	Delivering Justice: W. W. Law and the Fight for Civil Rights (<i>Jim Haskins</i>) An inspirational account about an ordinary mail carrier, W.W. Law, whose extraordinary conduct, vision, and work with the NAACP during the 1960s civil rights movement helped desegregate Savannah, Georgia, with little violence. Afterword. Candlewick Press. 32pp. Trade ISBN 0-7636-2592-2, \$16.99. NCSS Notable Trade Book	
Elementary	I Could Do That! Esther Morris Gets Women the Vote (<i>Linda Arms White</i>) Full of determination and self-reliance, Esther meets each of life's challenges head-on. Entrepreneur, wife, mother, and suffragette, she helps get women the right to vote in Wyoming, and becomes a justice of the peace, the first woman in the United States to hold political office. Farrar, Strauss and Giroux/Melanie Kroupa Books. 40pp. Library ISBN 0-374-33527-3, \$16.00. NCSS Notable Trade Book	Author's Note Resources
Elementary	Peace One Day: The Making of World Peace Day (<i>Jeremy Gilley</i>) This inspiring story depicts the efforts of actor Jeremy Gilley to create a world peace day. This story shows that one person can make a difference through determination and perseverance. G. P. Putnam's Sons. 48pp. Trade ISBN 0-399-24330-5, \$16.99. NCSS Notable Trade Book	Book
Early Elementary	Click, Clack, Moo: Cows That Type (<i>Doreen Cronin</i>) Life on the farm will never be the same after the cows discover an old typewriter. When Farmer Brown refuses their first written request for electric blankets, the determined cows go on strike. In a bold act of community organization, they convince the hens to join them, and soon the baffled farmer is out both milk and eggs. Neutral Duck arbitrates with hilarious results. Lewin's watercolors are as big, bold, and outrageous as the animals' demands. ISBN 0-689-83213-3.	Fiction

Civics and Government Resources

Grade Level(s)	Resource Description & Location	Type(s) of Resource
<i>Literature/Trade Books</i>		
Early Elementary	<p>Duck for President (<i>Doreen Cronin</i>) Farmer Brown and his activist animals are back in this hilarious look at government. Tired of his chores, Duck decides to hold an election and challenges the incumbent, promising a “kinder, gentler farm.” Voter registration, ballots, recounts, campaigns, town meetings, speeches, and parades take the web-footed candidate from the farm to state governorship and on to the White House. Readers will have great fun learning with this playful poke at American politics. Video and audio versions available from Weston Woods. ISBN 0-689-86377-2.</p>	Fiction
Early Elementary	<p>Liberty’s Journey (<i>Kelly Dipucchio</i>) Early “one foggy morn,” Lady Liberty leaves her pedestal to explore the country. Beginning with a city neighborhood, she follows the railroad west—past a farm, a country fair, ranchers driving cattle, desert sands and canyons, all the way to the Golden Gate Bridge. Smelling the ocean air, she suddenly misses her harbor home and travels back to be greeted by a parade of New Yorkers who’ve been searching for her. Colorful cartoons are a perfect match for the rhymed text. ISBN 0-7868-1876-X.</p>	Fiction
Early Elementary	<p>Fables (<i>Arnold Lobel</i>) These are humorous, contemporary fables that teach about responsibility and citizenship at a child s level. Harper Collins, ISBN: 0060239735</p>	Folklore
Early Elementary	<p>Jessica Fish Learns About Privacy (<i>Center for Civic Education</i>) Written by the Center for Civic Education, this little book uses animal characters to explore the concept of the right of privacy in society. ISBN: 0898181852</p>	Fiction

*Excessive
bail shall not
be required,
nor excessive
fines imposed,
nor cruel and
unusual
punishments
inflicted.*

CURRENT EVENTS

How Can Schools Strip Teens' Rights Outside Classroom?

By FRANK D. LOMONTE

July 6, 2008

The Hartford Courant / courant.com

Let's start with an unremarkable proposition: teenagers have constitutional rights.

If they're charged with a crime, they have the right to legal counsel and trial by jury. They can't be stopped by the police and searched without justification. The government can't force them to give up their religion, or tell them what they can and can't say.

Or can it?

When the Founding Fathers wanted to reserve constitutional privileges for certain age groups (e.g., you can't be a U.S. senator until you're 30), they said so. And they didn't put any qualifiers on the Bill of Rights.

