

2006 NATIONAL ONLINE YOUTH SUMMIT

LAW IN AN AGE OF TERROR

TEACHER ORIENTATION GUIDE

American Bar Association

Division for Public Education

Contents

Overview	3
Activity 1: Reviewing the Project: Questions & Tips	4
Activity 2: The Summit Topic and Controversial Issues	6
Activity 3: Preparing Student Activity 5	8
Activity 4: Setting Up Your Classroom Conference for Student Activity 6	11
Activity 5: Working with Teachers in Buddy Schools to Assign Student Discussion Partners for Student Activity 9	12
Activity 6: Preparing and Sharing Student Activity 8	13

Teacher Orientation Overview

Teacher Orientation will take place online, via a message board using the Web conferencing software, *WebBoard*. The message board, as you already know, is named “Teachers Only Conference.” The Teachers Only Message Board is a forum just for teachers (and ABA staff). We’ve developed some activities, described below, that we want you to participate in during the orientation period. The activities will help you to become familiar with the summit software, WebBoard, understand the structure of student work, and prepare for student work.

In addition, the message board will allow you to hold discussions with other teachers participating in the summit and with ABA staff throughout the project about teaching and learning.

If you’re looking for a source, want to know how other teachers may have handled a particular issue raised during discussion with students, or have found a really great resource that you think other teachers will find useful, this is a forum for you to share your ideas and seek support.

We hope that you will use the Teachers Only Conference/message board throughout the project in a way that best suits your needs for instructional support.

ABA staff will also communicate with you primarily through the Teachers Only Conference/message board throughout the summit and will participate in the orientation with you.

Teacher Orientation Activities Deadlines:

Activity 1: Reviewing the Project: Questions & Tips

Part I: Due Jan. 9

Part II: Due Jan. 13

Part III: Due Jan. 20

Activity 2: The Summit Topic and Controversial Issues

Part I: Due Jan. 17

Part II: Due Jan. 24

Activity 3: Preparing Student Activity 5

Part I: Due Jan. 30

Part II: Due Jan. 31

Activity 4: Setting Up Your Classroom Conference for Student Activity 6

Due: Feb. 6

Activity 5: Working with Teachers in Buddy Schools to Assign Student Discussion Partners for Student Activity 9

Due: Feb. 10

Activity 6: Preparing and Sharing Student Activity 8

Due: Feb. 17

2006 NOYS Teacher Orientation Activity 1
Reviewing the Project: Questions & Tips

Part I: Due Jan. 9

Part II: Due Jan. 13

Part III: Due Jan. 20

Overview: During part I of this activity, teachers will check to make sure that they can access the Teachers Only Web Conference/message board and understand the use of login names and passwords. During part II of this activity, teachers will become familiar with the structure of the summit and its curricular components and share tips and pose questions about the summit. During part III, teachers will revise the Civil Discussion Checklist and use the online discussion format that students will use throughout the project (open ended questions and constructive comments) in their own discussions.

Activity:

1. Part I: By Jan. 9, 2006

- a. Log into the Teachers Only Web Conference/message board using your login name and password (see “Guide to Conferencing in WebBoard,” Tab 3, resource binder) for the first time.
- b. Read the messages posted by ABA staff.
- c. Begin to get a feel for the WebBoard software (See Tab 3, Resource binder).
- d. Check to see if you can access the discussion site from the computers that will be used by your students during the summit. Please note that sometimes schools have a two-tiered system of firewalls or security. Computers for teacher use only may allow you to access the ABA summit discussion site, while computers designed for student use may not allow access. You’ll want to resolve access issue before students log in for the first time.
- e. Fax your signed Teacher Agreement to 312-988-5494.

2. Part II: By Jan. 13, 2006

- a. Review these documents, sent to you via the NOYS List Serve and UPS: “Orientation Guide,” (Tab 1) and “Guide to Student Activities” (Tab 4).
- b. Carefully read Student Activity 6: What is Online Civil Discussion” and the “Civil Discussion Checklist” (See Tab 5) and Student Activity 5: Individual Rights, Terrorism, and History.
- c. Find the message in the Teachers Only Conference with the topic “Teacher Orient. Act. 1: Questions & Tips.”
- d. Read all the messages in the “thread” under this topic.
- e. From within that thread, using the “Reply” command, in one paragraph (5-7 sentences max) explain the approach you plan to take to the summit topic.
- f. Include your name, school name, city, school, and an e-mail address that other teachers might use to reach you about summit-related questions.

