

Constitutionally Speaking promotes civics education in New Hampshire. This issue talks about an upcoming NHICE event aimed at elementary educators, and recaps the inaugural workshop.

Constitutionally Speaking

Focus on the NH Civics Educator

April 2015

Dear New Hampshire Civics Educator,

First, I'd like to introduce a new series of articles we are calling "**Teacher Feature.**" Since Constitutionally Speaking is often looking to bridge the gap between the world of lawyers and the world of teachers, I thought it would be appropriate to start by hearing from four New Hampshire social studies teachers who were lawyers in a former life. Thanks to Dan Marcus, Stephanie Ferro, Dennis Perreault, and Rupert Leeming for sharing their stories and insights.

The New Hampshire Institute for Civics Education (NHICE) held its first two workshop meetings -- **Cultivating Participatory Citizens: Civics Education and Controversial Conversations** -- for middle and high school teachers at Dartmouth College in February and March. Professors Peter Levine, Akhil Amar, Joe Onosko, and Aine Donovan led this learning experience; 21 NH civics and social studies teachers worked hard to grapple with the tension between, on one hand, the need to foster enthusiasm and appreciation for our democratic process and our magnificently and intricately created Constitution, versus, on the other hand, the ability to reflect, think critically and acknowledge less savory aspects of our country's history and laws. They discussed the different qualities wanted and needed in our citizenry, and the importance of beginning to teach civics concepts earlier (in elementary and middle school) when optimism is at a higher level than in high school when cynicism seems primary.

Speaking of introducing civics ideas earlier, NHICE is also planning a two-day institute for K-5 educators on integrating civics into their classrooms! **Planting Seeds for Participatory Citizens: Integrating Civics at the Elementary Level** will take place at

Saint Anselm College in Manchester on June 26 and 27. Keynote speaker will be the former First Lady of Pennsylvania, Judge Marjorie (Midge) Rendell, co-founder of the Rendell Center for Civics and Civic Engagement. Registration will be limited to 25 educators who commit to some reading, following through in their classrooms, and sharing with other teachers. A \$100 stipend and 30 continuing education credits will be provided. For more information see the article below, and for registration, [click here](#).

Finally, please consider inviting a lawyer or a judge to visit your classroom on or around **Law Day, May 8!** [Click here for more information](#).

Your colleague,



Martha Madsen, Ed.M.
Director, Educational Outreach and Curriculum
Constitutionally Speaking



Dan Marcus and some of his students sing about constitutional concepts.

Teacher Feature

From the Courtroom to the Classroom

At first glance, you might not think becoming a social studies teacher would be a natural career progression for a lawyer. But conversations with a number of New Hampshire educators who have made the switch from the courtroom to the classroom reveal similarities between the two roles. All said they are happier for having made the change. Constitutionally Speaking asked them about their career paths, the decision process, and how they view the two professions.

Dan Marcus, John Stark Regional High School

Dan Marcus is a lawyer, a social studies teacher, and a songwriter. He's the composer of John Stark High School's Fight song. Students in his "We the People" class are enthusiastic participants in his musical review of civics concepts. They sing along to his "The 10 Bills of Rights" song (to the tune of "The 12 Days of Christmas"), holding up cue cards when their turns come, while Marcus accompanies them on the guitar. He has also written songs which summarize the 7 Articles in the Constitution and the three branches of government.

In January, the class competed in the We the People civics competition at the Legislative Office Building in Concord, and though they lost to Milford, they were pleased with how they did. This is a souped-up Civics class, for those students who are looking for a challenge and have interest and ability in law and government. Beside teaching "We the People," Marcus teaches civics, criminal justice, Law In Action, and Sociology.

As a young person, Marcus was camp counselor and interned in a youth summer theatre. He learned to play the guitar and began to write songs while in college. He loved the debate and discourse that characterized his law school experience. Marcus clerked for a state judge for one year and practiced law for five; though he liked the collegiality at his firms, he found the hours, pressure, and deadlines hard, and he was looking for something more joyful and rewarding. He took two years and went back to school in order to become certified as a teacher. He feels that although a few of the courses were redundant for him, the student teaching was essential to his training. Standing in front of a conference room or a jury is very different from standing in front of a classroom, and requires a different set of skills.

Marcus has found his 11 years at John Stark to be very rewarding. He often has alums of his We the People class come back and talk with current students about law and government topics they are studying in college or in law school. John Stark students are fortunate to have Marcus putting all three of his talents together in order to help them become knowledgeable citizens.

