

## CRF 2004 National Teach-In Selected Class Reports by State

STATE	SCHOOL	LOCATION	LESSON TAUGHT	WHAT DID AUDIENCE GAIN	WHAT DID CLASS LEARN
ALABAMA	Robertsdale High School	Robertsdale	Defining Terrorism	The students learned about the ambiguity of the definition of terrorist. They also learned about various terrorist cells. They also were able to identify the characteristics that identify an act as a terrorist act. We had all participants fill out an evaluation form (see attached)	They learned to identify characteristics of terrorist acts. While teaching they discovered that all students wanted to hear what they had to say. This aspect gave them a new understanding about teaching and teachers. This was a great learning experience
ALABAMA	The Montgomery Academy	Montgomery	Gun Debate	I think many of them learned how to exchange ideas and challenge other viewpoints in a "conversation" setting rather than a debate. I felt that most of them conducted themselves in a mature and serious fashion, and examined an issue they probably had not considered before. I was pleased that some students who are normally shy or quiet during full class discussions felt more comfortable expressing their opinions in this type of setting.	Not only did students familiarize themselves with "shall issue" laws (which most had never heard of before), they began to recognize that the issue of gun control in general is more complicated than they had realized. They also looked at the topic of crime
ARIZONA	Cactus Shadow High School	Cave Creek	Religious Freedom	Continued on learning	How to present material; how to run a discussion; the need for research to supplement lesson
ARIZONA	Cactus Shadow High School	Cave Creek	Korematsu	They listened intently throughout the presentation and raised insightful questions to the presenters during the Q&A session at the end of the exhibition.	In short, that they can learn history from their peers and with organized planning any student can plan, design and implement a cogent presentation that captures the attention and interest of their peers.
ARIZONA	Lake Havasu High School	Lake Havasu City	Korematsu	Each teacher was asked to discuss the skit with their respective class and provide feedback. Two statements are attached. My other 2 classes complained because they were left out!	(see sample letters to Congressman Treut Franks) Photos did not turn out. They learned that war and justice are not always clear. They also were concerned over consequences of fear and discrimination.
ARIZONA	Willow Canyon High School	Surprise	Race and Representation	They recognized the injustices that exist in our political system. They also realized the importance of leadership within the government and being represented by people who carry the same values and ethnicity.	By creating three pie charts (one explaining the general population by ethnicity, one showing an ethnic breakdown of the House and the Senate), students were able to see the injustices in political representation. They learned that they need to be involved

## CRF 2004 National Teach-In Selected Class Reports by State

STATE	SCHOOL	LOCATION	LESSON TAUGHT	WHAT DID AUDIENCE GAIN	WHAT DID CLASS LEARN
CALIFORNIA	Pacifica High School	Oxnard	Korematsu	Students were able to explore the rights of citizenship and the role of the international court system in trying war crimes. The discussions and questions posed were lively and insightful.	The lesson is great for this time of year - it fits in with the curriculum for many courses. My classes learned that there must be a balance between security and civil rights.
CALIFORNIA	Petersen Alternative Center for Education	Modesto	Race and Representation	Younger students saw older students taking this subject very seriously, and were able to have older students act as role models, which is NOT frequent occurrence for our students. Older students were able to see younger students taking the subject lessons very seriously and were impressed by how much the younger students knew about the subject. All of our school's adults were able to see all the students as STUDENTS COOPERATING in academic pursuits	That freedoms bring a great deal of responsibility. That our system does work. That the rights and freedom of education are very precious and not to be wasted.
CALIFORNIA	Robertson High School	Fremont	Race and Representation	The students learned to share opinions in an atmosphere of being embraced and not treated negatively. Many students who don't normally speak did share their opinions. That is always satisfying to see!	I included a brief history of "gerrymandering" and Supreme Court rulings for background. The students found whole lesson very informative and eye-opening. I used statistics on the board of the racial breakdowns in Calif. And racial breakdowns of our Representatives
COLORADO	Career Education Center	Denver	Religious Freedom	Students began to realize how religion can create intolerance and difference between believing something and how this can lead to hate crimes.	The lesson was wonderful and led to many discussions on different issues. Students decided that school safety comes before religious freedom.

