

DRAFT

ACTIVE CITIZENS 101

Corporation for
**NATIONAL &
COMMUNITY
SERVICE** 



**Constitutional Rights
Foundation**

Educating Tomorrow's Citizens

Active Citizens 101

CORPORATION FOR NATIONAL & COMMUNITY SERVICE

Established in 1993, the Corporation for National & Community Service engages more than a million Americans each year in service to their communities—helping to solve community problems. The Corporation supports services at the national, state, and local levels, overseeing three main initiatives:

- AmeriCorps, whose members serve with local and national organizations to meet community needs and, after their service, receive education awards to help finance college or training;
- Learn and Serve America, which helps link service and education for students from kindergarten through college; and
- The National Senior Service Corps, through which, Americans 55 and older contribute their skills and experience.

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CONSTITUTIONAL RIGHTS FOUNDATION

CRF, under a cooperative agreement with the Corporation for National and Community Service has created *Active Citizens: AmeriCorps in Service to America* in response to the Citizenship Initiative instituted by CNCS in 2001.

Established in 1962, Constitutional Rights Foundation (CRF) is a non-profit, non-partisan organization dedicated to educating young people to be more effective citizens. Governed by a board of directors representing community leaders in law, business, government, education, and the media, CRF provides programs and materials throughout the nation.

Recognizing that future citizens must possess knowledge, attitudes, and skills to effectively participate in civic affairs and democratic decision-making, CRF offers a wide variety of programs on law and government and civic participation.

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Introduction

RATIONALE

The National and Community Service Act of 1990, as amended, seeks to "renew the ethic of civic responsibility and the spirit of community throughout the United States." The programs of the Corporation for National and Community Service (CNCS)—AmeriCorps, Senior Corps, and Learn and Serve America—are proud to be part of this effort.

Civic education deepens the experience of doing service by connecting it to such fundamental American values as liberty, responsibility, and freedom. It is, therefore, a priority for all CNCS programs and the Corporation for National and Community Service to enhance citizenship training for all CNCS program participants.

OVERVIEW

The CNCS recommends that programs incorporate citizenship training into their member development plan in order to provide members with a better understanding of American democracy and the vital role they play in preserving it. The lessons within this guide are designed to enhance civic knowledge as outlined in the Corporation's 2003 Application Guidelines on Citizenship Goals and Objectives.

Active Citizens 101 contains a series of pre-selected lessons that meet the minimum CNCS-recommended citizenship requirements for most AmeriCorps programs' member development objectives. However, *Active Citizens 101* is not meant to replace the complete *Active Citizens: AmeriCorps in Service to America* guide. Instead, *Active Citizens 101* was designed for program sites unable to provide its members with the opportunity to explore its various themes in greater depth due to time or logistical constraints. If these time or logistical constraints do not apply to your program site, CNCS strongly encourages use of the complete *Active Citizens: AmeriCorps in Service to America* curriculum to meet your member development objectives. This guide contains seven additional lessons, organized into five modules that allow for a deeper understanding of the content initially explored in *Active Citizens 101*. An evaluation instrument specifically designed to measure the civic outcomes associated with each

module is also available. Please contact CRF at 1-888-900-1180 to obtain a free copy of this instrument.

Active Citizens 101 is also organized into five modules. They are:

- Module One: Rule of Law;
- Module Two: Consent of the Governed;
- Module Three: Rights and Responsibilities;
- Module Four: Equality and Liberty; and
- Module Five: Social Capital and Democracy.

Each module contains one lesson with the exception of Module Five, which contains two. On average, each lesson is one hour in length.

In the first four modules, each lesson is self-contained and can be presented by itself or can be presented in a series with other lessons from within its module. The fifth module contains a sequence of developmental lessons that leads participants through the initial steps of planning a service-learning project. This module is developmental and necessitates that it be facilitated in its entirety.

Each lesson is introduced by an Overview, a brief description of the content and methods that facilitators and members will follow to achieve the lesson's Citizenship Goals. These goals are intended to enhance and develop citizenship knowledge, skills, and attitudes. In many cases, lessons achieve several citizenship goals.

Following the Overview and Citizenship Goals, each lesson shows the time required (roughly one hour per lesson) and a Facilitator Checklist that includes:



- Handouts (reproducible readings and worksheets that members will use in each lesson).
- Materials needed (chart paper, pens, markers, etc.)
- Preparation instructions (introductory lists, procedures, or concepts that members will refer to in the course of the lesson).
- Procedures (step-by-step instructions describing how facilitators will guide members through the lesson).

In the back of *Active Citizens 101* is an extensive reference section.

Civic Knowledge Outcomes

The Corporation for National and Community Service has issued guidance that sets out a number of goals for programs to consider in developing their own citizenship training program. These training goals are:

- Fostering within members positive attitudes regarding the value of lifelong citizenship and service for the common good;
- Enhancing the ability of members to discuss and explore their community and the people, processes, and institutions that are most effective in improving community conditions;
- Enhancing the ability of members to plan effective service projects that respond to real community needs; and
- Developing the social, cultural and analytical skills necessary to effectively participate in American democracy.

To cultivate active and effective citizenship *Active Citizens: AmeriCorps in Service to America* includes opportunities for participants to enhance and develop their knowledge about citizenship, their citizenship skills, and ultimately their civic attitudes.

KNOWLEDGE



The civic-knowledge outcomes of these lessons include discussions that enhance members' general knowledge of:

- American history and government;

- The history and an understanding of the American tradition of private, voluntary action;
- The rights and responsibilities of citizens; and
- Local and national civic institutions.

SKILLS



The civic-skills outcomes of these lessons aim to enhance and/or develop skills such as:

- The ability to translate American principles of democracy into practice;
- The ability to engage effectively in the democratic process;
- The ability to use a variety of methods to critically evaluate public issues and public opinion polls;
- The ability to use various methods to seek out and find information about community issues;
- The ability to negotiate between possibly conflicting rights and responsibilities.

ATTITUDES



The civic-attitudes outcomes of these lessons enhance or develop:

- Respect for the principles and values that we hold in common;
- Recognition of the responsibilities that accompany rights and freedoms;
- A sense of civic efficacy;
- An appreciation for the significance of freedom and equality; and
- Tolerance for diversity of opinions.

How To Use This Guide

Review Active Citizens: 101 carefully.

Look through the Introduction, Overview, Civic Knowledge Outcomes, Workshop Planning Guide and each module's lessons and handouts to familiarize yourself with the material.

Plan each lesson carefully.

Choose which lessons you wish to facilitate. Read the Procedures and Facilitator Checklist ahead of time and plan how you are going to present the material. Make sure you have all the material listed under Facilitator Checklist. You will need to photocopy the lesson Handouts to distribute during each session. The checklist may call for markers and chart paper. You can use a blackboard, if available. Otherwise, you can find pads of low-cost chart paper (27" x 34") in most office-supply stores.

Most lessons follow the same pattern.

Clear, step-by-step instructions for leading every lesson are detailed in this guide. In each lesson, typically, you:

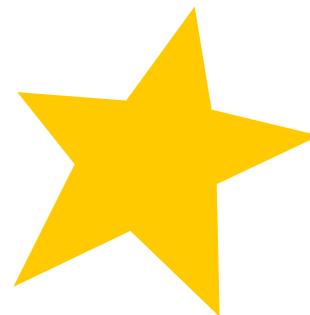
- Introduce the lesson with a focus activity and explain what members will be doing in the lesson.
- Distribute handouts and ask members to read a brief article in a Handout.
- Conduct a brief discussion about the article, using questions in the lesson Procedure.
- Have them work on an activity in small groups and present their findings to the larger group.
- Debrief the activity with a short discussion.

Note: All lessons have application activities that enable members to apply what they have learned to their own service needs and experiences. Some lessons have optional research and writing activities that explore authentic American historical documents.

Use the "Training Methods" tips

in the following section to help you. The Training Methods section includes tips on brainstorming, how to conduct directed discussions, and how to work in small groups. Tips on handling controversy will help you in case an argument breaks out during a lesson.

Constitutional Rights Foundation is your training and technical assistance provider for citizenship member development. If you find you need support in implementing this material, please contact CRF toll-free at 1-888-900-1180.



Training Methods

This publication aims to broaden participants' vision of citizenship through selected readings, group study, directed discussions, brainstorming, and, in Module Five, a civic-action project in the community. As a facilitator, it will be your job to introduce the information in *Active Citizens 101* and guide your group to participate effectively in the sessions and activities. In short, you will be acting as a teacher. Here are some instructional techniques:

Establishing Ground Rules

As you begin to present these materials to your members, it is a good idea to establish some ground rules. In a learning environment, making some general rules for participants helps to establish a level playing field—participants will know what is to be expected of them, and of one another, and of you! You might begin your first session by asking folks to brainstorm a list of rules that the group agrees to follow so that the sessions are comfortable for all. For example, a list of ground rules might consist of things like—when someone is speaking don't interrupt; if you are the kind of person who always has something to say, consider counting to ten to allow another person to speak, etc. You might consider keeping this list of ground rules up for the duration of your training sessions.

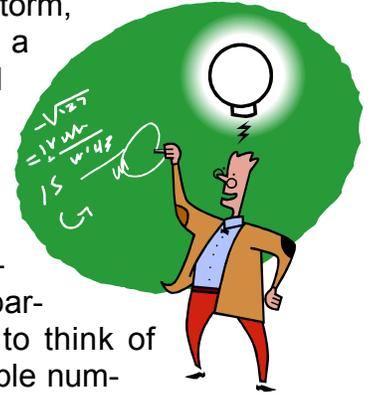
Brainstorming

Brainstorming is a technique for generating lots of ideas. In a brainstorming session, people do not judge or criticize any idea because that would stop people from coming up with ideas. All judgments are left to after the brainstorm session.

In a typical brainstorm, a group is given a clearly stated question such as, "What is the most serious problem in your community?" Within a limited time, participants are told to think of the greatest possible number of answers. One group member records the answers. The time pressure short-circuits judgment: If participants must come up with lots of ideas quickly, they have no time to judge or censor their own thought process. Here are a few quick rules for brainstorming:

- Say anything that comes to mind.
- Do not judge or criticize what others say.
- Build on other ideas.

After all items have been brainstormed and listed, participants can discuss, critique, and prioritize them.



Directed Discussions

A discussion section is included in every lesson. Discussions allow participants to explore the material further. There may not be a single, easy answer to the questions raised.

As a group facilitator, it will be your responsibility to direct the discussion. Try to arrange the seats in a circle so members can look at one another when they are speaking. Use the discussion questions to get the process going. Once the discussion is going, try to take a back seat and allow the discussion to take its course.

Training Methods, cont.

Your role, however, is not passive. In a directed discussion, all participants should be treated as equal partners. Encourage everyone to participate. Be sure members listen to one another. Don't allow the conversation to stray off the topic.

Make a list of ground rules for all discussions and ask participants to agree to them prior to the first discussion.

Here are some suggested ground rules for discussions:

- State your ideas and opinions clearly.
- Support your statements with facts or logical arguments.
- Define the terms you use.
- Keep an open mind and listen to one another.
- Respect the opinions of others.
- Work together to answer the questions posed.

Small Groups

By working in small groups of two to five members, people get the opportunity to communicate, cooperate, persuade, bargain, and compromise. They learn that an effective technique for problem solving may come through the efforts of groups rather than individuals. In small groups, it is easier for everyone to make a contribution. Here are a few tips to make small groups work:

- Make sure people understand the activity before they begin.
- Give each group member a task.
- Monitor progress by circulating among the groups.
- Encourage members to participate inside the group.