Yet some school administrators are pressing the radical new notion that students don't have the full benefit of the First Amendment right to free speech. Anywhere. Any time.

Everyone accepts that, during class time, unlimited free speech must yield to good order; you can wear your campaign T-shirt in class, but you can't stage a campaign rally. But until recently, everyone also accepted that, when the bell rang, students turned back into full-fledged citizens.

That assumption is being challenged in a handful of recent court cases.

School administrators in Pennsylvania and Connecticut, for example, are asking courts to declare that a high school student has no First Amendment right to speak or write about the school — even off school property and on personal time — if the student can anticipate that the speech will provoke controversy at the school.

The doorway through which these school officials wish to charge was cracked open a year ago by the Supreme Court in *Morse v. Frederick*. In *Morse*, a slender majority of the court decided that a school could punish a student, Joseph Frederick, for holding up a banner that, in the court's view, was reasonably interpreted as urging students to use illegal drugs ("Bong Hits 4 Jesus").

Frederick displayed the message off-campus on a school holiday, but because of the unique setting — Frederick was standing across the street from the school, at a school-organized function supervised by teachers — the court decided that Frederick was effectively on campus.

Morse has emboldened a few wrongheaded school administrators who obviously have too much time on their hands. Having taken the hillside across from campus, these expansionists now will not stop until their authority reaches everywhere — even into cyberspace.

In one recent case, lawyers for Connecticut's Region 10 school district, serving Burlington and Harwinton, actually convinced the Second Circuit U.S. Court of Appeals that Avery Doninger, then a Lewis S. Mills High School junior, could be punished for using a blog — created on a home computer on personal time — to encourage the public to lobby school administrators to overturn a decision that threatened a student-organized concert. Although the student regrettably used a coarse word to refer to the administrators, it was not the mild expletive that decided her fate; it was the fact that, in the court's view, Doninger "disrupted" school by escalating the concert dispute to involve the public.

What a miserable civics lesson for a 17-year-old who, as even the school conceded, was an otherwise exemplary student. Asking public officials to take precious time out of their day to actually answer

calls and e-mails from parents who question their management of the school is such a "disruption" that it justifies suspending the First Amendment. In what country?

Thankfully, this bizarre and frightening view of our Constitution remains an aberration.

A U.S. District Court in Pennsylvania recently rejected the same argument that prevailed in Connecticut, wisely observing that — if students misbehave online in ways that violate the rights of others — that's a private matter with private remedies.

Why should we be concerned for the "rights" of a student to call the principal a bad name? Because court decisions can live on forever, and they can be misapplied in mischievous ways.

What about the student who learns that the coach has been molesting female students — a scandal that undoubtedly would provoke a "disruptive" level of discussion at school? Many principals refuse to let students publish such "adult" matter in the school newspaper — and now, if the radical expansionists get their way, the principal can constitutionally add: "If I catch you talking to anyone about this — anywhere, any time — you're expelled."

In a landmark 1963 case, the Supreme Court said elegantly that "First Amendment freedoms need breathing space to survive." Today, thanks to decisions like *Morse*, too many courts are affording the breathing space to the censor — especially when that censor is a school. They're willing to let schools punish innocent conduct for fear of second-guessing the principal's authority.

Well, principals who abuse their disciplinary authority need second-guessing. And if schools want to put court-approved muzzles on our kids, then we'd better speak for them — loud and clear.

Frank D. LoMonte is a lawyer and executive director of the Student Press Law Center, a nonprofit legal-aid service for student journalists.

School District Affirms Student Speech Rights After 10th Grader Punished for 'gay? fine by me' T-Shirt

(12/7/2007)

American Civil Liberties Union

CONTACT: media@aclu.org

NEW YORK -- The Spencer-Van Etten School District has met a demand from the New York Civil Liberties Union that it send a message directly to its student body affirming students' constitutional right to free speech. The development occurred in response to the censorship of a Tioga County High School student for wearing a "gay? fine by me" T-shirt.

Heathyre Farnham, a 10th grade student, was sent home from school on September 21 for wearing the T-shirt.

After the New York Civil Liberties Union intervened in October, the school district admitted it had violated Farnham's free speech rights and agreed to issue a declaration that all high school students are permitted to wear clothing that conveys controversial messages, including messages supporting lesbian, gay, bisexual and transgender people.

