

Funding for the development of this booklet was originally provided by the American Bar Association Fund for Justice and Education; we are grateful for its support. The 4th printing was prepared under Grant #2001-JS-FX-K004 from the Office of Juvenile Justice and Delinquency Prevention (OJJDP), Office of Justice Programs, U.S. Department of Justice; we are grateful for the support.

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For more information about the Law-Related Education Essentials, contact the National LRE Resource Center, American Bar Association, at the address below, or call 312/988-5735.
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ISBN 1-57073-141-1
PC #497-0081

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Printed in the USA.
4th Printing



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Designed by Simonik Design

A GUIDE FOR PRACTITIONERS & POLICYMAKERS

Skills

practices

concepts

values

attitudes

Essentials of Law- Related Education



Standing Committee
on Public Education



Office of Juvenile Justice and
Delinquency Prevention

**Chair, ABA Standing
Committee on
Public Education/
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The national standards grew out of the National Education Goals formulated by the Bush Administration in collaboration with the nation's governors. Subsequently, this policy was codified in the Goals 2000 legislation passed by Congress in spring 1994.

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American Bar Association

Director's Note: *The Essentials of Law-Related Education* was first published in January 1995. It represented a call to action for the LRE community as the nation's schools were challenged to set curriculum standards in the content areas. Since its publication, we have distributed thousands of copies of this document. We have also made it available on the division's website. The decision to revise this important resource is solely based on the continued requests that we receive for it. For this reprint, we have revised the resource list to reflect the curriculum standards documents that did not exist in 1995. We hope it will continue to guide our work, define our field of practice and serve both practioners and curriculum developers as they craft new directions for law-related education.

Introduction

Each year, the American Bar Association Special Committee on Youth Education for Citizenship sponsors the National Law-Related-Education Leadership Seminar. This seminar brings together over 200 members of the law-related-education (LRE) community to share exemplary LRE programs and curricula, explore new directions in content and delivery, gain insights and affirmation through networking, and address issues of broad scope and significance in education.

At our 1992 seminar, held in Indianapolis, Indiana, Fran Haley (former executive director of the National Council for the Social Studies) cautioned and challenged LRE leaders not to be passive bystanders as the national standards were formulated in a range of subject areas central to LRE. During the seminar's deliberations, some of our colleagues voiced concern about the implications of the "standards movement" for elementary and secondary school instruction. Others expressed the need for a clear articulation of LRE's goals, content, and effectiveness. A strong consensus arose from those present that, if LRE was to remain in the school curriculum, law-related educators had to become actively engaged in the deliberations of this revolutionizing "movement" taking place in education.

Hence, the Special Committee undertook to coordinate the National LRE Essentials Initiative, with the purpose of setting forth a statement of what is "essential" to LRE as our field envisions it, and seeks to maintain it, as an integral part of elementary and secondary education in the twenty-first century. The



resulting document draws upon the wisdom and experience of law-related educators over many years and reflects the input of LRE leaders from throughout the nation.

Presented in this booklet, the LRE Essentials concentrates on four areas—concepts and subject matter; attitudes, beliefs and values; skills; and instructional practices and contexts—which together provide optimal opportunities for students to learn about their roles and responsibilities as citizens. Throughout the development of the LRE Essentials, we focused on the potential benefits and outcomes of this effort:

- ▲ Helping the LRE field establish priorities and prepare effectively to address the needs of elementary and secondary students in the twenty-first century
- ▲ Insuring that curricular elements essential to LRE are among national, state, and local educational priorities, including national standards for civics and government, history and social studies; national assessments; and other student performance indicators
- ▲ Providing national advocacy for LRE by mobilizing and directing the field's active participation in the national education standards movement

As with any project of this type, it was necessary to call on a select group of colleagues to advise and guide the effort to completion. The LRE Essentials was “twice blessed.” First, we benefited from the vision and support of members of the Special Committee and its Advisory Commission, under the leadership of Margaret Bush Wilson, Chair, 1993-94. Their decision to devote resources and staff to this effort was crucial to its success. Second, we benefited from the expertise and commitment of our colleagues on the Teacher Education Board, chaired by Dr. David Naylor, University of Cincinnati, who worked with staff to craft the process, clarify the focus, and maintain the integrity of the initiative throughout its development.