Handling Controversy

Disagreement is a real—indeed necessary—part of dealing with community issues. Controversy cannot, and should not, be avoided. When properly handled, disagreements can bring information and understanding to a discussion. When controversy arises in discussion, clarify the disagreement. As facilitator, your role should remain neutral. Identify the issue under dispute. Point out areas of conflict and agreement, and look for assumptions that give rise to the controversy. When conflict becomes apparent, ask participants to follow these ground rules:

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- Argue ideas, not personalities.
- Use “I” statements to express point of view.
- Use active listening skills to carefully represent the opposite viewpoint fairly and accurately.
- Concentrate arguments on facts and information.

If necessary, bring in one or more resource persons who can provide a balanced perspective on the issue at hand.



Workshop Planning Guide

Whether you are creating a citizenship workshop or a leadership development session, please consider the following information as a "tip sheet" to create a session that is successful for you as facilitator and for your participants.

SECTION ONE- If you have ever stood in front of a workshop group and considered... "What am I doing here, and why are they all looking at me?" You will want to:

Create an objective. What do you want your audience to get out of this?

Create opportunities for participants to work in groups. One of the objectives of a workshop is to offer opportunities for the exchange of ideas among the participants. Consider structuring your workshop in dyads or small groups to facilitate this goal.

Start and end on time.  Whenever possible, set time limits for participants to complete activities.

Incorporate Transitions. Plan on 2-4 activities after you open the workshop and before you close.

Create an appropriate room arrangement. How will you arrange your session? Groups around tables? Theatre-style audience? (This should emerge out of your workshop objectives.)

Display of information. Handouts, of course. But, will you also need an overhead projector? Chart paper and easel? Markers? Will stuff be at every table? Will you be handing the information out at the beginning of the workshop or at the end? 

SECTION TWO- "But, where will I go? What will I do? How will I keep them from gossiping in the back of the room?"

Think interactive. Participants should have distinct tasks or roles in the workshop. The antonym of interactive is lecture! (Of course, one could say that in a lecture the participants have a distinct role: They're the "listener." You are encouraged to involve your participants a wee bit more actively.)

Will your participants actually walk through a portion of the lesson? Will they brainstorm project ideas, teaching strategies, funding options, additional resources related to the workshop? Think about effective workshops you've been in

and steal those ideas. Do you want to include the traditional role-play?

Allow for participation. Solicit answers from participants to questions raised in the workshop.

Listen to participants' contributions. It's easy to get lost in your "agenda" but often the contributions of your audience raise essential issues you may not have thought of. On the other hand, you may have to rein in participants who want to get lost in their agenda. If you think they're making a good point but there really isn't time to go down that road, say so, and steer the workshop back on track.

Build on participants' contributions. Allow a few extra minutes for relevant digressions.

Share possible obstacles. Prepare your participants for pitfalls that have befallen you. Share your solutions and ask participants how they might handle the same situation. You can get great lesson ideas and management strategies off of other people's ideas.

Workshop Planning Guide, cont.



SECTION THREE- Bond with your audience.

Pre-assessment. It always helps to survey your audience for their experience level. Lots of new members in your group? Consider grouping them with more experienced participants. (If you find a few people know as much about your topic as you do, call on them throughout the workshop for additional ideas.)

Be flexible. Something that's really "cooking" may mean you cut something else out. On the other hand, something you plan might bomb; consider moving on to the next part of your workshop.

Sense of humor. If you are concerned that you have none, perhaps you could use comics related to teaching as additional visual aids.

SECTION FOUR-Enhance your "ensemble" with the right accessories.

Visual aids. Replicas of historic American documents (see reference section in the back of this book), samples

of participants' service, posters, "props" used in the lesson, additional lesson resource materials.

Address multiple intelligences. Multiple intelligences is a theory about the mind based on research in fields ranging from psychology to anthropology to biology. The theory of multiple intelligences distinguishes between many different kinds of learning.

- Some people learn best visually and organize things spatially. They like to see what you are talking about in order to understand. Others demonstrate strength in the language arts: speaking, writing, reading, listening.
- Other people display an aptitude for numbers, reasoning and problem solving.
- Some people experience learning best through activity: games, movement, hands-on tasks, building; while others learn well through songs, rhythms, and musical expression.
- Some people are especially in touch with their own feelings, values and ideas. They may tend to be more reserved, but they are actually quite intuitive about what they learn and how it relates to themselves.

- Other people are noticeably people oriented and outgoing, and do their learning cooperatively in groups or with a partner. They are often labeled as "talkative."
- Try to be aware of all the ways people learn things.

Concrete examples. Connect the content with service activities participants provide.

Snacks. Can there ever be too many snacks?

SECTION FIVE-You were great, let's do lunch, love ya, kiss kiss! (but seriously...)

Evaluation. Create a short evaluation survey (3–4 questions) to find out if you reached your audience. Most people do best with questions that can be answered by a 1 to 5 ranking. Ask one other open-ended question ("in your opinion..." "what do you believe..." "how did you feel about...") for additional feedback. Remember to leave a few minutes at the end of your training for evaluation.

Closing. Wrap it all up, thank 'em profusely, and accept applause gracefully.



Active Citizens 101

The lessons contained within *Active Citizens 101* are provided to help you to build a training plan that meets the citizenship goals intended for your individual program. With so many types of programs in the USA, and the varied approaches to member development, *Active Citizens 101* was developed to be as flexible as needed to accommodate various approaches. The following framework is intended to present a sampling of lessons that may prove useful in orienting members to enhanced citizenship knowledge.

ACTIVE CITIZENS 101

Each lesson listed below requires approximately one hour of member development time:

1. Introductory Lesson: What is a Citizen?—page 9;
2. Module 1: Rule of Law, Lesson One: What Makes a Great Leader?—page 15;
3. Module 2: Consent of the Governed, Lesson Two: Term Limits—page 19;
4. Module 3: Rights and Responsibilities, Lesson Two: A Visitor From Outer Space—page 25;
5. Module 4: Equality and Liberty, Lesson One: Equal Protection—page 29;
6. Module 5: Social Capital and Democracy, Draw Your Community: Identifying Needs and Resources—page 41; and
7. Module 5: Social Capital and Democracy, What's Your Problem? Focusing on Community Problems—page 43.

As with all member development materials, it is strongly suggested that the facilitator review lessons in their entirety before embarking on facilitation. Also be advised that should you have any questions regarding these materials, you can contact Constitutional Rights Foundation for technical assistance at 888-900-1180.

Model Agenda A—Your members meet weekly for training. In this model, you could begin the day with one of these lessons, and do so over the course of 7 weeks (one lesson per week—there are 7 lessons listed).

Model Agenda B—Your members meet quarterly, for weekend-long retreats. In this model you could “cluster” the lessons, providing lessons 1-4 over a four-hour period in one quarter, and follow up with lessons 5-7 the next.

Model Agenda C—Your members meet only during their orientation period, which lasts for one week at the beginning of your program year. For this model, it is suggested that you can begin Day One with the lesson “What is a Citizen”, and include two hours for citizenship lessons on each of the next three days.

Evaluation Tool—CRF can provide you with a data instrument specifically designed to measure civic outcomes directly related to this Active Citizens 101 Course. As you review the lessons in this course, please note special “Active Citizens 101” objectives—the tool was designed to measure these objectives. ** Please contact CRF 1-888-900-1180 to obtain a free copy of this tool.

Final Recommendations:

The lessons included in *Active Citizens 101* are not intended to be sequential. That is, you may use **any** lessons in **any** order you determine. Remember, **this is a guide**, you know your members better than anyone. You should be mindful of their needs and your program’s needs as you build a member development model.

What is a Citizen?

LESSON OVERVIEW

What is a Citizen? In this lesson, members consider qualities or traits of effective citizenship. First, members brainstorm examples of good citizens. Next, they read about three categories of citizens. Finally, they brainstorm attitudes, knowledge, skills and actions required for effective citizenship.

Active Citizen 101 Objective

Participants will gain a broad understanding about how they can be effective citizens within their communities.

This lesson meets the following CNCS Citizenship Goals:

Knowledge



- The history and understanding of the American tradition of private, voluntary action.
- The rights and responsibilities of citizens.

Skills



- The ability to translate American principles into practice.
- The ability to engage effectively in the democratic process.

Attitudes



- Respect for the principles and values that we hold in common.
- Recognition of the responsibilities that typically accompany rights and freedoms.
- A sense of personal efficacy.

Time Required

1 hour

FACILITATOR'S CHECKLIST



- Handout Intro (a)—What Is A Citizen? 1 per member
- Handout Intro (b)—Kinds of Citizens 1 per group or copy the handout onto an overhead transparency
- Paper, pens, pencils
- Chart paper and markers



Tip: Facilitator should review "Brainstorming" in Training Methods (page 4).



Procedure

1. Ask members: “Who in your community do you consider to be an effective citizen? Why?” List answers on chart paper.

2. Tell members that today they are going to explore the notion of effective citizenship. Distribute a copy of Handout Intro (a) –What Is A Citizen? to each member. Tell them they are going to read an article about three citizenship categories. Ask members to read Part 1—Three Kinds of Citizens. To make the activity more lively, volunteers may read the selection aloud.

3. When they finish the reading, hold a discussion using the following questions:

- What are the three categories of an effective citizen described in the reading?
- In your opinion, which of these three categories would be most important in a democracy?
- Do you think that the three categories of citizens can work together in a democratic society? Why or why not?

4. Tell members that, in order to develop a better working knowledge of citizenship, they are going to work in small groups to break the concept of citizenship into separate qualities or traits. Divide them into small groups of 3–5 members. Review Part 2—Citizenship Brainstorm on their handouts. Pay particular attention to the brainstorming tips listed on the handout. Tell them to brainstorm answers to the four questions in Handout Step 1.

- What **Knowledge** does an effective citizen need?
- What **Skills** does an effective citizen need?
- What **Attitudes** does an effective citizen need?
- What **Actions** does an effective citizen need to take?



Have members use Handout Intro (b) –Kinds of Citizens as a resource to aid them in the Citizenship Brainstorm.

5. Have each group choose a best answer to each brainstorm question. Write “Knowledge,” “Skills,” “Attitudes,” and “Actions” on a piece of chart paper. When groups finish choosing their best answer to each question, ask them to report their findings to the others. List them under the appropriate heading on the chart.

6. Debrief the activity by discussing or writing about the following questions:

- How does knowledge of citizenship traits promote effective citizenship?
- Which citizenship traits best apply to you?
- How can you apply these traits to your service experience? Be specific (*a citizen who has knowledge of the workings of local government could apply to the park and recreation department for permission and resources for a cleanup project. A citizen who has skills in communicating could persuade others to begin a petition drive to influence a local policy.*)

What is a Citizen?

PART 1—THREE KINDS OF CITIZENS

In order to consider notions of effective citizenship, we can begin by exploring the meaning of citizenship. This reading—written by professors Joseph Kahne, Mills College, and Joel Westheimer, University of Ottawa—charts the emergence of three differing categories of effective citizens: personally responsible citizens, participatory citizens, and justice-oriented citizens. These three categories represent different beliefs regarding the capacities (knowledge, skills, and attitudes) and commitments of effective citizenship.

The **Personally Responsible Citizen** acts responsibly in his or her community by, for example, picking up litter, giving blood, recycling, volunteering, and staying out of debt. The personally responsible citizen works and pays taxes, obeys laws, and helps those in need during crises such as snowstorms or floods. The personally responsible citizen contributes to food or clothing drives when asked and volunteers to help those less fortunate whether in a soup kitchen or a senior center. She or he might contribute time, money, or both to charitable causes.

The **Participatory Citizen** actively takes part in the civic affairs and the social life of the community at local, state, and national levels. This category of citizen gets involved in the planning and implementation of organized efforts to care for those in need. Skills associated with such efforts—



such as how to run a meeting—are also viewed as important. While the personally responsible citizen would contribute cans of food for the homeless, the participatory citizen might organize the food drive.