## CRF 2004 National Teach-In Selected Class Reports by State

STATE	SCHOOL	LOCATION	LESSON TAUGHT	WHAT DID AUDIENCE GAIN	WHAT DID CLASS LEARN
COLORADO	Mullen High School	Denver	Race and Representation	The students were able to learn about how Colorado's 7th District was formed in 2001, the problems generated by the various legislative members and how Judge Coughlin stepped in to solve the controversy. Students were able to analyze the quotations discussing the historical context that preceeded the statements and how opinions have changed. They thoughtfully discussed color-blind and color conscious listening to the views of their peers.	They learned that it is necessary to listen to the thoughts/ideas of others especially when discussing primary documents. The students who worked with the 8th graders at Annunciation learned that people from different socio-economic backgrounds have concerns
FLORIDA	Crossroads Wilderness Institute	Punta Gorda	Electoral College	I was asked (as were the students involved) many questions regarding the election process and the college's part. Everyone seemed very interested.	I think everyone involved gained a better understanding of our election process when it comes to choosing our President. Process and procedure can be easily overlooked.
FLORIDA	PACE Center for Girls	Fort Pierce	Electoral College	The students gained a basic understanding of the Electoral College. I know this because they discussed current events related to the Electoral College (2000) with a greater understanding.	The class learned how the president is elected, how each state received electoral votes, and the differences in popular votes and electoral votes.
FLORIDA	Titusville High School	Titusville	First Amendment	The audience listened to their peers. They were quiet during the presentation-introduction and moot court. At the end, a debriefing was held and based on the level of questions and responses, one could tell the students had listened and learned.	They learned about the: 1) need for advance preparation and knowing the material; 2) importance of cooperation and teamwork; 3) importance of questioning and seeking answers/solutions
GEORGIA	Irwin Co. High School	Ocilla	Defining Terrorism	My audience gained the understanding that terrorism is very hard to define universally because everyone's experiences with terrorism are very different. I know this because of the class discussion we had and because of the activities we did in connection with the lesson.	My class learned that terrorism can happen anywhere, anytime, and to anyone. They learned that terrorists will strike whenever they can get the most attention directed to their cause and wherever they can in order to get their cause noticed.

## CRF 2004 National Teach-In Selected Class Reports by State

STATE	SCHOOL	LOCATION	LESSON TAUGHT	WHAT DID AUDIENCE GAIN	WHAT DID CLASS LEARN
GEORGIA	Irwin Co. High School	Ocilla	Korematsu	Awareness of rights and a "proper balance" between national security; Discussion & activity portion of lesson helped to know that they (the students) were supervised and had become aware of decisions to be made during wartime or a real threat and how those decisions can affect them.	That under certain circumstances their rights can legally be infringed upon and they need to stay informed about related events, especially today.
ILLINOIS	Benito Juarez High School Academy	Chicago	Gun Debate	Understanding that there is a choice in our political structure to influence gun control on a national and local basis	Responsibility, presentation skills, clarity on the "gun issue and a new majority "anti-gun" viewpoint, to not be ashamed of the fact they're special education students
ILLINOIS	Farragut Career Academy	Chicago	Religious Freedom	A few of the 12 gained insights on the issue. I know because they were the ones actively engaging in the discussion and knew how they would vote on the issue and why	They had a small taste as to what a teacher has to go through in trying to get everyone in the class to participate and orally discuss whether the topics or issues may be in that lesson.
ILLINOIS	Gage Park High School	Chicago	Electoral College	They gained knowledge about the Electoral College system. They demonstrated this by determining how they might change the system and explain why. They needed to know something about the system to do this.	We learned how to present information in a variety of ways in front of an audience. We also learned much more about the electoral college than we already did.
ILLINOIS	Immaculate Heart of Mary High School	Westchester	Religious Freedom	They were introduced to a religion and practice which was totally unfamiliar and they had an opportunity to practice decision-making that this was a real case and felt good about their decisions.	Not everyone can always successfully come to agreement. One group never resolved the issue and another solved it with stipulations that may not have been accepted long-term, Each group had a unique method or style of operation which was good.
ILLINOIS	Schaumburg High School	Schaumburg	Race and Representation	The students gained a better understanding of political and racial gerrymandering and its potential for abuse. They also now better understand the difficult task of the courts in trying to maintain fairness. This assessment is based on post-presentation discussions.	The students learned the definition and purpose of the census. They also acquired a greater understanding of gerrymandering and its two types. They also are now aware of its potential for abuse and the importance of voting.