- g. Identify yourself as a past participant in NOYS if you have participated before and give the number of years of your participation or mention that you are participating for the first time.
- h. If you are a new teacher, in addition to explaining your approach, post one question to other teachers about anything raised by your reading of the “Orientation Guide” and the “Guide to Student Activities.”
- i. Make sure you read all the messages posted in that thread first because you will need to post a question that has not yet been raised.
- j. If you are the very first new teacher to post a question to that thread, you may post any question that you wish. We would like the rest of you to post different questions.
- k. If you are a returning teacher, read all the messages within the thread “Teacher Orient. Act. 1,” and after you write one paragraph (5-7 sentences max.) explaining your approach to the summit, post one “tip” for new teachers based on your past experience. Read all the messages in the thread first, and try to post a tip that hasn’t already been posted. If you are the first tip giver, you will be able to post any tip you like.

3. Part III: By Jan. 20, 2006

- a. Read through all the questions and tips posted in the thread “Teacher Orient. Act. 1: Questions and Tips.”
- b. Take a look at the “Civil Discussion Checklist” (Tab 5, Student Activities Forms and Handouts, resource binder).
- c. Find one message posted by another teacher and answer that teacher's question if you have the answer, or respond to a tip that you find interesting or that you think requires further clarification—making sure that adhere to the procedures outlined in the “Civil Discussion Checklist.”
- d. In other words, offer one constructive comment and ask one open-ended question of the teacher to whom you are responding.
- e. Sign your post with your name and your school name.
- f. Revisit your posts and continue your discussion over the next couple of weeks.

This is a collaborative learning experience for you and your students. Let's help each other out!

Please remember to complete your class enrollment estimate form if you have not already e-mailed class rosters to Hilary Glazer (available in the Teachers Only List Serve in the thread “Class Rosters”). E-mail the roster form to the e-mail address on the form.

2006 NOYS Teacher Orientation Activity 2
The Summit Topic and Controversial Issues

Part I: Due Jan. 17

Part II: Due Jan. 24

Overview: During this activity teachers will describe classroom conditions conducive to successfully dealing with controversial issues and specific methods that are effective when teaching about controversial issues. Upon conclusion of the activity, a consensus document describing effective methods and strategies for dealing with controversial issues will be compiled and distributed to participating teachers.

Activity:

1. Part I: By Jan. 17

- a. Read through all the messages posted in the Teachers Only Conference in the thread “A Note about Our Topic.”
- b. If you haven’t already done so, read the “Guide to Student Activities.”
- c. From within the message/thread in the Teachers Only Conference with the topic “Orient. Act. 2,” using the “Reply” command, write one paragraph about the following:
 - What conditions do you think are necessary to successfully deal with controversial issues/topics in a classroom?
 - Does your school or district have an official policy about dealing with controversial issues in the classroom? If so, explain it briefly.
 - What 1-2 general methods, strategies or classroom management techniques have you found effective when teaching controversial issues in the classroom, and how will you use them specifically during particular summit student activities? In other words, which strategies/methods/techniques do you intend to implement with specific summit activities.
- d. Please note: The focus of the paragraph is to discuss methods rather than content—except as selection of content may be considered to be a method.
- e. Sign your post with your name and school name.

2. Part II: By Jan. 24

- a. Read all the messages posted by your colleagues in the Teachers Only Conference in the thread with the topic “Teacher Orient. Act. 2.”
- b. Read through the excerpt from the article, “Creating Strategies and Conditions for Civil Discourse about Controversial Issues,” by John Allen Rossi.
- c. Read through the article, “Controlled Fission: Teaching Supercharged Subjects,” by David Pace (College Teaching 51, No. 2, 42-5, Spring 2003).
- d. Revisit your original post in the thread “Teacher Orient. Act. 2” and add a “postscript” using the “**Edit**” function in WebBoard. In your postscript,
 - Describe 1-2 additional methods/strategies mentioned by your colleagues that you think will be effective and that you plan to implement during the summit.