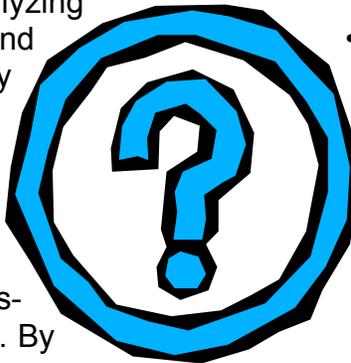
Participatory citizens believe that civic participation transcends particular community problems or opportunities. They see community as a place where, as Alexis de Tocqueville writes in *Democracy in America*, citizens “with competing but overlapping interests can contrive to live together communally.” Thomas Jefferson, Benjamin Franklin, and others viewed informed participation in civic life as a fundamental support for a democratic society.

The **Justice-Oriented Citizen** calls attention to matters of injustice and to the importance of pursuing social justice. Justice-oriented citizens evaluate social, political, and economic structures and consider

What is a Citizen?

collective strategies for change that challenge injustice and, when possible, address root causes of problems. The justice-oriented citizen shares with the participatory citizen an emphasis on collective work related to the life and issues of the community.

The justice-oriented citizen differs from the participatory citizen by attempting to improve society by critically analyzing and addressing social issues and injustices. Whereas participatory citizens might choose to organize the collection of clothing for members of the community who can't afford it, justice-oriented citizens would search for root causes of poverty and devise possible responses to those causes. By comparison, if participatory citizens organize a food drive and personally responsible citizens donate food, justice-oriented citizens ask why people are hungry and act on what they discover.



Brainstorm answers to the four questions below. You will need a separate sheet of paper to list your brainstorm answers. Use these **Brainstorm Tips**:

- Say anything that comes to mind.
- Do not judge or criticize what others say.
- Build on each other's ideas.

Brainstorm as many ideas as you can in response to these four questions:

- What **knowledge** does an effective citizen need?
- What **skills** does an effective citizen need?
- What **attitudes** does an effective citizen need?
- What does an effective citizen need **to do**?

When you complete the brainstorm, choose the best answer to each brainstorm question. Be prepared to report your choice to the other groups.

PART 2—CITIZENSHIP BRAINSTORM

You have just read how citizenship can involve more than memorizing names and dates from a history book or spending a Saturday cleaning up a vacant lot. What is citizenship *really* about? How do you translate the principles of citizenship into practice? In order to develop a better working knowledge of citizenship, you are going to work in small groups to break the concept of citizenship into its separate traits.

Kinds of Citizens¹

	Personally Responsible Citizen	Participatory Citizen	Justice Oriented Citizen
DESCRIPTION	<p>Acts responsibly in his/her community</p> <p>Works and pays taxes</p> <p>Obeys laws</p> <p>Recycles, gives blood</p> <p>Volunteers to lend a hand in times of crisis</p>	<p>Active member of community organization and/or improvement efforts</p> <p>Organizes community efforts to care for those in need, promote economic development or clean-up environment</p> <p>Knows how government agencies work</p> <p>Knows strategies for accomplishing collective tasks</p>	<p>Critically assesses social, political, and economic structures to see beyond surface causes</p> <p>Seeks out and addresses areas of injustice</p> <p>Knows about social movements and how to effect systemic change</p>
SAMPLE ACTIONS	<p>Contributes food to a food drive</p>	<p>Helps to organize a food drive</p>	<p>Explores why people are hungry and acts to solve root causes</p>
CORE ASSUMPTIONS	TO SOLVE SOCIAL PROBLEMS AND IMPROVE SOCIETY CITIZENS MUST:		
	<p>Have good character; they must be honest, responsible, and law-abiding members of the community.</p>	<p>Actively participate and take leadership positions within established systems and community structures.</p>	<p>Question and change established systems and structures when they reproduce patterns of injustice over time.</p>

¹ From "What Kind of Citizen? The Politics of Educating for Democracy" by Joel Westheimer & Joseph Kahne

Rule of Law

Our republic is based on the rule of law. It is often said that we have a “government of laws, not men.” On the local, state, and national levels, our democratically elected legislatures and executives pass and sign our laws. The judicial branch, which is supposed to be independent of political influence, interprets the laws and determines whether they are constitutional. What would be the consequences to the nation if the rule of law broke down?

Rule of Law

LESSON 1.1: WHAT MAKES A GREAT LEADER?

LESSON OVERVIEW

In this lesson, members brainstorm definitions of leadership. Working in pairs, members identify leaders in their own community, identify qualities that make them leaders, and compile a list of leadership traits.

Optional: Historical Documents Activity—Members examine excerpts from Washington's Farewell Address to identify and analyze positions that he took as the nation's first leader.

Active Citizen 101 Objective

Participants will gain insight into the traits and characteristics of effective community leaders.

This lesson meets the following CNCS Citizenship Goals

Knowledge



- American history and government
- Local and national civic institutions

Skills



- The ability to translate American principles of democracy into practice
- The ability to negotiate between possibly conflicting rights and responsibilities

Attitudes



- Recognition of the responsibilities that accompany rights and freedoms

Time Required

1 hour

FACILITATOR'S CHECKLIST



- Handout 1.1a—Understanding Leadership 1 per pair
- Paper, pens, pencils
- Chart paper and markers
- Optional: Historical Documents Activity

—Be prepared to provide one copy of George Washington's Farewell Address for each member.
http://www.ourdocuments.gov/print_friendly.php?page=transcript&doc=15



Procedure

1. Hold a brief, focus discussion by asking members “What does leadership mean?” Accept various answers. Explain to members that today they are going to consider what it means to be a leader and determine what traits, or characteristics, we associate with leadership. You might want to provide the paragraph that describes Module One, and ask members their opinion of what “a government of laws not men” means to them?

2. Distribute a copy of Handout 1.1 (a)—Understanding Leadership to each member. Explain that, in order to become more effective leaders, they are going use leaders from their community to identify leadership traits. Ask them to brainstorm three people from their communities whom they consider to be leaders. What roles do they fulfill?

3. Divide the group into pairs. Have them read “Leadership Traits” from their handouts.

4. Working as individuals, ask members to choose TWO community leaders they are familiar with and list FIVE leadership traits they associate with each person. Working in pairs, have members draw from their list to consider why they believe each of the four people they identified is a leader. Ask them to:

- Identify leadership traits they AGREE upon.
- Identify leadership traits they DISAGREE upon.

5. Place chart paper up on two opposite walls. Write “Leadership Traits AGREE” at the top of one sheet of chart paper. Write “Leadership Traits DISAGREE” on the other sheet.

6. Ask one person from each pair to write one leadership trait from their AGREE list on the appropriate sheet. Ask the person to write one trait from his or her DISAGREE list on the other sheet. Continue this process until all AGREE and DISAGREE leadership traits have been listed. Place a check mark by any trait that gets additional votes. Hold a discussion with all members using the following questions:

- Did all members AGREE on traits associated with leaders?
- Were some traits listed very often? What were they?
- Did some traits appear on the AGREE and DISAGREE charts? What does that indicate?(Some pairs agreed on them as leadership characteristics while other pairs did not.) Have representatives argue the pros and cons of these traits.

7. From the two lists, have the group identify an agreed-upon set of leadership traits. Debrief the activity by asking:

- Do you feel leaders can be “made” as well as “born”? Why?
- What leadership traits do you believe you need to be an effective leader?
- What leadership traits can you apply to your own service experience?

Optional: Historical Documents Activity

Explain that President George Washington decided not to seek reelection for a third term and began drafting this farewell address to the American people. In the address, Washington urged Americans to consider themselves as part of a unified nation; to avoid political parties and special interests based on geography; and beware of long-term entanglements with other nations. Using George Washington’s Farewell Address, have members:

- Identify Washington’s statements that describe these warnings.
- Apply Washington’s warnings to current American ideas about diversity, political partisanship, geographical groups, and international policy. Are Washington’s warnings relevant today? Why or why not?

Rule of Law

HANDOUT 1.1A — UNDERSTANDING LEADERSHIP

You are going to work first as individuals and then in pairs to consider what it means to be a leader and what traits or characteristics we associate with leadership.

Brainstorm List—Community Leaders

Working individually, name three leaders from your community. What roles do they fulfill?

- 1.
- 2.
- 3.

Leadership Traits

Groups often agree that leaders are people who can inspire and motivate people. But different people consider different qualities to be leadership traits. For example, people often identify relationship, or “people” skills (such as good group conflict resolution abilities); communication skills (such as being an effective public speaker); or community-related skills (such as good organizing skills) as leadership characteristics or traits.

What leadership traits do you think people need to become effective leaders?

Leadership List

Working individually, choose TWO of the people you identified earlier as leaders, and consider why you believe each is a leader. Then write down FIVE leadership traits that you associate with each leader

- 1.
- 2.
- 3.
- 4.
- 5.

Working in pairs, discuss why you believe each of the people you identified is a leader.

Share your **Leadership List** with your partner. Notice which traits you both listed. Review all the traits you and your partner identified.

- Identify leadership traits that you AGREE upon.
- Identify leadership traits that you DIS-AGREE upon.
- Be prepared to explain your choices to the rest of the group.

MODULE TWO

Consent of the Governed

An important principle of American political thought is that our republic is based on the consent of the governed. As Lincoln stated in the Gettysburg Address, our government is “of the people, by the people, and for the people.” Our government is based on majority rule with protections for the rights of minorities.

DRAFT

Consent of the Governed

LESSON 2.2: TERM LIMITS

LESSON OVERVIEW

This lesson examines term limits as a policy that either supports or obstructs government “...for the people, of the people, and by the people.” First, participants discuss the pros and cons of the AmeriCorps provisions as they relate to AmeriCorps term of service members. Then, they determine whether a hypothetical amendment favoring term limits should be added to the Constitution.

Active Citizen 101 Objective

Participants will develop an appreciation of how citizens put government leaders in place by examining the complexity of term limits.

This lesson meets the following CNCS Citizenship Goals:

Knowledge



- American history and government
- The rights and responsibilities of citizens
- Local and national civic institutions

Skills



- The ability to translate American principles of democracy into practice
- The ability to engage effectively in the democratic process
- The ability to use a variety of methods to critically evaluate public issues
- The ability to negotiate between possibly conflicting rights and responsibilities

Attitudes

- Recognition of the responsibilities that accompany rights and freedoms
- A sense of civic efficacy
- Tolerance for diversity of opinions.

Time Required

1 hour

FACILITATOR'S CHECKLIST



- Handout 2.2 (a)—AmeriCorps Provisions 1 per member
- Handout 2.2 (b)—Professional Politician?—The Pros and Cons of Term Limits 1 per member
- Paper, pens, pencils
- Chart paper and markers



Procedure

1. On chart paper write “Term of Service.” Ask the participants to think about these words, and to brainstorm words and ideas that come to mind when they hear “term of service.” Record their responses on the chart paper.
2. Explain that today’s session will focus on the controversy surrounding term limits.
3. Ask members to form three groups, give them Handout 2.2a, and instruct them to take a few moments and review it.
4. Instructions for each group: **Group One** should develop arguments supporting why a term of service for members is beneficial, and to whom. **Group Two** should develop arguments against terms of service, and why that could be better, and for whom. **Group Three** will review the provisions carefully, and serve as judges for this “debate” ultimately deciding which group was more persuasive. Allow about five minutes for each group to prepare, and about 10 minutes for the entire presentation and decision by the judges.
5. De-brief by asking members to indicate other places where term limits apply to government and other positions. Explain that in the following activity members will explore the pros and cons of term limits for people holding elected positions.
6. Write the following amendment terms on chart paper:
 - Term-Limits Amendment to the U.S. Constitution:
 - a) No person shall serve in the House of Representatives for more than six, two-year terms.
 - b) No person shall serve in the Senate for more than two, six-year terms.
 - c) Term counting will begin at the first election after the amendment has been ratified.
7. Give participants Handout 2.2(b) Professional Politicians? and explain that in this next activity, members will use a short informational reading to debate the pros and cons of the constitutional amendment written on the chart paper.
8. Keep the room into three groups and explain that members of each group will take on the role of either (a) *supporter of term limits*, (b) *opponent of term limits*, or (c) *member of Congress*. You might consider swapping the groups roles from the earlier activity, so that the former “supporters” are now opponents, etc.
9. Have each group (a), (b), and (c), meet separately so they can consult within their group. Supporters and opponents should think up their best arguments, and members of Congress should think of questions at least 3 questions to ask each side. Allow about 10 minutes for groups to prepare.
 - Once all groups are prepared, you should re-organize the room into triads. Each triad is to be made up of one member each representing groups a, b, and c. Begin the role-play.