## CRF 2004 National Teach-In Selected Class Reports by State

STATE	SCHOOL	LOCATION	LESSON TAUGHT	WHAT DID AUDIENCE GAIN	WHAT DID CLASS LEARN
ILLINOIS	Thornton Township High School	Harvey	Defining Terrorism	The audience walked away with knowledge of the methods the US has taken to ensure security in light of 9/11. We provided an evaluation after the lessons were taught. The response from the evaluations was overwhelming positive.	My class learned how to create a lesson that provides several methods of instruction to hold the attention of those to be taught.
ILLINOIS	Thornton Township High School	Harvey	Race and Representation	I think the students became very aware of the importance fairly setting up voting districts and they gained an appreciation for American suffrage.	My class learned to create an interactive lesson plan. They also learned to be creative in explaining difficult information.
MISSOURI	Parkway South High School	Manchester	Gun Control	The 8th graders really liked having the high school students teach the class. The students enjoyed discussing the issues and the freedom to share their thoughts. We know because the 8th graders told the high school students. The 8th grade teachers evaluated the students and the feedback was positive (example included)	Teaching is hard :-)! But besides "teaching is hard" they learned the importance of discussions on democracy. In addition, they saw the connection of teaching about democracy to getting involved in the democracy (see attached online discussion)
NEBRASKA	Lexington High School	Lexington	Gun Debate	By asking questions, we learned that our audience realizes the gun debate may never be completely resolved. They also learned the 2nd Amendment.	Our class learned that although we are given the right to bear arms, those rights are given with the understanding that with certain rights come responsibilities.
NEW JERSEY	Academies at Englewood	Englewood	Korematsu	Our audience sat as individual Supreme Courts and each "court" delivered its "opinion" based on the facts and law of the Korematsu v US case.	Our classes learned the factual history of Korematsu v US as well as the legal principles underlying the Government's and Korematsu's arguments.
NEW JERSEY	Hunterdon County Polytech Career Academy	Flemington	Defining Terrorism	They got a better understanding of the need to safeguard our civil rights while addressing the security needs in the post 9-11 period.	To become an active member of society and to have input on government by voting and communication with elected representatives
NEW JERSEY	Juvenile Resource Center	Camden	People's Right to Know	A better understanding of how the First Amendment impacts their daily lives. This was determined based on the questions and answers during the summary period.	The importance of the amendments overall, how to write lesson plans, how to read and interpret court cases, the fundamentals of teaching.
	Juvenile Resource Center	Camden	People's Right to Know	How to go about peacefully if don't agree with some rules and regulations.	A better understanding of the Amendment and how to be better speakers among their peers, how to work cooperatively with one another.

The National Teach-In is a program of the Constitutional Rights Foundation and the Constitutional Rights Foundation Chicago in support of Youth for Justice, the national coordinated law-related education program of the Office of Juvenile Justice and Delinquency Prevention of the United States Department of Justice. Support for this program is provided in part by the Office of Juvenile Justice and Delinquency Prevention of the United States Department of Justice. Any ideas or opinions expressed during this institute do not necessarily reflect the views or policies of OJJDP or the United States Department of Justice.