Barrie Gewanter, director of the NYCLU's Central New York Chapter, worked with NYCLU staff attorneys Matt Faiella and Palyn Hung to represent Farnham, who organized public opposition to the censorship with her mother, Brynda Beeman.

"Heathyre displayed enormous courage in refusing to surrender her First Amendment rights or the rights of her classmates," Faiella said. "These students stand behind an inclusive message of free speech, and I think that's great."

Gewanter delivered a presentation to the high school's faculty on students' First Amendment rights on October 22. The following day, the school district's attorney publicly admitted that the censorship was a mistake. That evening, Gewanter addressed the district's school board, while Faiella continued to negotiate with the school district's attorneys about issuing a statement to the high school's students affirming their free speech rights.

On November 2, the following message, most of which was proposed by the NYCLU, was broadcast over the schools public address system:

"The school dress code does not prohibit students from displaying controversial or political messages. There is a wide range of these types of messages that are acceptable, including messages supportive of lesbian, gay, bisexual and transgender people. The dress code does prohibit students from displaying obscene or profane words or images or messages promoting the use of alcohol, drugs or tobacco products."

The school district subsequently issued Farnham a private apology.

Gewanter said the statement and apology were necessary to repair the damage caused by the censorship. "When you enact censorship like this, it puts a chilling effect on the student body, and you cannot cure this chill with silence," Gewanter said. "We appreciated the opportunity to address the faculty and school board, but the Spencer-Van Etten school district had the further obligation to inform students that they have First Amendment rights in their school."

This incident and the resulting publicity raised created an opportunity to educate the school board, faculty, and the community on students' free speech rights and the challenges some LGBT youth face within their schools. "The NYCLU feels these are positive developments," Gewanter said.

Calif. bill would protect teachers defending student speech

By Melanie Bengtson

First Amendment Center Online intern

06.30.08

A bill to protect California's teachers from retaliation for defending student speech is making its way through the Legislature. But the University of California system says it's unlikely to obey S.B. 1370 if it passes, according to the Center for Scholastic Journalism blog from Kent State University and insidehighered.com.

The bill, sponsored by state Sen. Leland Yee (D-San Francisco), is awaiting a vote in the Senate. After passing a different version of S.B. 1370 in April, the Senate now needs to approve an Assembly version before it can be sent to Gov. Arnold Schwarzenegger for his signature. An amendment to the Assembly version of the bill removed the name "Journalism Teachers' Protection Act" to give protection to all teachers defending students' free-speech rights, the Student Press Law Center reported.

S.B. 1370 would prohibit college and high school administrators from punishing teachers for "acting to protect" student expression protected by state law or by constitutional provisions. California's "Leonard Laws" give students in public schools and both public and private colleges free-speech protection and freedom of the press. Although the Leonard Laws prohibit administrators from exercising prior review of student publications, they say nothing about efforts to retaliate against teachers, such as journalism advisers, who try to uphold student free speech and press.

"Allowing a school administration to censor in any way is contrary to the democratic process and the ability of a student newspaper to serve as the watchdog and bring sunshine to the actions of school administrators," Yee said in a Q&A with J-Ideas, Ball State University's journalism and First Amendment institute. "As long as teachers and other employees can be threatened with retaliation for protecting students' speech rights, the speech itself is not truly protected."

However, the University of California system, which includes 10 campuses, has the constitutional ability to refuse to adopt certain laws. California's Donahoe Higher Education Act includes a provision that says the University of California Regents must vote on certain sections of the Education Code in order for them to apply to UC schools. Gov. Schwarzenegger serves as an ex-officio regent for the University of California.

In the letter to Yee, Happy Chastain, UC's senior legislative director for state governmental relations, wrote, "Although the University goes great lengths to ensure academic and speaking freedoms, we must also have the right to take appropriate measures In order to preserve academic independence from political intrusion, it is important that the University maintain its ability to act if an instructor fails to teach course materials that have been approved by the University."

Chastain gave the example of a math teacher allowing a student to discuss an off-topic subject for so long in class that the education of others would be disrupted and the required curriculum not fulfilled. She wrote that the university "must maintain its ability to correct situations in which ... a University employee has failed to comply with academic teaching standards."

Existing California laws give students and faculty "substantial freedom of speech protections," Chastain wrote.