Dennis Perreault, Campbell High School



The stress of being a lawyer also played a role in Dennis Perreault's decision to pursue the education profession. "After 11 years of practicing law, the long hours and stress caused me to reevaluate what I was doing and wanted to do for the rest of my career. I simply was not happy practicing law and no longer looked forward to going to work every day. With my wife's support and encouragement, I began to explore second career options.

As part of an introductory education course, I was required to observe teachers in several grade levels. I was fortunate enough to observe a gifted teacher at Manchester Memorial High School. His straight forward Socratic teaching style coupled with his evident passion for the content inspired me and convinced me to seek a

career as a public high school social studies teacher. “

Perreault is in his 18th year of teaching social studies, so is able to offer an experienced perspective when comparing teaching with being a lawyer. “Both are noble professions requiring content expertise, strong communication skills, and problem solving skills. Both are service based professions each with ‘clients’ who demand your best effort and advice every day. In my opinion, the best teachers work at their profession just as hard as any other professional.”

Perreault believes that being an attorney helped him to be a more effective teacher. “Practicing law taught me the importance of being able to identify issues and communicate clearly and concisely. I try to incorporate identifying essential questions and critical thinking skills in my lessons.”

[View an assignment](#) Perrault created on Slavery, the Draft Declaration of Independence, and the Constitution, based on [this document](#).

[Watch a video](#) of Perrault speaking on Civic Literacy in Our Classrooms.

Stephanie Ferro, Manchester Central High School

Stephanie Ferro also found similarities between the two professions, as well as some key differences. “There are some transferable skills—strong reading and writing skills. Also, managing a classroom is similar to trying to win over a jury: my goal is to have the students buy into my lesson plan (vs. the theory of the case). I often tell my friends and students that I work more as a teacher than I did practicing law. I consistently work at home after school and every weekend. When I practiced law, I only worked the weekends when trial was approaching. It is easier to be an efficient and professional lawyer, because there is more control over your clients and their needs. Not so much with teaching—when I taught full time I would see about 125 students per day, each with their own personalities and problems (now, job sharing, I see 80, in three classes). Another odd thing: moving from an office environment (quiet and efficient work space and a phone on my desk) to a very public space (no quiet, no phone on desk, no time to collect thoughts). Certainly, the block of time outside of the classroom during the summer is a significant pro of the job. I do prep during the summer, so it's not as long as one would think, but it is more than any block of time I took off from practicing law.”

Ferro worked for more than 10 years as a lawyer, and is now in her 12th year of teaching. She credits her teaching colleagues with some important lessons for her. “Most of my colleagues hold their Masters in Education and I was fortunate to have their guidance, especially when it came to educational terminology (pedagogy, differentiated instruction, DBQs). They taught me to trust my gut—every class is different because of the students in it, so figure out what works for each class (cooperative learning works well in some of my higher level classes, not so much in others). Also, although I was talented at reading

and understanding the language of IEP's, colleagues would provide me with insight as to how to modify my assessments to meet the needs of my students with learning disabilities.”

Rupert Leeming, Kearsarge Regional High School

For Rupert Leeming, teaching is both fun, and rewarding in the way that teachers can help many students. “In both [the law and education] you have to prepare and be prepared and in both you are in front of an audience. However in law you are advocating for one. In teaching you are advocating for many. Both require that you think on your feet and have some communication, critical thinking and thespian skills. A little humor goes a long way in both.”

Leeming’s 16 years as a teacher follow his 12 years as an attorney. He says there are important skills he was able to bring to his new profession from his old one. “I think that the critical thinking skills and communication skills that I learned as a lawyer are most important to my teaching. In discussions etc, framing the right questions and follow up questions are skills I learned as a lawyer that are critical to teaching. I think that this is the essence of teaching—getting students to think critically through dialogue/discussion etc. and then developing their academic skills.”



New Hampshire Institute for Civics Education presents:

**Planting Seeds for Participatory Citizens:
Integrating Civics at the Elementary Level**

Friday June 26, 8:30 a.m.- 4 p.m.

Saturday June 27, 8:30 a.m. - 4 p.m.

Saint Anselm College, New Hampshire Institute for Politics, Manchester, NH

Children learn by playing, acting out, and listening to stories. Strategies and practices such as morning meeting, role plays, class rule creation and literature are how elementary teachers best integrate civics education at the elementary school level.



Judge Marjorie Rendell

June 26th: Civics through Literature 8:30 - 4:00

Introduction - Dianna Terrell

A. **Judge Marjorie Rendell**, Co-Founder, Rendell Center for Civics and Civic Engagement, Philadelphia, PA, presenting "Is the Constitution Alive In Your School?"