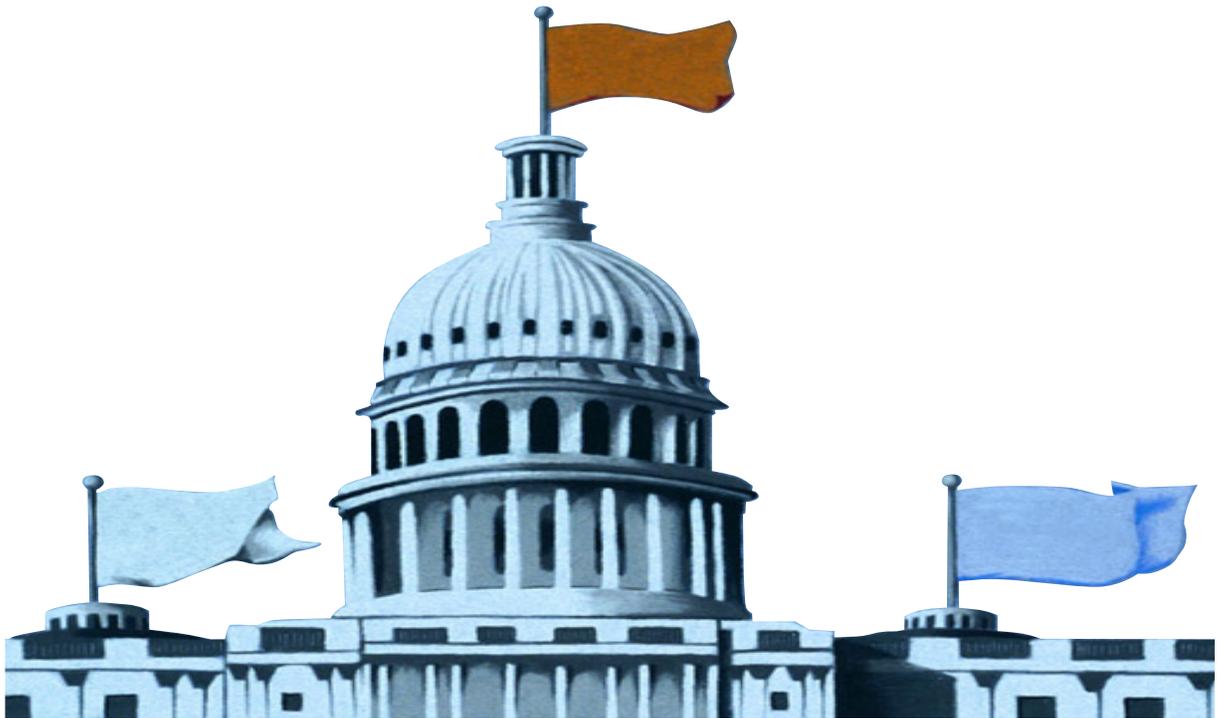


Procedure, cont.

- In each triad, supporters should present their case first. Opponents should present second. Each side will have two minutes to make its presentation. The member of Congress can interrupt to ask questions, and may want to take notes.
- After both sides present, all members of Congress should regroup and discuss the pro and con arguments made before them and vote with a “majority rules” on the term-limits amendment.
- Debrief the activity by asking whether members believe that term limits will strengthen or weaken the concept of “consent of the governed.”



Tip: Refer to the “Training Methods” section of this guide-“Handling Controversy” for some good facilitator pointers to make this lesson work effectively.



Consent of the Governed

HANDOUT 2.2 (A)—AMERICORPS PROVISIONS REGARDING TERM OF SERVICE

Post-Service Education Awards*

In order for a member to receive a post-service education award from the National Service Trust, the Grantee must certify to the National Service Trust that the member is eligible to receive the education benefit. The Grantee must notify the National Service Trust on a form provided by the Corporation (electronic submission via WBRS suffices) when it enrolls a member for a term of service, when the member completes the term, and whenever there is a change in the member's status during the term (e.g., release for compelling circumstances or suspension). A member may receive a post-service education award only for the first two terms of service. For example, one full-time and one half-time term of service count as two terms. If a member is released for reasons other than misconduct prior to completing 15% of a term of service, that term does not count as one of the two terms for which an education award may be provided. No Corporation or other federal funds

may be used to provide member support costs for a third or subsequent term of service in an AmeriCorps State or National Program.

In order to receive a full education award, a member must perform the minimum hours of service as required by the Corporation and successfully complete the program requirements as defined by the Program. For example, if successful completion of a full-time program requires 1,800 service hours, members in that particular program are not eligible for an education award simply upon completion of 1,700 hours. If a member is released from a Program for compelling personal circumstances, the member is eligible for a prorated education award based on the number of hours served, if it is at least 15% of the total required hours. Questions regarding authorized uses of the education award should be directed to the Trust at (202) 606-5000 ext. 347.

EDUCATION AWARDS TABLE

Title	Number of Hours	Education Award
Full-time	At least 1700	\$4,725.00
One Year Half-time	At least 900	\$2,362.50
Two Year Half-time	At least 900	\$2,362.50
Reduced Half-time	At least 675	\$1,800.00
Quarter-time	At least 450	\$1,250.00
Minimum-time	At least 300	\$1,000.00

* *AmeriCorps Provisions*, July 2003 p. 29

Consent of the Governed, cont.

HANDOUT 2.2 (B)—PROFESSIONAL POLITICIAN?—THE PROS AND CONS OF TERM LIMITS

In recent years, professional politicians have been accused of corruption, favoring special-interest groups (factions), and being more concerned with getting re-elected than in working for the people. This criticism has led to demands for term limits—placing time limits on how long legislators can remain in office.

The first successful federal term limits were directed at a U.S. President. During the Depression and World War II, the people elected Franklin D. Roosevelt to four consecutive terms as President. In 1951, a majority of states ratified the 22nd Amendment, placing a two-term limit on the office of President.

During the 1994 congressional elections, House Republicans proposed a term-limit amendment on members of congress. Below are pros and cons from the congressional debate on the 1994 term-limits proposal.

For Term Limits

- The American people support congressional term limits. Opinion polls show 70–80 percent approval ratings.
- Since 1945, incumbent U.S. senators have been re-elected 75 percent of the time. In the U.S. House of Representatives, incumbents have been re-elected over 90 percent of the time. Term-limits would level the electoral playing field for newcomers.
- Elections would become more competitive; resulting in a Congress based more on merit than longevity.

- Short terms would make legislators more likely to make tough legislative choices and less likely to become dependent on special-interest groups for campaign contributions.
- Historically incumbent legislators (“career politicians”) have an advantage over new candidates. They have greater name recognition, an office staff paid by the taxpayers, and mailing privileges. An incumbent senator or representative may also find it easier to raise campaign money from special-interest groups.

Against Term Limits

- High re-election rates may indicate that voters are satisfied with their senators and representatives.
- Term limits would sweep out the good politicians with the bad ones.
- Term-limited legislators would tend to concentrate on immediate issues rather than what was best for the nation in the long run.
- The legislative process is complex. It takes time for newcomers to learn how Congress works. Inexperienced, term-limited politicians might become dependent on government bureaucrats and special-interest lobbyists about how to make important legislative decisions.
- In time of real crisis, it is important to have people of experience in the legislature.

MODULE THREE

Rights and Responsibilities

According to the Declaration of Independence, each of us has the inalienable rights of life, liberty, and happiness. The Bill of Rights spells out particular rights, which are protected by the Constitution. What are the rights and responsibilities of U.S. citizens? Which rights are most important?

DRAFT

Rights and Responsibilities

LESSON 3.2: A VISITOR FROM OUTER SPACE

LESSON OVERVIEW

In this lesson, members decide which rights included in the Bill of Rights they value the most. First, members discuss the basic rights of all Americans. Next, they read a short story about a hypothetical alien creature that takes over the world. The creature is not totally hostile and will allow humans to keep five rights. Finally members work in small groups to prioritize the five basic rights they find important and report back their findings.

Active Citizen 101 Objective

Participants will enhance their understanding of how citizens value the rights expressed in the Bill of Rights.

This lesson meets the following CNCS Citizenship Goals

Knowledge



- American history and government
- The rights and responsibilities of citizens

Skills



- The ability to translate American principles of democracy into practice
- The ability to engage effectively in the democratic process
- The ability to negotiate between possibly conflicting rights and responsibilities

Attitudes



- Respect for the principles and values that we hold in common
- Recognition of the responsibilities that accompany rights and freedoms
- An appreciation for the significance of freedom and equality
- Tolerance for diversity of opinions.

Time Required

1 hour

FACILITATOR'S CHECKLIST



- Handout 3.2 (a)—A Visitor from Outer Space 1 per member
- Paper, pens, pencils
- Chart paper and markers



Procedure

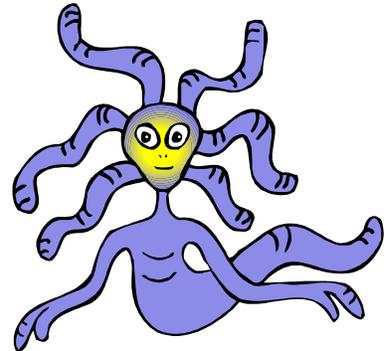
1. Hold a brief, focus discussion by asking:
 - Can you name a few basic rights that all Americans have?
 - In which document can these rights be found?

Explain to members that today they are going to evaluate which rights guaranteed by the *Bill of Rights* they consider to be the most important.

2. Divide members into small groups of 3–5. Distribute a copy of Handout 3.2—A Visitor from Outer Space to each group. Ask for volunteers to read aloud “Rights and Freedoms” and “Visitor From Outer Space” from the handout. Review the handout and explain that each group must:

- From the list of Rights on the handout, choose the five rights they consider the most important.
- Make a unanimous decision or they will lose *all* their rights.

TIP: It would be a good opportunity to explain the difference between unanimity and majority decision making. Unanimous decisions require a great deal of time for negotiating and consensus building, whereas majority decisions, although much speedier, do not reflect the opinions of all. This is an important lesson for folks working towards community building. Facilitator should consider this in the de-brief.



Note: Have each group select a Recorder (someone who will take notes) and a Reporter (someone who will share back to the larger group).

3. When they have completed the activity, ask Reporters to share each group’s choices. Record the number of votes for each right chosen from the List of Rights. Determine which rights have the most votes.

4. Debrief the activity by asking participants the following questions:

- Was it difficult to reach a unanimous decision? What are the pros and cons of reaching unanimous decision versus a majority vote?
- Would our society be different if we were limited to the five rights you chose? Why or why not?
- Did you find that some rights encompassed others?

Rights and Responsibilities

HANDOUT 3.2 (A)—A VISITOR FROM OUTER SPACE

Rights and Freedoms

As a U.S. citizen, you have individual freedoms guaranteed by the Bill of Rights. What would life be like if somebody took away your rights? Are some rights more important than others? How would you decide which rights were the most important? Think about these questions while you read the following story.

A Visitor From Outer Space

It is the year 2050. You are watching your wall-sized, super-plasma, interactive television monitor when a special news bulletin comes on. A strange, robot-like creature appears on the screen and informs you that he has taken over the United States. You rapidly flick through every channel, but find he is on every one.