The California Newspaper Publishers Association supports the bill, according to the CNPA Web site.

Calls in Louisiana to Require English at Commencement

By THE ASSOCIATED PRESS

Published: June 30, 2008

HOUMA, La. (AP) — School officials in Terrebonne Parish are considering a policy that would require all commencement speeches to be in English.

The proposal comes after Hue and Cindy Vo, cousins who were co-valedictorians at Ellender High School, delivered part of their commencement addresses last month in Vietnamese.

Cindy Vo, the daughter of Vietnamese immigrants, spoke about high-school memories, friends and the future. Then Ms. Vo, 18, recited a sentence in Vietnamese dedicated to her parents, as they watched. She told classmates that the line, roughly translated, was a command to always be your own person.

David Bourg, the secondary education supervisor with the Terrebonne Parish School District, is forming a committee of educators to study the graduations at the four high schools and to make recommendations to the school board. Officials are also considering other proposals, like requiring a prayer during the ceremony.

"As board members, we get to observe the different ceremonies, and there's some inconsistencies I think the board, or administration more importantly, needs to address," said Rickie Pitre, a board member. "I don't like them addressing in a foreign language. They should be in English."

Superintendent Ed Richard said his staff could study the graduations but questioned whether the board should change a ceremony unique to each school.

Critics of the changes questioned whether they would infringe on civil rights.

Ms. Vo said her statement in Vietnamese was aimed at her parents, who do not speak fluent English. "Out of the whole speech, it's one sentence dedicated to them to give thanks," she said. "Mine was personal and general for the entire Vietnamese community and something I wanted to share with graduates."

Hue Vo expressed gratitude to her parents for the hardships they faced moving here from Vietnam. "It's very important to my parents that I keep my culture," she said. "I felt if I expressed myself in Vietnamese it would be more heartfelt."

Cutting off the grapevine **Some students are asking schools to block access to anonymous gossip sites**

© 2008 Student Press Law Center

By A. Matthew Deal

It is not unusual to hear stories about administrators in higher education censoring student media; what is strange is when the students ask officials to censor content.

Juicy Campus, a controversial and self-proclaimed gossip Web site, has drawn wide attention and criticism from students and administrators for hosting user-created content that many consider libelous.

Many of the site's discussions center on topics considered to be vulgar, from "Who are the biggest sluts on campus?" to "The boys most likely to send you home with an STD."

While benign discussions exist, the site generally is a sounding board for airing taboo topics about students, frequently calling them out by name.

Its critics say Juicy Campus should be liable for the site's content. But Matt Zimmerman, senior staff attorney for the Electronic Frontier Foundation, said Juicy Campus is protected under the federal Communications Decency Act, and cannot be held liable for content posted by visitors rather than the site's owners.

"The short answer is that it is not responsible for content that it didn't create," Zimmerman said.

This, however, has not stopped the site's critics from trying to reduce Juicy Campus's influence.

In January, the Student Government Association at Pepperdine University passed a resolution asking the administration to ban the Web site from the campus network, quickly prompting student governments elsewhere to consider similar resolutions.

As of yet, no school is known to have banned the site from its campus network. At the two schools where the student government passed such legislation — Pepperdine and Baylor University — campus administrators have refused to block the site.

"I find it hard to believe that universities are going to take the suggestion seriously," Zimmerman said.

Lori Fogleman, director of media communications at Baylor University, said Juicy Campus is "predicated on anonymous gossip and is full of malicious, hateful, dishonest and degrading things," but that Baylor does not block any Web sites except those devoted to pornography.

However, Fogleman also said, "The University is considering what options we might have to force the site to remove references to Baylor."

When asked if universities legally could block content like Juicy Campus, Zimmerman said public college and universities would find it difficult to block content without violating the First Amendment.

Zimmerman said that even with indecent content, courts have raised First Amendment concerns about libraries filtering out content at public colleges and universities.

Zimmerman said that private universities would function like other Internet service providers and have the power to decide whether they want to block content.

With little support from administrators to block the site, students have adopted different forms of protest, such as the creation of anti-Juicy Campus groups on Facebook and posting large blocks of literary text to disrupt the message threads.

Still other campuses adopted different approaches, such as Princeton University's "Own What You Think" campaign that was highlighted in *The Daily Princetonian*.