Judge Rendell will provide us with inspiration, theory and research to support the absolute necessity of our work teaching civics to young children. She will let us know how the Rendell Center came to be and what its mission is.

B. **Beth Specker**, Executive Director, Rendell Center for Civics and Civic Engagement, Philadelphia, PA, presenting "Engaging Elementary Students in Becoming Active Citizens - The Marriage of Literacy and Civics Literacy." Ms. Specker will lead this interactive session on the use of literature to teach civics and the *We the Civics Kids* (4th grade civics curriculum being piloted now in PA elementary schools.)

C. **Susan Wolowitz**, Elementary School Educator, retired. This workshop will show educators how they can incorporate civic lessons into their already full curriculum. The children learn the basics of the court system through various activities and role playing. This workshop will culminate in a mock trial designed for students using a well-known children's fairy tale.

June 27th Civics through Engagement (student government, service projects, mock trials, mock elections) 8:30 - 4:00

A. **Dianna Terrell** - Professor of Education, Saint Anselm College, will present a review of the literature and research on civics at the elementary school level.

B. **Rebecca Valbuena** - Elementary School Educator, C3 Teacher Leader, Glendora Unified School District; Instructor of Education at UCLA Extension, and Interim Curriculum Specialist at the



Autry National Center, Los Angeles, CA. Presenting her work using the C3 Framework, inquiry-based learning, and the Common Core.

Your Vote is Your Voice: Teaching Voting and Voting Rights

Ms. Valbuena will discuss various struggles in securing the right to vote in a way that can inspire students! This model lesson is inquiry-based, interdisciplinary, uses primary sources, and promotes informed action and civic engagement. Additional standards-based service learning projects will also be highlighted.

C. **Erin Moore, M.Ed.**, has been an elementary educator in Concord, New Hampshire for the past 14 years. She was a Dame School Family Center Board member from 2009-2012. She has worked in a Responsive Classroom school for the past 12 years and has been a Responsive Classroom Consulting Teacher for the Concord School District for the past eight years. Erin currently teaches second grade at Mill Brook Primary School and has spent the past two summers facilitating trainings around the country as a consultant for The Center for Responsive Schools.



D. Facilitated by **Dianna Terrell**: time for educators to network, and to think about how to apply what they have learned to their own classrooms.

[Read speaker biographies here.](#)

[Click here to apply for this institute.](#) Registration is limited to 25. \$100 stipend and 30 continuing education hours will be provided to those who complete all requirements:

Attendance, readings, use and creation of curriculum, sharing curricular resources with other educators via the NH Institute for Civics Education's page on the Constitutionally



Money, Democracy, and the Constitution II: Campaign Finance and Election Law

The New Hampshire Institute of Politics at Saint Anselm
College, Manchester, NH

Thursday, February 19, 2015 6-8 p.m.



Jim Bopp, Anthony Corrado, and R. Shep Melnick led a lively discussion.

The NH Institute for Politics at Saint Anselm College hosted a lively discussion about campaign finance and the Citizens United decision. Jim Bopp, an influential attorney who argued before the Supreme Court on behalf of Citizens United, and Professor Anthony Corrado of Colby College and the Brookings Institute, engaged in a spirited debate that had considerable audience participation. Bopp and Corrado did agree that the campaign donation limit should be raised from its current \$2700.



Live Free or Die Alliance What Do You Think?

Should passing the US Citizenship Civics test be a condition for high school graduation in NH?

On Feb. 10, 2015 the NH Senate Education Committee held a hearing on SB 157, a bill that would establish a civics education requirement as a condition for high school graduation or its equivalency. Co-sponsored by a bipartisan group of NH senators and representatives, the bill will require all students attending public high schools, public charter schools and high school-level home education programs to achieve a passing grade (60%) on the United States Citizenship CIVICS test, the same test immigrants must take to become US citizens. Proponents of mandatory civics education say that today's students do not know enough about basic government to become effective citizens. On the other hand, opponents counter that this requirement will only test rote memorization and not the critical thinking skills needed for engaged citizenship. In January, Arizona became the first state to require high school students to pass a US citizenship civics test before graduation.

To read SB 157, [click here](#). To read up on the Arizona law, [click here](#).

To learn more about and join the Live Free or Die Alliance, [click here](#).



NHICE Holds Inaugural Events

NHICE kicked off its teacher workshop series with **Cultivating Participatory Citizens** for middle and high school civics teachers at Dartmouth's Ethics Institute, February and March, 2015. Below are some highlights from the events.