“ATTENTION”, he begins, “I am Sthgir from planet Noitutitsnoc. Just as I have taken over television, I will take over your lives but I come in peace. I realize that individual freedom means a great deal to American citizens. Consequently, I will not take away *all* of your rights. You will have a choice.”

“From a list of fundamental rights, you may choose five that you want to keep. Think carefully before you vote, because all your rights as citizens will terminate *except* for the ones you select. Using your interactive televisions, you must decide which rights you will keep. Your decision must be *unanimous*. Failure to make a unanimous deci-

sion will result in the termination of *all* rights. The list of choices will now appear on your television screen. Remember, you may only choose five of the following list of rights to keep.”

List of Rights

1. Right to have a state militia and bear arms.
2. Right to freedom of speech.
3. Right to a lawyer.
4. Right to protection from cruel and unusual punishment.
5. Right to freedom of the press.
6. Right to a jury trial.
7. Right to freedom of religion.
8. Right to peacefully assemble.
9. Right to privacy.
10. Right to protection from self-incrimination.

Note: Select a Recorder (someone who will take notes) and a Reporter (someone who will share back to the larger group).



MODULE FOUR

Equality and Liberty

These are two of the prime principles of American democracy. What does equality mean? Is it “equality of opportunity” (that is, everyone is equal before the law) or “equality of results” (that is, everyone should achieve roughly equal results)? What is liberty? Does liberty imply certain responsibilities?

Equality and Liberty

LESSON 4.1: EQUAL PROTECTION

LESSON OVERVIEW

This lesson will introduce the concept of discrimination and the difference between reasonable and injurious discrimination.

Active Citizen 101 Objective

Participants will deepen their appreciation of diversity through discussing the history of how the Supreme Court interprets laws in response to social problems.

This lesson meets the following CNCS Citizenship Goals

Knowledge



- American history and government
- Local and national civic institutions

Skills



- The ability to engage effectively in the democratic process;
- The ability to use a variety of methods to critically evaluate public issues and public opinion polls; and
- The ability to negotiate between possibly conflicting rights and responsibilities.

Attitudes



- Respect for the principles and values that we hold in common.

Time Required

1 Hour

FACILITATOR'S CHECKLIST



- Handout 4.1 (a)—Equal Protection 1 per member
- Handout 4.1 (b)—A History of Discrimination By Race 1 per member
- Handout 4.1 (c)—Civil Rights Laws 1 per member
- Paper, pens, pencils
- Chart paper and markers



Procedure

1. Hold a brief, focus discussion by asking members: *In what ways are people treated differently?* You can give suggestions and ask further questions: What makes a difference in how people are treated? Age? Occupation? Nationality? Income? Sex? Participants should give examples from their own experience and that of their families or friends. Record contributions as participants talk.

After some discussion, pull out the types of discrimination that affect basic civil rights and the right to equal opportunity in this country.

If the term “discrimination” doesn’t come up, you can introduce it and have participants help you define it. Explain that while some kinds of discrimination might be necessary, other kinds are unfair.

Finally, ask what they know about the rules in this country about unfair discrimination. *What kind of protection can we get from the laws?* Tell them this lesson will look at the history of equal rights in the U.S. They will also learn what the laws and the Supreme Court say about equality today.

Although this lesson will present gains in equality of rights in the United States, in no way does it suggest that injurious discrimination does not exist today. Immigrants, for example, have often experienced this firsthand because of race, neighborhood, low family income, etc. Participants should feel free to express their ideas. Reading how changes came about in the past may give participants ideas about how they would like to shape the future.

2. Distribute Handout 4.1 (a) Equal Protection. Read the introduction and amplify it if there are questions. Government does classify people for legitimate interests of society. For example, children are not allowed to drive motor vehicles.

3. Pair participants up and have them read and discuss the four scenarios under “Paired Activity.” They should answer the questions and try to come to a shared decision. If members of a pair disagree, each should have a reason for his/her decision. Ask participants to determine if the discrimination is reasonable or unreasonable. Is there a logical basis for the action, or does it deny equal opportunity?



Facilitator Answers:

In terms of U.S. law, number 1 reflects the driving experience of this group even though some males under 25 do not have accidents. The law does not forbid this discrimination. Number 2 is not legal under the Civil Rights Law of 1964, which forbids discrimination by national origin. The 1986 Immigration Reform and Control Act also has an anti-discrimination provision that includes employers not already covered by federal laws. Number 3 is obviously reasonable since good vision is necessary to safely and efficiently operate an airplane. Number 4 is also legal. An owner can refuse to rent or sell to persons who do not have the income to pay the monthly rent or mortgage payments.

Procedures, cont.

4. Distribute Handout 4.1 (b) A History of Discrimination. Ask participants to read this section only. Emphasize that the Fourteenth Amendment is critical to rights in the U.S. It established the principle that states, as well as the national government, may not deny equal protection under the law. No longer could states pass laws that treated some groups of people unfairly. Subsequent decisions of the Supreme Court have extended the Fourteenth Amendment to assure that the Bill of Rights protections against abuses by the national government also protect people against laws and actions of state governments. Mention the fact that the historical time and the philosophy of Justices on the Supreme Court influence how the Constitution is interpreted.

Debrief this section by asking: How did the Thirteenth Amendment affect African Americans? Which amendment said states had to respect everybody's rights? Why was Homer Plessy against segregation? What did the "separate but equal" rule mean?

You may want to supplement this section with further information—books, pictures, videos—on race discrimination in U.S. history (making this a two-day lesson). Some participants may have little understanding of the injustice that African Americans have endured in this country (it is interesting to note that Homer Plessy's resistance was not an isolated action. It was coordinated by a group of Louisiana blacks who hoped that this type of segregation would be held illegal under the Fourteenth Amendment).

5. Before reading the next section "The Supreme Court Thinks Again," ask participants how had times changed by 1954? Would there be different Justices? Times had changed: many African Americans had

moved north, President Truman had ordered the integration of the armed forces, the nation had over 50 years of segregation history to analyze, and knowledge of social sciences such as psychology and sociology had increased. Note also that many of the Justices in 1954 had been appointed at a time when people were winning new rights and benefits (union rights, social security for the old, minimum wage, etc.), and by a President more attuned to civil rights. As participants may realize, Presidents tend to appoint Justices who share their political point of view. Be sure participants know that Justices are appointed for life.



6. Ask participants to read "The Supreme Court Thinks Again." Examine the section on the doll test with participants. The Brown decision was the first time the Supreme Court footnoted social science data in giving an opinion. The Brown study was one of several cited to show that racism, of which segregation was a part, was damaging to American blacks. While there are criticisms both of Clark's study and of the Court's inclusion of such studies, they are part of one of the most important decisions in the Court's history. Most folks usually find the doll test illuminating and memorable. Remind participants that the test was made when segregation was common in many parts of the United States.

You can amplify the reaction of whites both in the South and in other parts of the country to the Brown decision and the strength and creativity of the black civil rights movement. Mention that the women's movement, Native American movement, and struggles of other minority groups owed much to the civil

Procedures, cont.

rights movement and used many of its tactics. Note that the Brown decision was important in opening the door for major changes. Ask participants to indicate what First Amendment freedoms were used in the struggle for equal rights.

7. Debrief this section by asking: Why did Linda Brown's parents go to court? How was the Brown decision different from the Plessy decision? What reasons did the Justices give for their decision in Brown?

While the Brown case was a landmark one in the movement for civil rights, it is also true that many school systems, particularly in large urban areas, are still quite segregated today. White flight to the suburbs, segregated housing patterns within cities, reluctance of the courts to mandate integration between city and suburbs, and the lack of national will to act on the issue are all factors. Jonathan Kozol's book, *Savage Inequalities*, examines this issue as well as another problem of school inequality: the large difference between rich and poor districts in dollars spent per child on education. Cases attempting to equalize school spending are pending in many state court systems.

8. Distribute Handout 4.1 (c) Civic Rights Laws and ask participants to read the first section.

9. Do the Each One Teach One activity to teach the important civil rights laws. You might choose to photocopy the laws and distribute one law to each participant. (An alternative would be to have two participants work together to learn a law.) Instruct participants to learn the laws first. Answer any questions they may have. Then have participants move around to teach their laws to others and learn laws from them. Remind them to question the person they are teaching to be sure s/he understands. Give them a time limit. When the time is up, all return to their seats and ask them to share what they learned.

10. Debrief the reading by asking: Which civil rights laws do you think are most important? Why? Does your town or city have local laws on human rights? Call your city or town government offices to find out. If so, ask them to send you information on the laws.

Procedures, cont.

11. Review the civil rights laws studied, divide participants into groups, and review the instructions for the activity on Handout 4.1 (c) Civic Rights Laws “Can They Do This?” Depending on your group, you can ask a participant from each group to summarize the problem and give the two-sentence decision, or you can do a “jig-saw.” To do this, have participants in each group count off from one to the total number of participants in the group. Then have all the “ones” form a group, the “twos,” etc. Since participants in the new groups will have worked on different situations, each can now teach the group about their particular problem situation and explain how a civil rights law does or doesn’t apply to the case. When you use the jig-saw, all participants hear all situations and the applicable laws, and all have an opportunity to make a short oral presentation.

Facilitator Answers:

(1) 1. “Equal pay for equal work for men and women.” Ann and Joe do essentially the same work even though their titles are different. The Equal Pay Act of 1963 requires equal pay when the work is equal even if different job titles are given.

(2) 9. “No discrimination by sex in schools (sports, teachers, college loans, etc.)” Since these laws are summarized rather generally for students, choosing 4. “No discrimination by race, color, religion, sex or national origin



by state and local governments, public schools, and universities” is also logical. Title IX of the Education Act Amendments of 1972 requires school athletic programs to accommodate both sexes, although spending equal money on men’s and women’s sports is not required.

(3) 6. “No discrimination by race, color, religion or national origin in selling or renting most houses and apartments.” It is true that landlords and sellers can require that a person have sufficient income to pay and good references. However, under the Fair Housing Act, landlords may not discriminate against people in the categories listed (“protected categories”) if a housing unit is over four units. The 1968 Act was amended in 1988 to include families with children as well as the disabled in the protected categories. Restricting housing to a certain group is only allowed for the elderly.

(4) This example does not violate any of the civil rights laws; it is possible to specify an age of maturity, and 21 is an accepted measure.

(5) 4. “No discrimination by race, color, religion, sex or national origin by state and local governments, public schools, and universities.” This example is modeled on an actual Supreme Court case, *Keyes v. Denver School District # 1*, 1973.

Equality and Liberty

HANDOUT 4.1 (A)-EQUALITY AND LIBERTY

Introduction

The United States is sometimes called the land of equality—a place where people are treated in the same way, a place where people have an equal chance to succeed. Think about what you have seen in this country. Would you say that all people are treated the same? Always? Sometimes? Is it ever okay to treat people differently?

Discrimination means to treat some people differently from others. Sometimes there is a good reason for discrimination. Would you want 10-year-old children to drive cars? Other times discrimination hurts people. With a partner, determine which of the following examples of discrimination do you think are reasonable? Which examples would you want to change? Why?

1. Men under 25 years old have more car accidents than other people. They must pay more for car insurance.
2. Jones Candy Factory will not hire anyone with a foreign accent.
3. Alta Airlines will not hire a pilot who is blind.
4. Lee wants to rent a five-room apartment in Rosedale. The owner will not rent to Lee because Lee has no job and no money.



These examples show that it is not always easy to decide if discrimination is fair or unfair. When discrimination denies people equal opportunity for jobs and schools, it is unfair. History tells us there has been a long struggle for equal rights and fair treatment.

Equality and Liberty

HANDOUT 4.1 (B)-A HISTORY OF DISCRIMINATION BY RACE

Years ago, men brought people from Africa to the United States. They made the Africans work as slaves. These slaves were the property of their white masters.