When we embarked upon this effort in 1992, I asked Howard Kaplan on our staff to accept the responsibility of coordinating it. Through its completion he has worked tirelessly to consolidate and organize, into an end-product that is both clear and useful to its audience, the wealth of information obtained in the range of consensus-building activities that were conducted over a three-year period.

The LRE Essentials reflects the input, commitment, and expertise of the diverse constituents of our field. Did we reach consensus on all elements? No! What we achieved through this process, in my opinion, is a more satisfactory and comprehensive answer to the often asked question: What is law-related education?

As always, I extend my sincere appreciation for the efforts and support of all my LRE colleagues in creating this defining statement of our work.

Mabel C. McKinney-Browning
Director, ABA Division for Public Education
January 1995

Statement of Law-Related Education Essentials

What is essential to LRE?

LRE has been defined as “education to equip nonlawyers with knowledge and skills pertaining to the law, the legal process, and the legal system, and the fundamental principles and values on which these are based” (Law-Related Education Act of 1978). LRE is typically understood to foster the knowledge, skills, and values that students need to function effectively in our pluralistic, democratic society based on the rule of law. Law-related educators strive to develop the active citizens our society requires: those who can understand, live in, and contribute positively to the civic communities to which they belong.

Law saturates our lives irrespective of age or setting. Consequently, LRE focuses on real issues that affect real people in real situations. Through LRE, educators seek to elucidate essential concepts—including law, power, justice, liberty, and equality—fundamental to our constitutional democracy and to the structure and functioning of other societies. LRE enables educators to teach how the law and legal issues are essential to the functioning of politics, culture, and society. In so doing, it explores how the law affects students and how they, in turn, can affect the law. LRE strives to illuminate the substantive and procedural values underlying our legal system, fostering the formation of beliefs and attitudes that support such values.

LRE provides students with active learning experiences that permit them to explore their rights and responsibilities under the law, confront and resolve dis-

putes, and discuss and analyze public issues. By so doing, LRE fosters the development of lifelong skills all citizens need, including the ability to think critically; gather, interpret, and act appropriately on information; and participate effectively in our law-based society.

While the essential LRE elements enumerated in this publication—subject matter; instructional practices and contexts; skills; and attitudes, beliefs, and values—can and have been distinguished for analytical purposes, they are inextricably interconnected in the practice of LRE. For instance, through LRE, educators help students value fairness and might challenge students’ understanding of the concept by asking them whether fairness requires a community to offer everyone a quality education. In pondering whether liberty should include a right to education, students in LRE might be asked to consider whether property rights include a right to buy a better education. If so, students might be asked to consider, does that freedom undermine equality as a social ideal? In experiencing and considering these issues through the active learning strategies characteristic to LRE, students should learn how to formulate informed opinions, decide how to act, and develop a variety of other critical skills. Moreover, as a result of LRE instructional processes, educators foster the attitudes, beliefs, and values essential to LRE.

What subject matter is essential?

Concepts central to LRE include law, justice, power, equality, property, and liberty. Through LRE, teachers can teach what abstract concepts such as “liberty” actually mean through examination of specific contexts and practices. For example, they can help students understand “liberty” by giving them opportunities to learn about liberties guaranteed under the U.S. Constitution. With that knowledge, students can become aware that such liberties can still be the source for continuing controversies in contemporary society, such as when individual liberties conflict with majority values or public policy priorities. A further example is provided by the concept of property, an examination of which cuts across many topics, from consumerism to the environment. For instance, in teaching about the property rights protected by the Constitution, educators might ask students whether and how such rights have or might collide with the ideals of liberty, justice, or equality.

The relationship between citizen and society is essential to LRE, which should illustrate significant connections between students and larger communities, such as town, nation, and world. Some law-related educators might focus primarily on law that affects the daily lives of all people, including criminal and civil law. Others might concentrate on fundamental legal concepts and principles, including their origins, evolution, and contemporary influence and impact. Still others might stress the application of LRE principles and skills in specific real-world situations, both personal and civic.