Peter Levine

Feb. 6

Peter Levine inspired NH Educators to consider continuum of qualities that “the good citizen” should have. As teachers brainstormed, they discovered that these qualities fall along a continuum of:

Personal
parenting
honesty, integrity
empathetic
law abiding

Participatory
voting
running for offices
willing to work with others- compromise
volunteering

Justice-oriented
organizing for a cause
challenging bad laws
contact with representatives

A good citizen will both appreciate our system and also be engaged enough to challenge it; a good citizen is non-cynical. Approaching children in elementary and middle school with civics concepts is critical (as these are ages when optimism and idealism are highest.)

Joe Onosko of UNH posed the question: How can the NHICE best support New Hampshire civics teachers? Teachers noted that NHICE can be supportive of civics teachers by

- Encouraging school administrators to recognize civics as a priority and to provide support to civics teachers who need flexibility and resources to be able to create engaging learning experiences for students. School administrators are welcome at NHICE events and trainings.
- The types of civics education which are most interesting to students are also the most challenging logistically (e.g. mock trials, service learning projects, true student government, simulations of the democratic process like mock elections, classroom created rules, mock town meetings, Model UN, schoolwide conventions.) Advocate for these learning activities as more than worth the time they take during and after the regular school day.
- Making a public statement regarding the essential need for high quality civics education in NH. Social studies has not often been on the radar recently due to high stakes testing on other subject areas. Should we have people publically sign on to NHICE's mission?
- Some believe that a k-12 electronic portfolio documenting citizenship development of each student in NH would be a positive step.
- Become a clearinghouse for the best civics resources (service learning ideas, senators and representative's contact information, editors of newspapers, political action opportunities) and different venues for civic engagement in NH and in the US as they apply to NH.
- Provide resources for non-civics teachers to incorporate civics concepts and actions into their curricula. (English teachers, Science teachers, etc.)
- Create a way for students to become part of this process.
- Encourage student government to become more than a popularity contest. Propose other models of student government which are on-going (not only one election per year) , and issues-based.
- Should NHICE take positions on issues like the citizenship test passage as necessary for high school graduation? Or simply raise these important questions

and offer up a number of points of view and quality resources?

Aine Donovan and Joe Onosko led a discussion based on legal cases on free speech in schools and used frame of discussion guidelines.



Akhil Amar's presentation was most engaging and intellectually challenging. He described the Constitution as an "intergenerational document" and said that it took awhile for it to grow into itself. Amar encourages us to read the earlier parts of the Constitution in light of what came later (starting with Abraham Lincoln and what followed him.) Amar contrasts himself with historians such as Charles Beard, and presents a more optimistic view of the Constitution as a document with revolutionary democratic merits. Amar asks himself why his life is so much better than his cousins' lives in India. For its time, the Constitution was audacious. Professor Amar points out that one-third of our presidents have been "low-born." Surprisingly, Amar supports the second amendment and the Citizens United decision.

Professor Amar believes that social studies teachers are doing "the work of God" and that the job of the educator is to turn young people on to learning, to teach them to be citizens, and to train them in "the art of disagreement." Our society needs to practice disagreeing without being disagreeable, and our students need to learn to sit down with those with whom they disagree, to begin their discussion with what they agree upon and what they have in common. All of us have the Constitution in common. If we do not do this important work, democracy fails.

As an example, Professor Amar referenced a 90 minute interview and debate he had with Clarence Thomas in 2012, which [can be seen here](#).



Aine Donovan, Akhil Amar and Joe Onosko at the NHICE workshop.

Akhil Amar's readings are [available here](#).

Free lectures by A. Amar based on Akhil Amar's books -- useful for AP History students, [are available here](#).

If you missed Akhil Amar at the NHICE workshop, don't despair! He is speaking at the NHCSS Conference on November 3rd and at Dartmouth College on Sept. 18th of this year.



National Archives Foundation presents:
Primarily Teaching 2015
A Summer Workshop for Educators on Using
Historical Documents in the Classroom

Presented by National Archives staff at:

Atlanta, GA (June 22-26)

Chicago, IL (June 22-26)

Seattle, WA (July 6-10)

Washington, DC (July 6-10)

West Branch, IA (July 20-24)

Fee for the workshops is \$100, which includes all materials. Graduate credit is available

for an additional fee. Stipend will be awarded upon successful completion of the course. Participation in each session is limited to 10 members (15 for Washington, DC.) To apply and for more information, [click here](#) or call 1-866-272-6272.