It took a Civil War between the Northern and the Southern States to end slavery in the U.S. After this war, Congress and the States passed three amendments to the Constitution. These amendments said that African Americans were U.S. citizens and had the rights of citizens.

Separating the Races

African Americans were no longer slaves in the United States, however their lives were still controlled by powerful whites. Black people did the hardest work on farms and in factories for the lowest pay. Many states passed laws that said black people and white people could not use the same facilities, such as schools, restaurants, parks, and public bathrooms. Separating people, because of their race, color, sex, religion, or age is called segregation.

Many people said that segregation by race was against the Fourteenth Amendment. They said segregation did not give everyone “equal protection of the laws.”

Three Important Amendments that Extended the Bill of Rights- The Civil War Amendments:

1865: Thirteenth Amendment—made slavery illegal in the United States

1868: Fourteenth Amendment—said that all states, not just the national government, must give “equal protection of the laws” to people. “Equal protection” means the law is the same for everyone; it should be applied in the same way to all people.

1870: Fifteenth Amendment—said that no state can stop a person from voting because of that person's race or color.

Separate But Equal

In 1896, a black man named Homer Plessy wanted to change the segregation laws. He tried to ride in a train car that was for white people only, and the police arrested him.

Plessy appealed his case to the Supreme Court. He argued that segregation laws did not let black people participate in U.S. society the way white people did. He also said segregation laws limited the freedom of black people. But Plessy lost the case.

The Supreme Court said that states *could* have segregation laws if the facilities for blacks were as good as those for whites. This became known as the “separate but equal” rule.

For the next 60 years, segregation continued. Usually, the facilities for African Americans were not as good as those for whites. Blacks had to sit at the back of the bus. They had to use the back doors to public buildings. Schools for black students usually didn't have enough books or equipment.

Equality and Liberty, cont.

HANDOUT 4.1 (B)-A HISTORY OF DISCRIMINATION BY RACE

PAGE 2

Some whites believed their race was superior. They would not give African Americans the same rights they had. This was an example of racism—unfair treatment of people based on race.

The Supreme Court Thinks Again

How would you feel if you couldn't go to a school you wanted to because of the color of your skin?

The parents of 8-year-old Linda Brown, an African American child, were angry. Linda had to travel 21 blocks to the school for black children. A school for white children was only six blocks away. The Browns said the school segregation law was wrong. The Supreme Court agreed to take their case. The Browns' lawyer was Thurgood Marshall.

The Court Makes a Different Decision

Fifty-eight years had passed since the *Plessy* decision. Different justices were on the Supreme Court. In 1954, these justices made a new decision. In *Brown v. Board of Education*, the justices said that segregated schools *could not* be equal. Separating students by race made black students feel inferior. It meant that black students were not as good as white students. It made white students feel they were superior to others.

The *Brown* decision changed the *Plessy* decision. It gave more equality to people of different races. It made an improvement in human rights in the United States. Thurgood Marshall later became the first African American Justice on the Supreme Court.

In another decision, the Court said that states must desegregate their schools. The schools must accept black and white children. Many white people did not want to do this. In some cities, President Eisenhower had to send U.S. soldiers to protect black students when they went to white schools.

Today, there is still controversy about school desegregation. Should children be bussed to other schools to integrate them? Should cities with large groups of urban minorities and white dominated suburbs be forced to desegregate? Should special inner-city schools be established to ensure that minority youth succeed academically?

The Doll Test and Brown v. Board of Education

The Supreme Court Justices wanted to understand the effect of racism on black children in the United States. The Justices studied the results of a “doll test” done by psychologist Kenneth Clark.

Sixteen black children between the ages of six and nine were tested. Clark asked them questions about a black doll and a white doll. Ten of the black children said they liked the white doll better than the black one. Eleven of them said the black doll looked “bad.” Nine of them said the white doll was the “nice” one. Seven of them said the white doll looked like them.

Why do you think so many black children chose the white doll? How do you think they felt about themselves?

Equality and Liberty, cont.

HANDOUT 4.1 (C)-CIVIL RIGHTS LAWS

Civil Rights Laws

What are some places in your community where you see people of different races together?

The Fourteenth Amendment forbids race discrimination by state and local governments. But before the 1960s, privately owned facilities like factories, hotels, and restaurants did not have to serve or hire blacks if they didn't want to. Discrimination was not against the law if it occurred on "private property."

African Americans wanted new laws to stop all discrimination. They wanted the

right to have jobs that paid well, to live in any community, and to go to any hotel or restaurant. Other Americans agreed and worked with blacks to fight racism. Together they asked people to sign petitions and write letters to Congress. They organized protest marches of thousands of people. Often the marchers were attacked by police or by white people who didn't want blacks to have equal rights.

Sometimes people wouldn't follow segregation rules that they thought were unjust. For example, blacks would sit down in a restaurant for whites only and ask to be

THE FOLLOWING ARE SOME OF THE MOST IMPORTANT PARTS OF TODAY'S FEDERAL CIVIL RIGHTS LAWS:

1. Equal pay for equal work for men and women.
2. No discrimination by race, color, religion or national origin in public places (hotels, restaurants, theaters, etc.).
3. Disabled people have the right to jobs, education, and business services.
4. No discrimination by race, color, religion, sex or national origin by state and local governments, public schools, and universities.
5. No discrimination by race, color, sex or national origin in programs that receive money from the federal government.
6. No discrimination by race, color, religion or national origin in selling or renting most houses and apartments.
7. Disabled children have a right to a good education.
8. No discrimination against people over 40 years old by businesses with 20 or more employees.
9. No discrimination by sex in schools (sports, teachers, college loans, etc.).
10. No discrimination by race, color, sex, religion or national origin in employment by businesses with more than 15 employees or by labor unions. If these laws are not obeyed, people can complain to a government agency or some-times take a case to court.

Equality and Liberty, cont.

HANDOUT 4.1 (C)-CIVIL RIGHTS LAWS

PAGE 2

served. Often the owner called the police, who took the protesters to jail for civil disobedience.

Many Groups Wanted Equal Rights

Were African Americans the only group that protested discrimination? No. Women, disabled people, Latinos, Native Americans, older people, and other minority groups also organized and demanded equal rights.

Because of this pressure for change, Congress began to pass civil rights laws in the 1960s. These laws said facilities that serve people, like restaurants and hotels, must be integrated. Private employers and businesses could not discriminate unfairly against women and minorities.

For example, an employer could not say, "This is my factory. I don't want to hire people of color, so I won't."

Each One Teach One

You will be assigned to learn one of the laws below. After you review your law, teach it to someone else in the room. Be sure to allow someone to teach you a law. At the end of this activity, be ready to talk about two laws you learned from someone else.

Activity: Can They Do This?

In small groups, discuss one of the problems given below.

- First, read the problem.
- Read the civil rights laws above to see if

one of them applies to this problem.

- As a group, determine why you think the school or company is, or is not, violating the law; and
- Be ready to explain the problem and report your decision to group at large.

1. Ann Lewis and Joe Harris work for Mason Bank in the Loan Office. They have the same education and work experience. They both have good work evaluations. Ann writes reports, gives information on the phone, and organizes files for her supervisor. Her job title is Junior Secretary. She is paid \$19,000 a year. Joe writes reports, gives information on the phone, and organizes the files for his supervisor. His job title is Assistant to the Supervisor. The bank pays Joe \$22,000 a year. Does this violate the law?

2. Forest High School is a small public school with 200 students. The school does not have much money for their sports program. John Williams, the principal, wants to spend the money on football, basketball and baseball teams for the boys. If he does this, he won't have money for any girls' teams. Mr. Williams says the boys need to have the teams. Colleges will pay tuition for boys who are very good at sports. Colleges don't pay for many girls who are good at sports. Mr. Williams says it's better to use the money for the boys' teams. Does this violate the law?

3. Luis Garcia and his wife own a building with 10 apartments. One of the apartments

Equality and Liberty, cont.

HANDOUT 4.1 (C)-CIVIL RIGHTS LAWS

PAGE 3

is for rent. All the other tenants are Latino, and they feel like a big family. They want Luis to keep the building all Latino. One day, Sam Jung, an immigrant from Korea, comes to see the apartment. He wants the apartment because it is close to his work. Luis doesn't know what to say to him. Then he tells Sam Jung that he rented the apartment to somebody else. "What I told Mr. Jung wasn't true, and I feel bad. But I can't rent to a Korean family," Luis tells his wife that night. "The other families wouldn't like it. Anyway, can't I decide? It's my building." Does this violate the law?

4. Southeast Electric Company has a fair hiring policy. They hire men and women and members of minority groups. But an employee must be 21 years old to work in the Control Room. Southeast says that the Control Room is dangerous. A person must know a lot about the computer and electrical systems and be very mature and responsible. Peter is 20 years old and has

three years of experience working with computer and electrical systems at Southeast. His supervisor says Peter is very good at his work. The supervisor says Peter knows how to do the work in the Control Room. Peter says that Southeast's rule discriminates against him. Is Southeast Electric Company violating the law?

5. For many years, black students and white students went to segregated schools in the Parkwood School District. In the 1950s, the court told the school district it could not have separate schools for blacks and whites. So the school district changed its rules. It did not say some schools were only for white children and some schools were for blacks. But black people and white people in Parkwood lived in different parts of town. The district changed the attendance areas so all children in white areas went to the same schools and children in the black areas went to other schools. Does this violate the law?

MODULE FIVE

Social Capital and Democracy

Our democracy is more than governmental institutions and politicians. A healthy democratic life depends on social capital, networks of individuals and groups working to help each other, the community, and the nation. The following lessons and activities should be useful as a guide for participants to explore social capital while planning and implementing a meaningful service project.

DRAFT

Social Capital and Democracy

Civic Action Guide

MODULE FIVE: SUPPLEMENTAL LESSONS

DRAW YOUR COMMUNITY: IDENTIFYING NEEDS AND RESOURCES

Lesson Overview

This activity works best for national-service participants who will be planning and implementing a joint service project.

Active Citizen 101 Objective

Participants will develop a shared understanding of the important issues facing their communities.

Objectives:

Members will:

- Express their initial perceptions of the community;
- Identify elements common to all communities;
- Identify and describe community needs and resources; and
- Have fun!

Time Needed:

30 minutes to one hour (time will vary depending on the size of your group, and how long you allow for discussion).

Facilitator's Check List



- Easel pad, markers, masking tape.

Social Capital and Democracy

Civic Action Guide

MODULE FIVE: SUPPLEMENTAL LESSONS

DRAW YOUR COMMUNITY: IDENTIFYING NEEDS AND RESOURCES

CONTINUED

Procedure

1. Write the word “community” on board. Ask members to brainstorm what makes up a community. (The people, businesses, culture, schools, parks, and so on). List responses on the board or chart paper.

2. Explain to members that they will be doing a service project on a community problem. Hold a discussion on what they think their community is. Is it the school? The whole town or county? Opinions will differ.

3. Ask members to form groups of four or five.

Distribute one piece of chart paper and set of markers to each group.

Tell members to decide what their community is and to draw their impressions of it. Let members in the groups decide what kind of drawing they will make.

Decide whether to make one drawing that includes everyone’s perceptions or make separate drawings by dividing the paper into sections.

Make sure they include in their drawings the things they see, hear and feel about their community. Be sure to include the different community elements they brainstormed.

4. Ask one or two volunteers from each group to display and explain their drawing(s) to the rest of the group. As groups

present make a running list of “Needs” and “Resources” that come up. This list can be useful later on as you plan your project.

Ask members:

- What surprised you most about the impressions of the group and why?
- Why do you think people have different impression of the same thing?
- What are some of the positive things (resources) you included in your community drawing? *Family, parks, schools, etc.*
- What are some of the negative things (needs) you included in your community drawing? *Litter, traffic, gangs, drugs, etc.*
- Record list of positive things under a “Resources” column; record negative things under a “Needs” column.