LRE instruction should recognize that government use of power and authority can bring both order and the risk of abuse. Law-related educators might help students understand that the Constitution limits governmental power by separating, and sharing, it. Educators might also ask students to ponder the relationship between power and law, considering such topics as civil disobedience, conscientious objection, capital punishment, and victimless crimes.

LRE emphasizes the role of due process of law as essential to justice in our system of governance. Teachers might focus on justice through civil, criminal, and juvenile law, or through such topics as mercy killing or cruel and unusual punishment. In dealing with equality, teachers might have students study issues of racial or gender discrimination, voting rights, or affirmative action. In so doing, students will be able to reflect on the difference between equal opportunity as a constitutional ideal and as a day-to-day reality.

In teaching how ideals valued in the abstract often come into conflict in specific practices and applications, LRE should impel students to grapple with fundamental conflicts or tensions such as those between liberty and equality, unity and diversity, power and justice, freedom and order, and rights and responsibilities. For instance, law-related educators might explain that the contemporary controversy over “hate speech” can be seen as a conflict between the ideals of liberty and equality or, alternatively, of unity and diversity.

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How and where should LRE be taught?

Law-related educators should require students to participate actively in their own learning. For instance, by using role play in the classroom, teachers can encourage students to voice diverse opinions about legal issues. By having students compare and contrast several court decisions on one issue, teachers can encourage students to address judicial decisions in historical context, assess the role of precedent, and comprehend the nature of historical and social change. In helping students stage mock trials, teachers can enable students to experience the judicial process.

The classroom that best fosters LRE is student focused. The ideal LRE classroom acts as a forum where students can freely discuss conflicting ideas. In drawing such ideas from a cross-section of subjects, teachers give students a taste of the complexity of legal issues. LRE classrooms should have diverse, high-quality resources that provide students with the information they need while conveying the fact that different people can legitimately and reasonably have different opinions and perspectives on issues. Enlisting LRE professionals (lawyers, law-enforcement professionals, judges, scholars, for example) from the community as human resources for in-class and out-of-class instruction is an essential means by which LRE meets students' needs in these respects.

LRE teaching strategies necessarily include inquiring into, and deliberately considering, controversial issues. The teaching strategies used in LRE should enable students to identify fundamental values in conflict and emphasize the higher-level thinking skills required for students to grapple successfully with such issues.

LRE does not need to be restricted to one class, course, or subject area. The constellation of values, knowledge, and skills that comprise LRE can be woven throughout the school curriculum beginning in the primary grades. Effective LRE programs should consist of carefully planned, integrated, sequenced, and cumulative instructional experiences. For instance, beginning with the early grades, LRE might emphasize fundamental concepts and values such as justice, liberty, and equality. In later grades, such concepts and values can be addressed through examination of more complex issues and dimensions of our shared constitutional ideals, and their national and global implications.

While LRE is especially well suited to the curricular goals of the social studies, it doesn't need to be limited to that area. LRE can be taught in some fashion in all academic subjects. It infuses every subject of the school curriculum, just as law infuses every aspect of our everyday lives. For example, when students read *To Kill a Mockingbird* in language arts, it is both natural and appropriate for them to explore why the law may fail to provide justice to someone accused of a crime. When students use computer software in a mathematics classroom, copyright considerations inevitably arise and merit exploration. And when students in science classrooms consider aspects of our physical environment, the role of law in protecting it will emerge logically.

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A T T I T U D E S

Schools are the ideal place for young people to learn about the law. Yet LRE should not be a matter for schools alone. Every part of the community can promote and reinforce LRE lessons. Families, for example, can provide a basic orientation toward authority, justice, and responsibility. The media, especially television, can be another excellent LRE vehicle. The media are well equipped to focus citizen attention on important law-related issues and to provide important information about them. Teachers who capitalize on these opportunities can do much to have their students engage in thoughtful discussions about law and citizenship.

What skills should LRE foster?