- Mention which strategies you will implement with which specific student activity.
- If you don't think that any additional strategies/methods would be fruitful, move onto point "e" below.
- e. Please conclude your postscript by answering the following questions:
 - Are any of the methods mentioned by Rossi or Pace apparent in the summit activities as described in the 2006 NOYS "Guide to Student Activities"? If so, give 1-2 examples and cite the specific activities demonstrating those methods. You may think that none of the methods mentioned in the article are apparent in the summit activities. If so, that's a valid response.
 - Do you think any of methods mentioned in the two articles that are not incorporated in the 2006 NOYS student activities should be implemented, and, if so, which methods, in which summit activities, and how?
 - Do you think there are methods not apparent in the summit activities that should be incorporated, and, if so, what are they, in which activities do you think they should be implemented, and how? Again, you may not have a view on this question.

Please Note: There are no "correct" answers to these questions.

3. Part III: ABA staff will review your comments and recommendations and compile a consensus document for distribution to participating teacher about dealing with controversial issues in the classroom.

Teacher Orientation Activity 3
Preparing Student Activity 5: Individual Rights/Liberties, Terrorism, and History

Part I: Due Jan. 30

Part II: Due Jan. 31

Overview: During this activity teachers will write additional Each One Teach One facts statements for part I of Student Activity 5, if required. They will also review the Web sites for part II of Student Activity 5 and make decisions about which sites students will use for their Web quest and how to structure the quest. Teachers will rewrite “clues” or Web quest “stories” to tailor them to their students.

1. Part I: By Jan. 30

- a. Read Student Activity 5: Individual Rights/Liberties, Terrorism, and History.
- b. Read the Each One Teach One Facts for Part I of Student Activity 5 (What Are Individual Rights/Civil Liberties?)
- c. Please note the following about part I of Student Activity 5:
 - If you teach a class *other than a law class*, you must complete the Each One Teach One strategy with students or complete a lesson that covers the concepts presented in part I of Student Activity 5 before moving on to parts II and III of Student Activity 5. You must report that you have done so. See below for information about reports.
 - If you supervise a law class and your students have not yet studied “individual rights/liberties” and the concepts covered in the Each One Teach One statements, you must also complete the Each One Teach One strategy or complete a lesson that covers the concepts presented in part I of Student Activity 5 before progressing. You must report that you have done so. See below for information about reports.
 - If you teach a law classes and your students have already studied the concepts presented in the “Each One Teach One” facts, review” the facts before moving on.
 - All students must understand and be able to define “individual rights/liberties” and understand the concepts presented in the Each One Teach One strategy before moving on to parts II and III of Student Activity 5 and other summit activities.
 - If you have a lesson that you believe more effectively covers the concepts introduced in part I of Student Activity 5, you are free to use that lesson; however, include that information in your report. See reporting information below.
- d. If you need more than 28 Each One Teach One facts, create the additional statements.
- e. Read through the Web quest items for part II of Student Activity 5 (What is Terrorism?).
- f. Visit the Web sites to determine if some sites are more suitable for your students than others.
- g. Decide which Web sites you want your students to use for their Web quest.
- h. Decide if you want to tailor or “modify” any of the “stories” or “clues” for the Web quest for your students. You may decide that a different approach or point of view is more suitable for your students.
- i. Complete rewriting of the Web quest “stories” or “clues” and finalize the Web quest structure. Some of you may have Web quest software that you favor and may wish to transfer the questions and Web sites into a traditional Web quest format. (A Word

copy of that particular “handout” was provided to you via the Teachers Only List Serve and will also be attached to the message in the Teachers Only Conference/message board.)

- j. Prepare the rest of the activity.

2. Part II: By Jan. 31

- a. From within the thread with the topic “Teacher Orient. Act. 3,” post a message using the “Reply” command describing how you prepared Student Activity 5.
 - If you teach a law class and your students have already previously learned the Each One Teach One facts, we want to know how you plan to review.
 - If you need additional “Each One Teach One” facts, tell us what you have decided to focus on. Feel free to attach a file with your Each One Teach One facts rather than writing about them all in your report.
 - If you have fewer than 28 students in your class, let us know how you made your decisions to eliminate particular facts for the Each One Teach One component of Student Activity 5. Please note: please retain the facts on the following page.
 - If you will teach a lesson that you believe more effectively covers the concepts introduced in part I of Student Activity 5 (Each One Teach One—What Are Individual Rights/Liberties), attach the lesson or give an overview.
 - If you believe that particular Web sites for part II of Student Activity 5 (What is Terrorism) were more suitable than others for your students, let us know which sites you decided to use, or, if you’ve loaded the sites into a Web quest software program, feel free to share your link to it.
 - If you modified any of the clues or “stories” for part III, either in an attachment or in your post itself, let us know how you modified the clues or stories and why.
- b. Sign your post with your name and your school name.