5. Debrief by asking the following:

- Are there problems or needs that you believe only affect your community? Why or why not?
- Are there needs or problems that you think affect most communities?
- Are there items in the “Resources” column that you think can help address some of the items in the “Problems” column?

Social Capital and Democracy

Civic Action Guide

MODULE FIVE: SUPPLEMENTAL LESSONS

WHAT'S YOUR PROBLEM?

This lesson is one way to decide which community issue participants should identify and address in order to implement an effective service project. It's a good idea to focus on one community issue, as it allows participants to conduct more focused and in-depth research. This community issue will be refined as participants select and develop an appropriate project.

As facilitator you have two options, you can simply provide members with the handout at the back of this section "*Narrowing Down the Problem.*" Or, you can lead your members through the engaging and worthwhile (though time consuming—allow for about 90 minutes) activity that follows.

Activity

First, in a forced-choice activity, the facilitator presents participants with six broad problems, and participants group themselves according to the problem they believe is most serious. They present three arguments supporting their position. Then, in groups, participants chart the problems' causes and effects. Next they take a vote on which problems they want to work on and whether to work on one of its causes, effects, or subproblems. The process is repeated until a refined problem selection is made.

Active Citizen 101 Objective

Participants will enhance their analytical skills by identifying the causes and effects of an important community problem in order to plan an effective service project.

Materials and Prep:

Easel pad, markers.

Facilitator and participants read *Handout: "Narrowing Down the Problem."*

Objectives

Participants will be able to:

1. Identify problems currently facing their community.
2. Rank and select problems on the basis of importance to them as individuals and as a group.
3. Identify causes and effects of problems.
4. Select one problem.
5. Further refine the problem.
6. Understand the interconnectedness of problems.

Time Needed

1.5 Hours

Social Capital and Democracy

Civic Action Guide

MODULE FIVE: SUPPLEMENTAL LESSONS

WHAT'S YOUR PROBLEM?

CONTINUED

Forced-Choice Activity

1. Write six broad problems on paper and display around the room—"education," "public safety/ crime," "health," "environment," "economy," and "other social problems." Tell participants that today they are going to decide which of these problems to focus on for their service project.

2. Ask participants to move to different parts of the room depending on which problem they think is the most important. For example, "How many think public safety is the most crucial problem facing the community? Okay, go over to that part of the room."

3. Once the team is in six groups, tell each group to develop three arguments supporting why its problem is the most crucial. Distribute chart paper and markers and have participants write down these arguments. Tell each group to prepare a presentation. Give participants about ten minutes to prepare.

4. When each group presents, have them hang up their chart paper. Leave all the charts on the wall so members can compare them.

5. Have participants take a vote on which problem is the most crucial. Have them move again to different parts of the room depending on the problem they have

selected (emphasize that it is all right if a problem area is eliminated or some groups get rather large).

6. Have members remain in their newly selected groups. If you need to take a break, now is a good time to do so.

Explain to members that they will now delve further into the issue areas they have selected.

Cause and Effect

1. Conduct a brief discussion of the meaning of cause and effect if necessary, providing some definitions (for example, some of the possible causes of crime are drugs, alcohol, and mental illness and possible effects of crime are injury, death, and increased insurance rates).

2. Explain that this time you want participants to create a chart showing the causes and effects of their problem. Tell them to look at the example of such a chart (on the problem of crime) in *Handout: "Narrowing Down the Problem."*

3. Distribute chart paper and markers. Instruct participants to write the name of the problem in the middle of a sheet of chart paper. Have them brainstorm the causes of this problem on one side, the effects on another side. Give them about twenty minutes to complete this task.

Social Capital and Democracy

Civic Action Guide

MODULE FIVE: SUPPLEMENTAL LESSONS

WHAT'S YOUR PROBLEM?

CONTINUED

4. Have each group present its charts. Hang up each chart and, after all the presentations, give members time to go up and look at all of the charts.

Selecting A Problem

1. Regroup and explain that it is now time to select the problem. Participants should determine which problem they want to work on through a vote or show of hands.

2. Once decided, write this problem on this board and review its causes and effects. Ask for any additional causes and effects from the group as a whole.

3. Participants now need to refine the selection to a workable aspect of the problem. The selection at this point should be narrowed to a cause, effect, or smaller piece of the problem (subproblem). Have participants brainstorm a list of sub-problems to add to the list of causes and effects that has already been generated.

4. You may choose to have members repeat step 3 (under Cause and Effect); to further identify causes and effects for each subproblem.

5. Have participants vote on which subproblem is most important. This vote determines the final problem selection.



Cognitive Reflection

Select one or more of the following ideas for cognitive reflection activities with participants.

1. During the forced-choice activity, which of the arguments you heard were the most convincing and why? Have participants discuss this.

2. Is it more important to address a cause or effect of a problem? Defend your position. This can be either a group discussion or a journal entry.

3. Ask others (friends, parents, children, community members) which problem they think is the most important to work on and why.

Follow-up Suggestions

Participants should start researching the problem using the techniques spelled out in Handout: *"Narrowing Down the Problem."*



Social Capital and Democracy

HANDOUT: NARROWING DOWN THE PROBLEM

This is a crucial step. You may have already taken it. If you have decided, for example to work on solving the litter problem at the corner park, then you have already narrowed your problem down. But if you have chosen to work on crime generally, then your problem may still be too broad. You will need to narrow your focus.

You may want to find out more about your problem before you narrow it down. But you need to know about this step so that you can come back to it. You may want to come back to it several times.

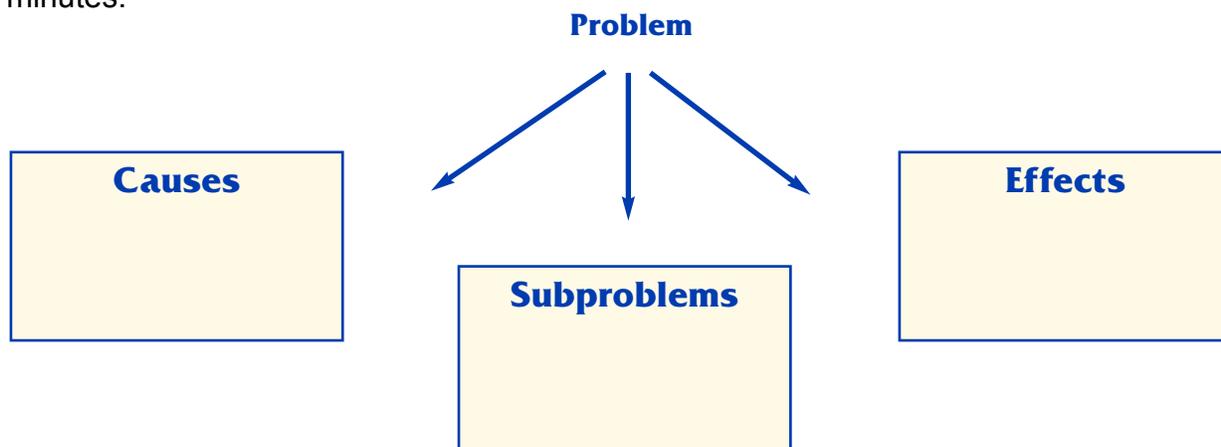
A good way to narrow down the problem is to do more brainstorming. Take a sheet of paper and write your problem in the middle of it. Create a diagram like the one below.

Take five minutes and brainstorm the causes of your problem. You probably have some ideas about its causes. Come up with as many causes as you can in five minutes.

After you've taken five minutes to brainstorm the causes of your problem, take another five minutes and brainstorm its effects. What does your problem do to people? What does it do to the community? Come up with as many effects as you can in five minutes.

When you're done with the effects, take another five minutes and brainstorm subproblems. This can be done in several ways. The problem may occur at different places, e.g. at the corner park. Or the problem may encompass various component problems, e.g. there are many different types of crime. The purpose of this brainstorm is to break the problem down into smaller pieces. Break your problem into as many subproblems as you can in five minutes.

We've done a sample brainstorm on crime on the next page.



Social Capital and Democracy

HANDOUT: NARROWING DOWN THE PROBLEM

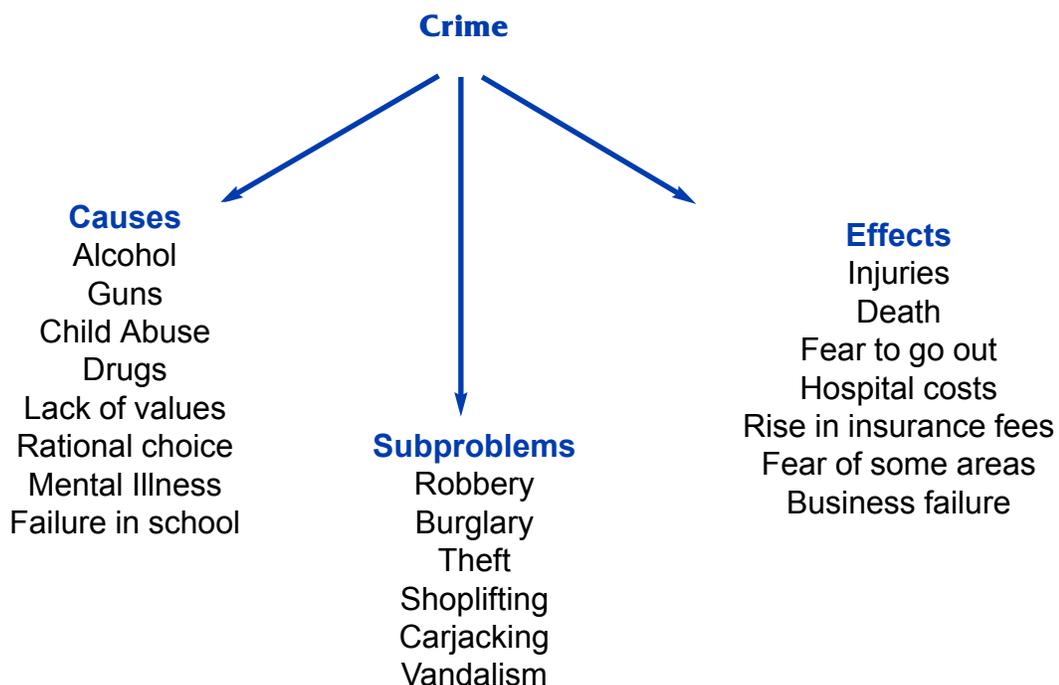
PAGE 2

The brainstorm may help you isolate a more specific area of concern—it could be a cause, effect or subproblem of your original problem. Or you may want to narrow your problem down further. To do this, simply pick a cause, effect, or subproblem of your original problem. Or you may want to narrow your problem down further. To do this, simply pick a cause, effect, or subproblem of the original prob-

lem, and put it in the middle of a sheet of paper and go through the process again.

The remaining steps in this chapter will help you investigate the problem further. When you learn more about its causes and effects, you might want to return to this step.

SAMPLE BRAINSTORM



Resource Directory

THIS RESOURCE DIRECTORY PROVIDES ACCESS TO CITIZENSHIP LESSONS, THEORIES, SAMPLE PROJECTS, AND ADDITIONAL TECHNICAL SUPPORT.

The information below was organized in an effort to provide you with greater resources in developing your own citizenship training program. Below you will find links to existing curriculum, lesson plans, programs and research available, and a variety of other links.