The Rendell Center for Civics and Civic Engagement, the National Constitution Center, and Arcadia University present:
2015 Constitutional Scholars Institute
A 5-day Experiential Learning Opportunity in Philadelphia -- The Cradle of Democracy

July 6-10, 9 a.m.- 5 p.m.
National Constitution Center, Philadelphia, PA

Registration Submission Deadline: April 17, 2015

Topics covered: the definition of speech, types of speech, the role of government in regulating speech, schools and free speech. Discussion of key Supreme Court decisions and examination of the Bill of Rights.

Registration limited to 40 teachers who teach or supervise social studies or law-related education.

Applicants must commit to train other school teachers.
Cost: \$2000 per teacher; limited scholarships are available.
For more information, [click here](#). To apply, [click here](#).



The NH Humanities Council presents:
Civil Liberties vs. National Security

April 7, 6:30 p.m., Meredith Public Library

As the federal government continues to address new national security issues in the wake of September 11, 2001, the uneasy balance between security and civil liberties is receiving renewed attention. **Richard Hesse** considers the trade-offs and considerations facing citizens and non-citizens alike. To register, call 279-4303.

Granite Gallows: The Origins of New Hampshire's Debate Over the Death Penalty

April 9, 7:00 p.m., Woodstock Town Office Bldg

Chris Benedetto examines the history of the death penalty in New Hampshire and the major legal and social issues which challenged our predecessors, revealing that many of them still haunt us today. To register, call Wendy Pelletier at 745-9971.

Moved and Seconded: Town Meeting in New Hampshire

April 25, 2:00 p.m., Groton Town House. To register, call Sherry Nelson at 744-9744.

May 18, 7:00 p.m., Campton Historical Society. To register, call Nancy Mardin at 536-3982.

June 17, 7:00 p.m., Union Congregational Church, Bartlett. To register, call Norman Head at 986-6278.

Drawing on research from her book, *Moved and Seconded: Town Meeting in New Hampshire, the Present, the Past, and the Future*, **Rebecca Rule** regales audiences with stories of the ritual, traditions, and history of town meeting, including the perennial characters, the literature, the humor, and the wisdom of this uniquely New England institution.

Abraham and Mary Lincoln: The Long and Short of It

May 20, 7:00 p.m., Bedford Public Library. To register, call William Earnshaw at 472-3866.

May 27, 6:00 p.m., Upper Valley Senior Center, Lebanon. To register, call Jill Vahey at 448-4213.

Steve and Sharon Wood portray President and Mrs. Lincoln in this living history program, telling stories of their early lives and the challenges they faced during this turbulent time in our country's history.

George Washington Spied Here: Spies and Spying in the Revolutionary War (1775-1783)

June 17, 7:00 p.m., Freedom Town Hall. To register, call John Shipman at 539-5799.

May 19, 6:45 p.m., Hampton Falls Free Library. To register, call Judy Haskell at 926-3682.

Douglas Wheeler presents an inquiry into the life and death of America's first spy, Nathan Hale, and history of the Culper Spy Ring which provided intelligence to General George

Washington.

The Founding Fathers: What Were They Thinking?

June 20, 1:00 p.m., The Tin Shop, Bradford.

Mythology about the founders and their work at the 1787 Convention has obscured both fact and analysis of the events leading to the agreement called the Constitution. **Richard Hesse** explores the cast of characters called “founders,” the problems they faced, and the solutions they fashioned. To register, call Claire James at 938-2041.

For more free **NH Humanities** events, [click here](#).



Law Day Celebration at Dartmouth: The Stephen R. Volk '57 Lecture Dark Money and Shadow Parties: The Real Problem in Campaign Finance

April 30, 4:30 PM

Co-sponsored by the Dartmouth Lawyers Association and the Dartmouth Legal Studies Faculty Group. Free and open to the public!

Heather Gerken, J. Skelly Wright Professor of Law, Yale Law School

Professor Heather Gerken specializes in election law and constitutional law. Her work has been featured in The Atlantic’s “Ideas of the Year” section, the Ideas Section of the Boston Globe, and NPR’s On the Media. It has also been the subject of three academic symposia. Professor Gerken clerked for Judge Stephen Reinhardt and Justice David Souter. After practicing for several years, she joined the Harvard faculty in September 2000 and was awarded tenure in 2005. In 2006, she joined the Yale faculty. Professor Gerken has won teaching awards at both Yale and Harvard, been named one of the nation’s “twenty-six best law teachers” by a book published by the Harvard University Press, was featured in the National Law Journal for balancing teaching and research, and won a Green Bag award for legal writing, testified three times before Senate Committee on Rules and Administration. Professor Gerken served as a senior legal adviser in the “Boiler Room” for the Obama for America campaign in 2008 and 2012. Her proposal for creating a “Democracy Index” was turned into reality by the Pew Charitable Trusts, which created the nation’s first Election Performance Index in 2013.