The initiative urged students to sign a petition that declared actions like "posting malicious gossip and opinions on online websites" as "particularly cowardly." The campaign also targeted actions like the tearing down of posters at Princeton and writing hateful messages in common areas of campus.

The Princeton model represents a departure from calls for the Web site to be blocked from campuses.

"I don't think the university should have that power," said Conner Dieman-Yauman, Class of 2010 president and an organizer of the campaign. "I think it is a real slippery slope and could encourage censorship and what we could access."

Walking a fine (color) line
Students trying to write about race must struggle to address sensitive topics without triggering censorship

© 2007 Student Press Law Center

By Maggie Beckwith

Only a few hours after the *Little Hawk* staff distributed its October edition — with a cover story about students' attitudes toward race, including a colorful pie chart indicating 13 percent of students polled viewed blacks unfavorably and 2 percent viewed whites unfavorably — the principal pulled all remaining copies, saying the issue caused a disruption.

Mark Hanson, principal of Iowa City High School, said three separate incidents between black and white students broke out before he made his decision to collect the newspapers.

In each verbal altercation, the students were shouting about racism, he said. Teachers were able to separate the students before it escalated into a fight.

"This was in the name of school safety," Hanson said, explaining that he has never pulled copies of the paper before and does not plan to change any policies regarding student publications.

The paper's executive editor, Adam Sullivan, says the principal's actions constituted censorship.

It is a pattern that student journalists around the country are running into. Articles involving race relations — racism, immigration, discrimination — touch on topics that are important but often attract negative and critical reactions from the community and student body — and in some circumstances, a backlash from the administration.

There is no magic test to determine if an article goes too far. Administrators who censor articles about race, fearful they will increase racial tensions or upset a particular group, usually claim they are trying to prevent a material disruption.

For student expression that is not "school sponsored," the 1969 Supreme Court decision in *Tinker v. Des Moines Independent Community School District* establishes that an administrator cannot censor student speech unless the school can show it would cause a "material and substantial disruption" of normal school activities or violate the rights of others.

School newspapers often operate under the more restrictive standards set by the U.S. Supreme Court's 1988 ruling in *Hazelwood v. Kuhlmeier*, which gave administrators more control over school-sponsored outlets. But several states, including Iowa, have laws guaranteeing *Tinker*-like protections for all student expression, school-sponsored or not.

Material disruption

In interpreting the *Tinker* standard, lower courts have generally said that a material and substantial disruption is a physical event that significantly interferes with the normal operation of the school, such as a walk-out, a riot or a sit-in, said Adam Goldstein, the Student Press Law Center's attorney advocate.

Goldstein said there are not many examples of student journalists being censored by administrators based on the material disruption standard, but many are connected to racially intolerant speech.

But a discussion about race alone will not cause a disruption.

There is no absolute test to tell what will cause a disruption, said Robert O'Neil, founding director of The Thomas Jefferson Center for the Protection of Free Expression. Without a blanket answer to what will cause a disruption, schools are left to decide on a case-to-case basis.

Administrators must rely on the history of the school, including racial problems in the past, and how similar scenarios played out in other schools, he said.

O'Neil said schools do not meet the standards for censoring speech simply because students are upset.

In the City High incident, Sullivan claims that Hanson's actions were "illegal."

Hanson said the fights did cause a disruption and that his actions were "absolutely not" illegal.

"There was a disruption at the school and I needed to find the source of the problem," he said.

Goldstein said one fight is not a substantial disruption. But several fights that cannot be stopped in any other way might be.

"It depends on what else the school did to prevent the fights," he said.

The First Amendment prohibits a "heckler's veto" — when an individual reaction to someone exercising a legal right causes the government, law enforcement or public schools to silence the speaker rather than punish the person causing the disruption.

Goldstein said Hanson's decision is a close call.

"On the one hand, schools aren't required to wait for a riot before preventing one," he said. "On the other hand, a verbal confrontation is just two students disagreeing, and a disagreement is not a disruption."

Sullivan said the survey and editorial discussing the results were meant to create discussion about racism.

"We wanted to show everybody it's not okay to sweep this under the rug," he said. "Racism is one of those subjects you don't touch. The administration wants to ignore the white elephant in the corner ... and pretend that everything is great."

More info at: http://www.splc.org/report_detail.asp?id=1394&edition=44

School district bans book for 'profanities'

The Associated Press

Published Tuesday, June 17, 2008 at 4:30 a.m.