For more extensive resource links, please visit the Citizenship Toolkit, located online at the National Service Resource Center: <http://www.etr.org/nsrc>

- I. Assessment/Evaluation
- II. Historic American Documents
- III. Historic American Documents (Recommended)
- IV. Historic American Documents (Online Libraries)
- V. Lesson Plans Related to Historic American Documents
- VI. Organizations Related to Civic Education
- VII. Research
- VIII. Suggested Readings and Bibliographies

I. ASSESSMENT/EVALUATION

A Practical Guide for Integrating Civic Responsibility into the Curriculum (PDF)

This curriculum guide from the American Association of Community Colleges (AACC) includes useful tools and examples for assessing civic outcomes according to a range of stated objectives.

National Center for Education Statistics Civic Education Study

<http://nces.ed.gov/surveys/cived/>

View the entire report or highlights of the results from an assessment of the civic knowledge and skills of 14-year old students across 28 countries and their attitudes toward civic issues. The Civic Education Study assessment was conducted by the International Association for the Evaluation of Educational Achievement (IEA) in 1999.

Online Evaluation Resource Library (OERL)

<http://www.oerl.sri.com>

Funded by the National Science Foundation, this library provides a range of assistance for professionals seeking to design, conduct, document, or review project evaluations.

Project Star

<http://www.projectstar.org>

As the Corporation's training and technical assistance provider in the area of evaluation, Project Star houses countless assessment resources for Corporation-funded programs.

W.K. Kellogg Foundation Evaluation Handbook (PDF)

<http://www.wkkf.org/pubs/Pub770.pdf>

A tremendous resource for integrating evaluation into program planning and delivery. Includes instructions for preparing, designing, and conducting effective assessment.

II. HISTORIC AMERICAN DOCUMENTS

The following links will connect you to complete versions of these historical American documents:

Declaration of Independence (<http://memory.loc.gov/const/declar.html>)

Constitution of the United States

(http://www.crf-usa.org/links/cja/US_Constitution.htm)

Federalist Papers #10 and #51

(<http://lcweb2.loc.gov/const/fed/fedpapers.html>)

Washington's Farewell Address

(<http://www.yale.edu/lawweb/avalon/washing.htm>)

Lincoln's Second Inaugural Address

(http://douglassarchives.org/linc_a74.htm)

Gettysburg Address

(<http://www.loc.gov/exhibits/gadd/4403.html>)

III. HISTORIC AMERICAN DOCUMENTS (RECOMMENDED)

The following links will connect you to complete versions of other recommended historical American documents:

On American Democracy:

Alexis de Toqueville, Democracy in America, Volume One (<http://authorsdirectory.com/b/1dina10.htm>)

Alexis de Toqueville, Democracy in America, Volume Two (<http://authorsdirectory.com/b/2dina10.htm>)

Resource Directory, cont.

On Declaration of Independence:

Frederick Douglass, "What to the Slave is the Fourth of July?" (http://douglassarchives.org/doug_a10.htm)

On the Rule of Law:

Lincoln, Address before the Young Men's Lyceum of Springfield, Illinois (http://douglassarchives.org/linc_a69.htm)
Martin Luther King, Jr. "Letter from a Birmingham Jail" (<http://almaz.com/nobel/peace/MLK-jail.html>)
Thoreau, "On Civil Disobedience" (<http://sunsite.berkeley.edu/Literature/Thoreau/CivilDisobedience.html>)

Case study worth pondering:

Marbury v. Madison (1803) (<http://usinfo.state.gov/usa/infousa/facts/democrac/9.htm>)

IV. HISTORIC AMERICAN DOCUMENTS (ONLINE LIBRARIES)

American Memory (Library of Congress)

<http://memory.loc.gov/>

American Memory is a gateway to rich primary source materials relating to the history and culture of the United States. The site offers more than 7 million digital items from more than 100 historical collections.

Dirksen Congressional Center Historical Materials

<http://www.congresslink.org/HistoricalMaterialsIntro.htm>

The materials listed below have been assembled to assist teachers in developing lesson plans related to Congress and the federal government. They include historical documents and photographs, narrative descriptions, and a glossary and historical notes.

Douglass Archives of American Historical Address

<http://www.douglassarchives.org/>

Douglass is an electronic archive of American oratory and related documents. It is intended to serve general scholarship and courses in American rhetorical history at Northwestern University.

Historical Documents and Speeches

http://www.civnet.org/resources/greatdoc_2002.htm

Civitas International offers an extensive list of documents and speeches addressing the history of constitutionalism, American constitutional and political history, human rights, history of voting, treaties, and other resources.

Our Documents Project

<http://www.ourdocuments.gov/>

View milestone documents, find teaching aids and other resources for this national initiative.

V. LESSON PLANS RELATED TO HISTORIC AMERICAN DOCUMENTS

Bill of Rights in Action

<http://www.crf-usa.org/lessons.html#BRIA>

Many lessons on U.S. history, world history, and government from Bill of Rights in Action, Constitutional Rights Foundation's quarterly curricular newsletter. We have published this extensive resource since 1967, and we continually add to the archive.

Civitas International Lesson Plan Resources

http://www.civnet.org/resources/res_teach_frameset.htm

A compilation of constitution and democracy-related lesson plans from organizations including Streetlaw and the Center for Civic Education.

Dirksen Congressional Center

<http://www.congresslink.org/LessonPlanIntro.htm>

Unit and lesson plans prepared by teachers using CongressLink resources and features. This section also includes simulations. The plans are organized by subject.

Educational Resources Information Center (ERIC)

http://www.askeric.org/cgi-bin/lessons.cgi/Social_Studies/Civics
Civic lesson plans by topic.

Institute for Civic Values

<http://www.libertynet.org/edcivic/civlitf.html>

This organization offers lesson plans, discussion guides, and resources for improving adult civic literacy.

Library of Congress Lesson Plans

<http://memory.loc.gov/learn/lessons/theme.html>

Lessons organized by theme, discipline, and era. Includes the following lessons on civics and government:

All History Is Local

Conservation at a Crossroads

The Constitution: Counter Revolution or National Salvation?

Explorations

In Congress Assembled

Indian Boarding Schools: Civilizing the Native Spirit

Our Changing Voices

Reservation Controversies

Resource Directory, cont.

National Archives

<http://www.archives.gov/>

A variety of resources including online documents, instructional support, and "teaching with documents" lesson plans.

Exhibit Hall (http://www.archives.gov/exhibit_hall/index.html)

Publications and Teaching Aids

(http://www.archives.gov/publications/teaching_aids.html)

Lesson Plans (http://www.archives.gov/digital_classroom/teaching_with_documents.html)

New York Times Learning Network Daily Lesson Plan Archive

<http://www.nytimes.com/learning/teachers/lessons/archive.html>

The archive contains hundreds of free lesson plans. You may perform a keyword search to retrieve a lesson, browse the archive by subject, or scroll down the page to view the most recently published lessons.

New York Times Learning Network: Civics Lessons

(<http://www.nytimes.com/learning/teachers/lessons/civics.html>)

New York Times Learning Network: American History Lessons

(<http://www.nytimes.com/learning/teachers/lessons/americanhistory.html>)

New York Times Learning Network: Social Studies Lessons

(<http://www.nytimes.com/learning/teachers/lessons/socialstudies.html>)

PBS Teacher Source

<http://www.pbs.org/teachersource>

Over 3,500 lesson plans and activities from the Public Broadcasting System, including lessons on:

The Development of Democratic Institutions

(<http://www.pbs.org/weta/forcemorepowerful/classroom/>)

Civics: Voting and Campaigns

(http://www.pbs.org/teachersource/social_studies/high_civics_campaign.shtm)

Civics: Government

(http://www.pbs.org/teachersource/social_studies/high_civics_government.shtm)

Civics: State and Local Issues

(http://www.pbs.org/teachersource/social_studies/high_civics_local.shtm)

VI. ORGANIZATIONS RELATED TO CIVIC EDUCATION

American Federation of Teachers Database

<http://edid.aft.org/Main.asp>

Search the user-friendly American Federation of Teachers database for civic education organizations by region, subject area, or audience type. The ED/I database is developed and maintained by the American Federation of Teachers Educational Foundation with the support of the National Endowment for Democracy. Since 1989, the Foundation has promoted educational activities that improve the teaching of democracy and civic education worldwide through its Education for Democracy/International (ED/I) project.

APSA Civic Education Network

<http://www.apsanet.org/CENnet/organizations/index.cfm>

The American Political Science Association maintains a comprehensive, alphabetical list of civics-related organizations.

VII. RESEARCH

Center for Information & Research on Civic Learning & Engagement

<http://www.civicyouth.org>

The Center for Information and Research on Civic Learning and Engagement (CIRCLE) promotes research on citizenship by Americans between the ages of 15 and 25. CIRCLE is also a clearinghouse for relevant information and scholarship. CIRCLE was founded in 2001 with a generous grant from The Pew Charitable Trusts and is based in the University of Maryland's School of Public Affairs.

Citizens in Service: The Challenge of Delivering Civic Engagement Training To National Service Programs

<http://nsrc.etr.org/filemanager/download/457/diller.pdf>

Findings from a National Service Fellows research project that offers a baseline of information about citizenship issues and training in national service programs.

Constitutional Rights Foundation Research Links

<http://www.crf-usa.org/links/research1.html>

Easy access to a range of search engines, quotations, statistics, think tanks, and other general research information.

Resource Directory, cont.

Educational Resources Information Center Database

<http://www.askeric.org/Eric/>

ERIC is the world's largest source of education information, with more than 1 million abstracts of documents and journal articles on education research and practice.

National Archives Research Room

http://www.archives.gov/research_room/index.html

For assistance with historical documents.

National Center for Education Statistics Civic Education Study

<http://nces.ed.gov/surveys/cived/>

View the entire report or highlights of the results from an assessment of the civic knowledge and skills of 14-year old students across 28 countries and their attitudes toward civic issues. The Civic Education Study assessment was conducted by the International Association for the Evaluation of Educational Achievement (IEA) in 1999.

The Ready, Willing, and Able: Citizens Working for Change

http://www.pew-partnership.org/pubs/rwa/summary/table_of_contents

A benchmark study on civic life in America.

The Social Capital Community Benchmark Survey

<http://www.ksg.harvard.edu/saguaro/communitysurvey/index.html>

Three dozen community foundations, other funders, and the Saguaro Seminar of the John F. Kennedy School of Government at Harvard University joined together to interview nearly 30,000 people in the largest-ever survey on the citizenship of Americans. View the data.

VIII. SUGGESTED READINGS AND BIBLIOGRAPHIES

Adult Civic Education

http://www.ed.gov/databases/ERIC_Digests/ed350489.html

This installment of the ERIC (Educational Resources Information Center) Digest examines the "significance and substance" of adult civic education.

APSA Booklist

<http://www.apsanet.org/CENnet/booklist.cfm>

Selected references in the study of civic education.

Bowling Alone

<http://www.bowlingalone.com/>

Robert D. Putnam describes the concept of "social capital" and the need to reconnect with family, friends, community associations, and democratic structures. Included is a helpful bibliography (Word doc).

Civic Dictionary

<http://www.cpn.org/cpn/sections/tools/dictionary/dictionary.html>

A helpful list of terms related to democratic practices and civic work developed by the Civic Practices Network.

CivNet Journals and Papers

http://www.civnet.org/journal/journal_frameset.htm

An archive of journal articles, speeches, papers, and research from Civitas International.

Historical Maps

<http://www.lib.utexas.edu/maps/histus.html>

A large collection of United States historical and territorial maps from the University of Texas at Austin.

Manuals and Guides

<http://www.cpn.org/cpn/sections/tools/manuals/manuals.html>

An organized compilation of manual and guides from the Civic Practices Network.

National Archives

ALIC http://www.archives.gov/research_room/alic/research_tools/bibliographies_pathfinders.html

Pathfinders to holdings on selected subjects, including published materials that reference government records in the National Archives.

Resource Guide to Civic Engagement (PDF)

This inventory, prepared in support of CityCares Citizen Academy, is designed to provide intellectual resources to those interested in thinking more about effective citizenry and work in community-based organizations.