Law Day Celebration at Dartmouth: Law Day Panel

Money in Politics: A Discussion of Recent Developments

May 1 at 12:30 PM

Co-sponsored by the Dartmouth Lawyers Association and the Dartmouth Legal Studies Faculty Group

Moderator:

John M. Greabe '85, Professor of Law, University of New Hampshire School of Law
Professor John Greabe has taught full time at the University of New Hampshire School of Law since 2010, and part time since 1997. His scholarship focuses on federal courts and procedure, civil rights litigation, and constitutional law. Before becoming a full-time law teacher, Professor Greabe taught at Vermont Law School and clerked for several judges within the United States Court of Appeals for the First Circuit. Professor Greabe teaches Constitutional Law, Civil Procedure, Conflict of Laws, First Amendment, and Judicial Opinion Drafting. He earned his BA from Dartmouth College and his JD from Harvard Law School.

Panelists:

Gilles Bissonette, Staff Attorney, New Hampshire Civil Liberties Union

Gilles Bissonette has extensive civil litigation experience, which has included aggressive advocacy in both the freedom of speech and privacy arenas. He was named a “New England Super Lawyers Rising Star” in the 2013 edition of New England Super Lawyers magazine. Prior to joining the NHCLU, Gilles was a civil litigator in Boston at the law firms of Choate Hall & Stewart LLP, Todd & Weld LLP, and Cooley LLP.

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Daniel Weeks, Executive Director, Open Democracy

Daniel Weeks is Executive Director of Open Democracy, a nonpartisan nonprofit working to increase civic engagement and government accountability in the Granite State.

Founded by legendary reformer Doris “Granny D” Haddock, Open Democracy conducts legislative advocacy, public education, and grassroots organizing at the state and local level; our NH Rebellion walks across New Hampshire gained national and international attention in 2014-15. Prior to Open Democracy, Weeks served as president of Americans for Campaign Reform (now Issue One), working with a bipartisan team of U.S. Senators to advance citizen-funded elections in Congress. As founding director of Students for Clean Elections in Connecticut, he helped pass the first legislature-approved public funding law in the country in 2005. Weeks has written and spoken extensively on democracy issues in the US, UK, and South Africa, including for The Atlantic, New York Times, Boston Globe, Christian Science Monitor, and on PBS, NPR, and BBC. He is currently writing a book on poverty and democracy based on poverty-line research he conducted in 30 states by Greyhound bus as a Harvard fellow. Weeks is a graduate of Oxford and Yale.



Save the Date! October 3rd!

Making Primary Politics Transparent for Adolescent and Adult Citizens

October 3. New Hampshire Institute of Politics, Saint Anselm College Campus, Manchester, NH

Featuring Joseph Onosko, Professor of Education, UNH; Dianna Terrell, Professor of Education, Saint Anselm; Chris Galdieri, Professor of Politics, Saint Anselm; Jennifer Lucas, Professor of Politics, Saint Anselm; Dante Scala, Professor of Political Science, UNH; and Andrew Smith, Professor of Practice of Political Science, UNH.

Free and open to teachers and citizens.



Curriculum resources:

Elementary School:

Would you like a lawyer to visit your classroom on Law Day?

<https://www.nhbar.org/law-related-education/A-Lawyer-Judge-In-Every-School.asp>

The Autry National Center has developed a lesson on Citizenship: What is citizenship's definition? What is a “good citizen?” What are a citizen's rights? Responsibilities? How do

you become a citizen? Why would a person like to become a citizen of the United States? Uses an original document and teaches comprehension of the Pledge of Allegiance. Includes History and Social Science Content Standards.

<http://theautry.org/education/lesson-plans#citizenship>

A list of children's books which teach citizenship: From Librarything

<http://www.librarything.com/tag/children%27s+books,+citizenship>

A list of books that teach civics through literature, created by the Pennsylvania Bar Association and others.

<http://www.pabar.org/public/lre/2009/civicsliterature.PDF>

A variety of civics lessons designed for elementary school children, many connected with literature, and some organized around holidays.

<http://constitutioncenter.org/learn/educational-resources/we-the-civics-kids/>

NH Public Television *Please Stand for the National Anthem Lesson Plan*

<http://www.pbs.org/wned/war-of-1812/classroom/elementary/please-stand-national-anthem/>

This picture book explains the meaning of the Pledge of Allegiance in order to make it meaningful to young children (ages 6-9)

"I Pledge Allegiance" by Bill Martin Jr. and Michael Sampson, illustrated by Chris Raschka. Candlewick Press.