We would also like to understand and learn from your choices to improve the curriculum for future use. We thank you for your help.

Have you remembered to check in to the Teachers Only Conference/Message Board 2 times each week?

Each One Teach One Facts to Retain for Student Activity 5

The Bill of Rights refers to the first ten Amendments to the U.S. Constitution. They were sent to the state legislatures in 1798 and ratified by the states in 1791. Together, the Amendments are known as the Bill of Rights.

The Founders created the Bill of Rights (the first ten Amendments to the U.S. Constitution) because many people were concerned that when the original Constitution was written it did not provide enough protection to certain individual freedoms or rights. The Founders wanted to make sure that the federal government would not take away those rights (sometimes called individual liberties or freedoms).

The purpose of the Bill of Rights (the first ten Amendments to the U.S. Constitution) is to protect individual rights (sometimes called individual freedoms or liberties). The Bill of Rights restricts government invasion of certain individual liberties, such as freedom of speech, press, assembly, and religion.

Almost two-thirds of the Bill of Rights (the first 10 Amendments to the U.S. Constitution) involves the rights of persons suspected or accused of crimes.

Among the rights of persons suspected or accused of crimes that are protected by the Bill of Rights (the first 10 Amendments to the U.S. Constitution) are due process of law, the right to a fair trial, freedom from self-incrimination, freedom from cruel and unusual punishment and the right not to be twice placed “in jeopardy of life or limb” by being criminally charged more than once for the same crime.

Most of the provisions in the U.S. Constitution and Bill of Rights (the first 10 Amendments to the U.S. Constitution) protecting our individuals rights, are vague. Today, we have a good understanding of the parameters (*scope or range*) of most of our individual rights because they have been given meaning over the years by our courts through the process of judicial review and judicial interpretation.

No individual right (sometimes called an individual liberty or freedom) guaranteed by the Bill of Rights (the first 10 Amendments to the U.S. Constitution) is absolute.

Teacher Orientation Activity 4
Setting Up Your Classroom Conference for Student Activity 6:
What is Online Civil Discussion

Due: Feb. 6

Overview: During this orientation activity, you will set up your class conference/message board for Student Activity 6: What is Online Civil Discussion?

Activity:

- a. You are welcome to set up your class conference well before the deadline.
- b. Some classes may complete Student Activity 6 well before others. Some of your semesters began the first week of January. Some semesters do not begin until the end of January. Some of you have yearlong courses, and some of you have courses that meet for one semester or one quarter.
- c. All students, regardless of when your semesters/quarters begin will need to complete the activity by the activity deadline.
- d. To set up this activity, you will need to be familiar with all of the student activities for the summit. You will need to review the “Guide to Student Activities” (see Tab 4, resource binder.)
- e. You will also need to be familiar with Tab 5 in the resource binder, which includes forms and handouts for the student activities.
- f. Locate the forms and handouts for Student Activity 6: What is Online Civil Discussion?
- g. Review the actual activity. See “Guide to Student Activities.”
- h. Decide how you are going to set up the activity.
- i. Returning summit teachers are permitted to sponsor/supervise two classes or two sections of the same class in the summit. If you are a returning teacher and are including two classes in the summit, decide how you are going to set this activity up for your two classes online. Only teachers who have participated for two consecutive years are permitted to sponsor two classes or sections.
- j. Log into WebBoard.
- k. Locate your school/class message board. In most instances, its name corresponds to your school name. If it differs we have contacted you.
- l. Set up your class message board for the activity.
- m. Once you have set up your message board for the activity, find the message in the **Teachers Only Conference** with the topic “Teacher Orient. Activity 4.” Click on the message. Using the reply command, post a message to this thread indicating that you have set up your class conference for this activity. Remember to sign your message with your name and your school name.
- n. **Post your message by Feb. 6.**
- o. Finish preparing the activity.