## CRF 2004 National Teach-In Selected Class Reports by State

STATE	SCHOOL	LOCATION	LESSON TAUGHT	WHAT DID AUDIENCE GAIN	WHAT DID CLASS LEARN
NEW JERSEY	Lindenwold High School	Lindenwold	Gun Debate	They learned how to build a consensus. After discussions in 6 groups they made charts of pros and cons of carrying concealed weapons and reported on their findings to the the whole group.	They learned how to work together and trust in each other for performing the different tasks that we needed for the teach-in to be a success! They chose their leaders wisely. (They also learned how many pros and cons to the debate that a large group can c
NEW YORK	Hillbrook Juvenile Detention	Syracuse	Religious Freedom	The students gained a better appreciation for the differences inherent in all of us, especially in regards to our religious practices. Additionally, they have a better understanding of how to think objectively. Students were able to make reference to other examples of religious practices, (Muslims, Christians, ect) to justify or validate their points of view. The level of their engagement was demonstrated by the information shared during the debate that ensued after the Sacred Blade was read. Subsequently all the students enjoyed the activity and said they looked forward to participating in similar activities again.	The students learned how to discuss and resolve the potential of conflict in a pro-social manner. Students also encouraged each other when they agreed upon positions to take relative to the Sacred Blade. Most importantly, they learned how to recognize and
NEW YORK	Professional Performing Arts School	New York	Religious Freedom	I think the audience gained a thorough understanding of the limits of our freedoms. We organized the presentation to continually ask the audience's views on various hypotheticals. Through this, I was able to tell they were gaining insight.	The class, through preparing for this project, gained a tremendous understanding of what Freedom of Religion and Press mean. In addition, they discovered the difficulty of clearly presenting an argument/discussion to a group. I believe they felt tremendou
NEW YORK	Professional Performing Arts School	New York	Defining Terrorism	Gained knowledge of civil rigts, and made direct connections to current issues. We know because of discussion during debriefing afterwards.	Importance of examining public policy and having a process to do so. Used the GRADE from CRFC website and applied it to other things.
NEW YORK	Professional Performing Arts School	New York	Korematsu	Gained specific knowledge about civil rights and Constitution; connection to current issues. Discussion in classes following.	Connection between cases before Supreme Court this week re: power of Executive; separation of powers, checks and balances. National security and civil rights.
OHIO	Lincolnview Langley	Van Wert	Defining Terrorism	There was a question and answer segment of the program and much of the audience participated.	The students were challenged with the idea of striking a balance between keeping the nation safe from terrorism and protecting our freedoms and civil liberties.

The National Teach-In is a program of the Constitutional Rights Foundation and the Constitutional Rights Foundation Chicago in support of Youth for Justice, the national coordinated law-related education program of the Office of Juvenile Justice and Delinquency Prevention of the United States Department of Justice. Support for this program is provided in part by the Office of Juvenile Justice and Delinquency Prevention of the United States Department of Justice. Any ideas or opinions expressed during this institute do not necessarily reflect the views or policies of OJJDP or the United States Department of Justice.

## CRF 2004 National Teach-In Selected Class Reports by State

STATE	SCHOOL	LOCATION	LESSON TAUGHT	WHAT DID AUDIENCE GAIN	WHAT DID CLASS LEARN
PENNSYLVANIA	ALPHA	Allentown	Gun Debate	The audience gained knowledge about the concealed weapons laws in each state. The students also learned about the controversy surrounding the laws and the positive and negative aspects of concealed weapons. The students presenting the information polled the classroom after the debate by asking open-ended questions about the information that they were given. The responses from the audience were appropriate about the topic. Some of the audience members told the presenters what they learned without prompts.	My class learned about the advantages and disadvantages of concealed weapons and the laws that surround this issue. The students also learned specifically about the shall-issue law and the may-issue law, gun safety and gun control.
PENNSYLVANIA	Stroudsburg Jr. High School	Stroudsburg	Gun Debate	My audience gained an understanding of the 2nd Amendment, the concept of handgun control, and the role of a US Congressman. They demonstrated their understanding by writing a letter to Congressman Kanjorski.	My class learned how difficult it can be and how rewarding it can be to teach others. They also gained a true understanding of the handgun control and concealed weapons law issues.
PENNSYLVANIA	Youth Forestry Camp #3	James Creek	People's Right to Know	The audience seemed to enjoy the activity. I think I would have better follow-up with the audience next time.	The students learned about First Amendment rights, but also learned how to work in groups, talk in front of people, and how to express their opinions appropriately.
SOUTH CAROLINA	Carolina Forest High School	Myrtle Beach	Defining Terrorism	We used the media center (internet access) to investigate terrorist groups and had discussion on the politicizing of terrorism and its real or perceived threat to us as individuals and as a country. Written research report followed.	Part of the research project included analysis of the effectiveness of Patriot Act and the need or threat of its extension. Students wanted to see/hear Dr. Rice's testimony. We were on spring break so it was copied for our study - led to even more discuss
SOUTH CAROLINA	Fort Dorchester High School	North Charleston	People's Right to Know	Students were able to express their own opinions and give examples to back-up their reasonings. Students actually used their thinking and reasoning processes.	Students reviewed the first amendment. They spoke orally and debated with other students. They worked as team members and provided supportive cases and examples to support their arguments.