Touchstones Discussion Project is an organization which produces curricula and trains teachers to teach listening, speaking, reasoning, comprehension, collaborative problem solving, and teamwork.

<http://www.touchstones.org/k-12-programs/>

"No Taxation Without Representation:" a lesson for grade 4 using Kids Discover titles on "American Revolution" and "Colonial America." A mock trial of King George II.

<http://www.kidsdiscover.com/teacherresources/taxation-representation/>

Middle School:

Would you like a lawyer to visit your classroom on Law Day?

<https://www.nhbar.org/law-related-education/A-Lawyer-Judge-In-Every-School.asp>

Two graphic novels to note:

*Watch Congressman John Lewis explain why he wrote his memoir as a series of graphic

novels.

tolerance.org/john-lewis-video

March, Book 1 by John Lewis and Andrew Aydin

Free teacher's guide is available at the Top Shelf Productions Website. Book 2 will be out this spring.

<http://www.topshelfcomix.com/contact/teachers-guide>

**The United States Constitution: A Graphic Adaptation* by Jonathan Hennessey, illustrated by Aaron McConnell

<http://www.amazon.com/The-United-States-Constitution-Adaptation/dp/0809094703>

A lesson by Teaching Tolerance: Bridge to the Ballot: Teaching the Selma-to-Montgomery Legacy and the Voting Rights Act of 1965 (grades 6-12)

<http://www.tolerance.org/voting-rights-web-package>

Free lesson plan and "power vocabulary" on The Constitution from Kids Discover.

<http://www.kidsdiscover.com/free-lesson-plans/pv-constitution/>

<http://www.kidsdiscover.com/free-lesson-plans/tg-constitution/>

Touchstones Discussion Project is an organization which produces curricula and trains teachers to teach listening, speaking, reasoning, comprehension, collaborative problem solving, and teamwork.

<http://www.touchstones.org/k-12-programs/>

Comix with Content: Government By the People

<http://www.graphicclassroom.org/2008/11/comix-with-content-government-by-people.html>

High School:

Free lectures by A. Amar based on Akhil Amar's books -- useful for AP History students

<https://www.mooc-list.com/instructor/akhil-reed-amar>

Interested in starting a Youth & Government Club?

http://www.nhymcayag.org/start_a_club.shtml

Center for Education in Law and Democracy's guide to discussion of controversial public issues:

<http://www.lawanddemocracy.org/discussionpi.html>

Would you like a lawyer to visit your classroom on Law Day?

<https://www.nhbar.org/law-related-education/A-Lawyer-Judge-In-Every-School.asp>

Commission on Political Reform: Bipartisan Policy Center
Republican Senator Olympia Snowe and Democratic Secretary Dan Glickman spoke at UNH Law on 1/22/15.

<http://bipartisanpolicy.org/wp-content/uploads/sites/default/files/files/BPC%20CPR%20Executive%20Summary.pdf>
<http://bipartisanpolicy.org/blog/114th-congress-lets-get-to-work/>

Books on Collaboration/Bi-Partisanship:

Tip and the Gipper: When Politics Worked by Chris Matthews

Jefferson and Hamilton: The Rivalry That Forged a Nation by John Ferling

A great resource about the Great Migration: *The Warmth of Other Suns: The Epic Story of America's Great Migration* by Isabel Wilkerson. Reviewed in the New York Times:

http://www.nytimes.com/2010/08/31/books/31book.html?_r=0

Ted Talks to restore your faith in politics

https://www.ted.com/playlists/197/talks_to_restore_your_faith_in

“Who Loves America?” Opinion piece by Charles M. Blow in the New York Times, Feb. 23, 2015

http://www.nytimes.com/2015/02/23/opinion/charles-blow-who-loves-america.html?_r=0

“Vote All You Want. The secret government won't change,” by Jordan Michael Smith, The Boston Globe, October 19, 2014.

<http://www.bostonglobe.com/ideas/2014/10/18/vote-all-you-want-the-secret-government-won-change/jVSkXrENQlu8vNcBfMn9sL/story.html>

“Fair Elections in Jeopardy? Connecting the Dots Among Voting Rates, Rights and Restrictions,” by Michael Gonchar, the New York Times, Oct 15, 2014. Includes lesson plans.

<http://learning.blogs.nytimes.com/2014/10/15/fair-elections-in-jeopardy-connecting-the-dots-among-voting-rates-rights-and-restrictions/>

How to Understand Power -- Ted talks by Eric Liu.

http://www.ted.com/talks/eric_liu_why_ordinary_people_need_to_understand_power?language=en

<http://ed.ted.com/lessons/how-to-understand-power-eric-liu>

A Celebration of the New Hampshire Primary Centennial: The Power of the Granite State At the Newseum, Washington, DC, February 11, 2015.