Teacher Orientation Activity 5
Working with Teachers in Buddy Schools to Assign Student Discussion Partners for Student Activity 9: Holding Civil Discussion Online About First Writing Since

Due: Feb. 10

Overview: During this activity teachers will work with teachers supervising students in buddy schools to assign discussion partners for each student for Student Activity 9.

Note about Deadline: This deadline is contingent upon timely receipt by ABA staff of information about estimated class enrollment so that buddy school assignments can be made. As of distribution of information about this activity, only 7 of 38 teachers have provided these estimates.

Activity:

- a. Once the ABA has received all class enrollment estimates, buddy school assignments for Student Activity 9 will be made.
- b. A list with contact information for all teachers will be made available in the Teachers Only Conference.
- c. It is the responsibility of teachers assigned to particular buddy school clusters to contact each other to make discussion partner assignments.
- d. It will be up to teachers in buddy school clusters to decide how to make or arrange the assignments.
- e. We are asking you to assign discussion partners to students on the recommendation of the 2006 Summit Advisory Committee.
- f. Discussion partners will need to be assigned before students are scheduled to complete Student Activity 9: Holding Civil Discussion Online about First Writing Since.
- g. **Please Note:** No student last names may be distributed to teachers at other schools. If you provide a teacher with a list of names of students enrolled in your class, the lists should consist of first names and last initials only. *Please do not merely provide your class rosters.*
- h. After your buddy cluster has assigned student discussion partners, find the post in the Teacher Only Conference with the topic “Teacher Orient. Act. 5.” Using the reply command from within the thread, report that discussion partners have been assigned for your schools. Give the names of the schools and supervising teachers in the post.

Please Note: Lists with student last names may not be distributed to other teachers as you assign discussion partners for students. Only student first names and last initials may be provided to teachers in other schools. Please do not merely provide your class rosters. Thank you for being attentive to our safety concerns.

**Teacher Orientation Activity 6:
Preparing and Sharing Student Activity 8:
Making the Connection between Literature and Law**

Due: Feb. 17

Overview: Teachers will design a student activity making a connection between at least one issue raised in the poem “First Writing Since” about real-life law or the legal system in an age of terrorism. Upon completing the activity, students should have a greater understanding of one substantive law-related issue or topic raised by the poem or your discussion about it and be able to recall some factual information. You will share your activity with other teachers participating in the summit.

Activity:

- a. Review Student Activity 7: Reading and Writing about First Writing Since.
- b. Review Student Activity 8: Making Connections between Literature and Law.
- c. Create an activity or lesson to meet the learning objectives for the activity.
- d. You are encouraged to include the following features in your activity:
 - ✓ Goals for the activity
 - ✓ Goals for *students* for the activity (sometimes your goals for an activity may differ from the goals that you share with students for an activity)
 - ✓ Significant fact-based content
 - ✓ A collaborative learning/group work component
 - ✓ A civil discussion component (civil discussion may be incorporated into the collaborative learning/group work feature of the activity)
 - ✓ Assessment, either through self-assessment or another type of measure
- e. Share the activity with other teachers in the Teachers Only Web Conference/message board.

Posting Procedures:

- a. After you have created your activity/lesson, find the message in the Teachers Only Conference/message board created by ABA staff called “Teacher Orient. Activity 6: Making Connections between Literature and Law.” **It will be available after Jan. 23.**
- b. Click on the message.
- c. Once in the message, read the instructions.
- d. Select the “Reply” command from within the message and type or copy and paste your activity/lesson to share into the text box that appears. Using the “Reply” command from within the message will keep your activity/lesson message within the thread established for sharing lessons/activities.
- e. Remember to sign your name to your message with your name and your school name so that we know that you are the author of the lesson/activity.
- f. If you choose to post your activity as an attachment, you must still create a message using the “Reply” command and then follow the WebBoard instructions for attachments. Please remember that not all teachers will have access to your software. Post the attachments as both a Word and as a Text Only file if possible.

- g. If you provide your lesson/activity as an attachment, please remember to sign your message with your name and school.
- h. To keep the Teachers Only Conference useful, please refrain from posting your activity until ABA staff has created a message in the Teachers Only Conference referred to above. It will be available after Jan. 23.