Law-related educators should help students develop the skills needed to acquire information about the role of law in constitutional democracies and other societies and how it is connected to their lives; how they can communicate their ideas, beliefs, and opinions about the law and legal issues; and how they can actively and constructively participate in group or broader civic affairs. Thinking skills developed in LRE include analyzing and interpreting judicial opinions and other legal documents; developing a capacity for understanding when and how laws apply to specific fact situations; critically assessing laws and legal issues; and developing a capacity for understanding and evaluating controversies and conflicts arising from legal issues. LRE also develops students' communications and social participation skills, including persuading others regarding beliefs and actions related to the law; participating collectively in making rules and setting goals; building consensus through deliberation, negotiation, compromise, and conflict resolution;

and working cooperatively to make decisions and take actions concerning hypothetical or actual legal and law-related social issues.

Law-related educators should help students acquire such skills through guided discussions on interesting, relevant topics. For instance, kindergartners might ponder authority by discussing people who have authority over them and situations where people, such as classroom bullies, exert power but do not have authority. Fifth-graders might discuss what punishments are most effective and just for young people who have broken school rules or the law. High-school students might develop their own rules to resolve classroom conflicts or draw up policies to alleviate schoolwide problems.

What attitudes, beliefs, and values should LRE foster?

LRE does more than provide students with information about the law and legal issues while developing essential skills. It also cultivates certain attitudes, beliefs, and values in students as both essential preconditions for, and outcomes of, students' understanding in LRE. These essential attitudes, beliefs, and values include a commitment to constitutional democracy; dedication to the ideal of justice in society; informed, active, and responsible participation in civic life; respect for the fundamental dignity and rights of humans; and appreciation for legitimately resolving societal conflicts and differences. LRE helps students understand both how law reflects and shapes collective values, beliefs, and dispositions and, in turn, how collective values, beliefs, and dispositions reflect and shape law. In so doing, LRE also helps students understand how law can and has promoted social cohesion and effected social change.

S Subject Matter

Law

- ▲ How the role of law is fundamental in democratic and other societies
- ▲ How laws are made, enforced, and interpreted
- ▲ How various legal systems and cultures are similar and different
- ▲ How law and legal institutions have developed historically
- ▲ What the structure and function are of adversarial and other legal systems
- ▲ What the types of law are, including constitutional, criminal, civil, administrative, and international law
- ▲ How law relates to key concepts and values, including power, justice, liberty, and equality, under both actual and possible social conditions

Power

- ▲ How power is structured and how it functions in societies
- ▲ How governments are established (purpose, authority, and limits)
- ▲ How U.S. and other constitutional systems legitimate power in societies
- ▲ What the similarities and differences are among different types of governance (historical, contemporary, and ideal)

- ▲ What key concepts and attributes are of U.S. constitutionalism
 - • • rule of law (“government of laws, not men”)
 - • • popular sovereignty
 - • • federalism (system of shared powers)
 - • • separation of powers
 - • • balance of majority rule and minority rights
 - • • social contract and reciprocity of rights and responsibilities
 - • • limited government
 - • • consent of the governed
 - • • democracy and republicanism
 - • • enumerated rights (Bill of Rights)
 - • • property rights
 - • • representative institutions and electoral democracy
 - • • capacity for and specific practices of constitutional amendment and change to reflect changing social conditions, values, and public policy priorities
- ▲ How laws establish sanctions and provide punishments for crimes and other transgressions
- ▲ What the relationship of Native American societies is to the U.S. political system (history, sovereignty, treaties, contemporary conditions, and practices)

Justice

- ▲ Ideals and practices of justice in different societies
- ▲ Role of courts and other institutions/professionals of the justice system in American government and society
- ▲ Role of adversarial system and other mechanisms for resolving disputes and conflicts in society
- ▲ The way specific practices, decisions, and events have—and have not—fulfilled our ideals of justice
- ▲ The way achieving justice has been a motivating ideal for individuals and groups in American and other societies (historical and contemporary)
- ▲ Definition of certain attributes and values of the U.S. justice system
 - • • common-law tradition
 - • • rule of law
 - • • judicial review
 - • • *stare decisis* (rule of precedent)
 - • • peer jury system
 - • • distinction between civil and criminal law
 - • • due process of law
 - • • privilege against self-incrimination
 - • • presumption of innocence (criminal cases)
 - • • prohibition against cruel and unusual punishment
 - • • constitutional limitations on search and seizure