## CRF 2004 National Teach-In Selected Class Reports by State

STATE	SCHOOL	LOCATION	LESSON TAUGHT	WHAT DID AUDIENCE GAIN	WHAT DID CLASS LEARN
SOUTH CAROLINA	Summerville High School	Summerville	Religious Freedom	Students learned about freedom in religious practices in the 1st Amendment, Sikh practices and how to see more than one side of the story. We know they learned this because they were able to answer and discuss the 3 questions that we asked: 1) what did Raj's parents want? 2) What did the other parents want? 3) What should the principal do?	My class learned the information at far greater depth and worked much harder than they normally would have. Two students did further research on Sikhism and the First Amendment. I will use this technique again and will definitely use the other lessons.
SOUTH CAROLINA	York One Academy	York	Korematsu	After teaching this lesson, students completed the attached evaluation form and answered the question at the end of the lesson. The questions were about the "Patriot Act".	Students learned: 1) The "Bill of Rights" still protects you during wartime; and 2) details of the "Patriot Act"
TEXAS	Carver High School	Houston	People's Right to Know	The students gained a better understanding of their 1st Amendment rights and media privileges and limits. Some of the students were asked what did they learn from the lesson.	My group learned how to lead a discussion and how to give out information over subject matter. The group also learned how the 1st Amendment "Freedom of the Press" relates to information. They also learned how to collaborate on subject matter.
TEXAS	Chavez High School	Houston	Constitution and Slavery	Audience members walked away with a better understanding of how slavery influence the writing of the Constitution. Those students in the audience shared this information.	More about the complexities of the Constitution and slavery. They also learned about how to teach and make presentations. They also learned that they, too, can teach their peers complex information.

## CRF 2004 National Teach-In Selected Class Reports by State

STATE	SCHOOL	LOCATION	LESSON TAUGHT	WHAT DID AUDIENCE GAIN	WHAT DID CLASS LEARN
TEXAS	Chavez High School	Houston	Korematsu	Many audience members were unfamiliar with the case and the civil-rights issues associated with it, so the presentation itself was good for them. Also, the discussion that followed, specially regarding the Patriot Act, was very interesting to them, as many are immigrants or have family members who are immigrants, legal or otherwise. The audience really got animated and involved when the topic turned to how much power regarding individual rights should the government have during times of war. This discussion, in turn, led to a brief plug for registering to vote, since many of the audience members of participants will turn 18 this year.	My class learned that, as citizens, belonging to various minorities, they are the ones in danger of losing their rights. voices first in times of crisis, so it is up to them to make sure their voices are heard, either through activism or representation o
TEXAS	Quest High School	Houston	Korematsu	Our audience gained new insight on civil liberties and how they are threatened during times of war. Most were interested in knowing more about what they could do as citizens to protect their rights.	They learned what rights they should be guaranteed through the Constitution and Bill of Rights. They learned these rights are not truly guaranteed unless there are people who fight for them.
VIRGINIA	Brooke Point High School	Stafford	Race and Representation	They learned that it is fun to meet different people and that voting betters a society. I know this because of the number of people talking about the event the following week.	Our class learned that voting as of right now may be color-conscious. But, if we work hard enough to change these views and ways soon enough voting will become color-blind. Until then, will we have our first minority President.
VIRGINIA	Viriginia Wilderness Institute	Oakwood	Defining Terrorism	The students gained some very good insight on how other countries perceive terrorism and their definition of it	That terrorism is really defined according to where you are in the world or your values or beliefs

## CRF 2004 National Teach-In Selected Class Reports by State

STATE	SCHOOL	LOCATION	LESSON TAUGHT	WHAT DID AUDIENCE GAIN	WHAT DID CLASS LEARN
WASHINGTON	Jason Lee Middle School	Vancouver	Defining Terrorism	The audience class saw terrorism in a new light and had a greater understanding of terrorism. They began to see how others felt about terrorism in history. (The audience class was asked to respond in writing to inform the teachers)	Terrorism is a more difficult concept than it seems and the definition may first be simple but it changes with experience
WASHINGTON	Omak High School	Omak	Defining Terrorism	The first week students held a Middle East Summit and each one of them played the role of a Middle Eastern government figure. This way they understood the complex issues each head of these volatile countries face.	Hopefully a better understanding of our role in the Middle East and how complex a task to understand the needs of these countries/people are. Also, why are we so misunderstood in this part of the world.
WASHINGTON	Options High School	Bellingham	Defining Terrorism	Students were able to clarify what terrorism is and whay constitutional questions issues of security raise	They examined the Patriot Act provisions and discussed the Constitutionality of each.