<https://www.youtube.com/watch?v=6RWT1PVrevI>

<http://www.concordmonitor.com/home/15643988-95/dc-panel-talks-nh-primarys-relevance-ahead-of-events-centennial>

Recount brings viewers behind the scenes during the controversial Florida recount in 2000. <http://www.hbo.com/movies/recount#/>

Touchstones Discussion Project is an organization which produces curricula and trains teachers to teach listening, speaking, reasoning, comprehension, collaborative problem solving, and teamwork.

<http://www.touchstones.org/k-12-programs/>

The New Hampshire Primary 100th Anniversary Essay Contest

New Hampshire high school students are invited to participate in an essay contest celebrating the 100th anniversary of the state's presidential primary.

The contest is open to students enrolled in civics, U.S. government or political science courses in grades 9 through 12. The submission deadline is April 24.

Sponsored by AARP New Hampshire and the New Hampshire Institute of Politics at Saint Anselm College.

For more information, please visit

http://www.anselm.edu/Documents/NHIOP/Essay_Contest.pdf

Or contact Katelyn Ellison, New Hampshire Institute of Politics, via Email:

kellison@anselm.edu or Phone: 603-222-4115

Senate Immersion Model: The Compromise of 1850 from the Edward M. Kennedy Institute for the US Senate

[https://emki-](https://emki-production.s3.amazonaws.com/downloads/32/files/Compromise_of_1850_Curriculum.pdf?1427303284)

[production.s3.amazonaws.com/downloads/32/files/Compromise_of_1850_Curriculum.pdf?1427303284](https://emki-production.s3.amazonaws.com/downloads/32/files/Compromise_of_1850_Curriculum.pdf?1427303284)

Senate Immersion Model: Immigration Reform from the Edward M. Kennedy Institute for the US Senate

[https://emki-](https://emki-production.s3.amazonaws.com/downloads/48/files/Immigration_Reform_Curriculum.pdf?1427371744)

[production.s3.amazonaws.com/downloads/48/files/Immigration_Reform_Curriculum.pdf?1427371744](https://emki-production.s3.amazonaws.com/downloads/48/files/Immigration_Reform_Curriculum.pdf?1427371744)

Senate Immersion Model: Being a Senator from the Edward M. Kennedy Institute for the US Senate

[https://emki-](https://emki-production.s3.amazonaws.com/downloads/37/files/Being_a_Senator_Curriculum.pdf?1427303096)

[production.s3.amazonaws.com/downloads/37/files/Being_a_Senator_Curriculum.pdf?1427303096](https://emki-production.s3.amazonaws.com/downloads/37/files/Being_a_Senator_Curriculum.pdf?1427303096)

From We The People Facebook page: "I'm working on developing a *We The People* library. What books are a must?"

1. All of Akhil Amar's books, but especially *America's Constitution: A Biography*, *America's Unwritten Constitution*, *Bill of Rights Primer*
2. Linda Monk's *The Words We Live By: Your Annotated Guide to the Constitution*
3. Plato's *Republic*
4. John Kaminski's *The Great Virginia Triumvirate: George Washington, Thomas Jefferson, and James Madison in the Eyes of Their Contemporaries*
5. Gordon Wood's *The Idea of America: Reflections on the Birth of the United States*
6. Jack Rakove's *Original Meanings: Politics and Ideas in the Making of the Constitution*
7. Bernard Bailyn's *The Origins of American Politics*, *The Ideological Origins of the American Revolution*, *To Begin the World Anew: The Genius and Ambiguities of the American Founders*
8. press-pubs.uchicago.edu/founders/tocs/toc.html *Founders' Constitution from U. of Chicago*
9. Joseph Ellis: *Founding Brothers: The Revolutionary Generation*
10. *Decisions in Philadelphia: The Constitutional Convention of 1787* by Christopher Collier
11. *The Pursuit of Justice: Supreme Court Decisions that Shaped America* by Kermit L. Hall and John J. Patrick
12. *The Essential Federalist and Anti-Federalist Papers* by David Wootton

For more civics curriculum resources for all ages, visit Constitutionally Speaking's website:

<http://www.constitutionallyspeakingnh.org>



"We have a complex system of government. You have to teach it to every generation." – Sandra Day O'Connor



Constitutionally Speaking is a collaboration of The New Hampshire Humanities Council, The New Hampshire Institute for Civic Education, The New Hampshire Supreme Court Society, the Warren B.

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