Last updated Tuesday, June 17, 2008 at 8 a.m.

PANAMA CITY — The Bay District School Board has voted to ban a book called "The Fighting Ground" from library shelves. The book by the award-winning author Avi was banned after a split vote last week. It chronicles a 24-hour period in the life of a 13-year-old boy during the Revolutionary War. Parents had complained that the book, which was written in 1984, included several profanities uttered by some soldiers.

The book is intended for the fourth-grade reading level. Avi has won the Newberry Medal, one of the most prestigious honors in children's literature. The book ban will be in effect until the end of the school year on June 30.

US teacher is suspended for letting pupils read bestseller

Suzanne Goldenberg in Washington

Thursday July 3, 2008

[The Guardian](#)

An Indiana teacher who used a much lauded bestseller, *The Freedom Writers Diary*, to try to inspire under-performing high-school students has been suspended from her job without pay for 18 months.

The effective book ban by the school authorities in Perry Township has outraged teachers and education reformers.

The *Writers Diary*, a series of true stories written by inner-city teenagers, was put together by a teacher, Erin Gruwell, and has been celebrated as a model for transforming young lives. It was made into a film with Hilary Swank last year.

Connie Heermann, a teacher for 27 years, sought permission to introduce the book to her students last autumn after attending a training workshop held by the Freedom Writers Foundation. "If you read the whole book you will see how these inner-city students grow and change and become articulate, compassionate, educated young people who want to do something good in their lives despite the environment in which they were raised," she told the *Guardian*. "I thought my students would very much relate to those kids."

Her head agreed and Heermann got written permission from nearly 150 parents, but the Perry Meridian high school board urged her to wait for its decision. Teachers' union officials say that a single board member objected to swearing in the book. The school board member allegedly persuaded the other six officials to ban Heermann from teaching the book. It remains available in school libraries.

Heermann and the union say there was no explicit ban on the book when she handed it out to pupils on November 15. But later that day she received an email from the board advising her not to teach the book. "That was the pivotal moment of my life, when I saw how my students were taken with the book, how they loved it, and then I am told not to let them read it? I said no," she said.

After being threatened with dismissal, Heermann was eventually suspended. The union is deciding whether to take the case to court.

The school board denies book banning and accuses Heermann of insubordination. Barbara Thompson, the school board president, wrote in an email yesterday: "She knew she had defied her supervisors' direction in her work and that her defiance was 'insubordination' and 'neglect of duty'."

Bullying, freedom of speech collide

By Victoria Kim

Los Angeles Times / August 4, 2008

LOS ANGELES - On a sunny May afternoon, teenagers dismissed from a Beverly Hills middle school gathered outside a restaurant four blocks away and gossiped about their friends.

Amid lots of giggling, the conversation among the eighth-graders touched on the prom and limousines but was dominated by an unflattering assessment of a girl at school, who was called a "spoiled brat" and a "slut."

"I don't hate her, it's just, I wouldn't prefer to hang out with her for a million years," one girl declared.

"She thinks she's so pretty, she's so spoiled," another stated.

What might have been just another typical middle school moment became a serious headache for school officials when one of the students uploaded the conversation as a video on YouTube. Because of the Internet posting, Beverly Vista School officials found themselves grappling with their responsibility to ensure a student's well-being and the ambiguous limits of their authority on the Internet.

Citing cyber-bullying concerns, school administrators suspended for two days the student who uploaded the video, without disciplining others in the recording. The suspended student sued the school district in June in federal district court in Los Angeles, saying her free speech rights were violated.

"The speech for which plaintiff was punished was not 'student speech' at all and cannot be regulated or controlled by defendants," attorneys wrote in the suit.

Sarah Kaatz, a Monterey-based attorney who represents and counsels school districts, said she receives two or three queries a month from confused and frustrated school administrators seeking legal advice on such matters.

"School districts are between a rock and a hard place on this issue," Kaatz said.

In an Idaho case, for example, parents sued a school district over its failure to intervene in their daughter's harassment, which included, among other things, spreading photos and rumors on the Internet about the girl's sexual orientation.

The court sided with the school, saying officials did not have "substantial control" over the dissemination of the photos.

As computer, video, and cellphone use among students has increased in recent years, so have allegations of cyber-bullying.

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