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CONCEPTS

Liberty

- ▲ Concept of human rights—including individual, political, social, and economic rights
- ▲ Principle of “ordered liberty”
- ▲ Fundamental constitutional rights
 - ... freedom of speech
 - ... freedom of the press
 - ... religious freedom
 - ... right to assemble peaceably
 - ... right to petition government
 - ... right to privacy
- ▲ Civil rights
- ▲ The way preserving liberty has been a motivating ideal for individuals and groups in American and other societies (historical and contemporary)

Equality

- ▲ How and why different human societies have variously aspired to ideals, and instituted practices of, social equality or inequality (hierarchy)
- ▲ How law promotes, limits, and defines equality as a social ideal and condition in American and other societies
- ▲ How equal protection of the laws is established under the U.S. constitutional system (Fourteenth Amendment) and how this right has or has not been guaranteed throughout American history

- ▲ How the franchise (voting rights) has been extended to different social groups in American and other societies
- ▲ How public policies have been employed to promote or inhibit inclusiveness in American and other societies (including affirmative action)
- ▲ How social equality has been a motivating ideal for individuals and groups in American and other societies (historical and contemporary)

Essential Documents

- ▲ U.S. Constitution and Bill of Rights
- ▲ U.S. Declaration of Independence
- ▲ Federalist Papers
- ▲ Landmark U.S. Supreme Court Cases

VALUES

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Assessment

- ▲ Emphasizes “authentic” assessment (integrates assessment with the total instructional process)
- ▲ Assesses students’ values, interests, experiences, and knowledge prior to, and after, instruction (pre- and post-assessment)
- ▲ Incorporates peer assessment and students’ self-assessment
- ▲ Bases assessment on performance and outcomes
- ▲ Provides opportunities to apply what has been learned

Skills

Research

- ▲ Knowing how to acquire information related to the law and legal issues (e.g., court decisions, legislation, and constitutions) in libraries and other repositories
- ▲ Conducting personal interviews or engaging in field research about legal issues
- ▲ Organizing information

Thinking

- ▲ Analyzing and interpreting judicial opinions and other legal documents or issues
- ▲ Developing capacity for understanding when and how laws apply to specific fact situations

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- ▲ Summarizing and synthesizing law-related information
- ▲ Critically assessing laws and legal issues
- ▲ Developing capacity for understanding and evaluating controversies and conflicts arising from legal issues
- ▲ Making informed decisions and judgments about situations involving the law and legal issues

Communication and Social Participation

- ▲ Articulating and expressing ideas, beliefs, and opinions regarding legal issues
- ▲ Developing capacity for communicating and interacting with those from diverse backgrounds and circumstances
- ▲ Persuading others regarding beliefs and actions related to the law
- ▲ Participating collectively in making rules and setting goals
- ▲ Building consensus through deliberation, negotiation, compromise, and conflict resolution
- ▲ Working cooperatively with others to make decisions and take actions concerning hypothetical or actual legal and law-related social issues

Attitudes, Beliefs, and Values

Substantive

- ▲ Cultivating a commitment to constitutional democracy
- ▲ Furthering dedication to the ideal of justice in society
- ▲ Valuing informed, active, and responsible participation in civic life
- ▲ Fostering respect for fundamental human rights and dignity
- ▲ Appreciating the value of legitimately resolving conflicts and differences in society

Procedural

- ▲ Understanding how law promotes social cohesion and effects social change (including practice of civil disobedience)
- ▲ Understanding how law reflects and shapes collective values, beliefs, and dispositions
- ▲ Understanding how collective values, beliefs, and dispositions reflect and shape law
- ▲ Understanding how attitudes, values, and beliefs essential to LRE are fostered through teaching of fundamental subject matter employing critical instructional practices

Selected LRE Resources

This annotated bibliography will acquaint the reader with select publications on the rationale for and history of LRE. In addition, some educators, as noted in citations below, are now making connections between Character Education and LRE.

Allen, Rodney F. "Civic Education and the Decision-Making Process," *The Social Studies* 91, no. 1 (Jan./Feb. 2000): 5–8. Describes the importance of decision making as a skill outcome in civic education.

American Bar Association. *A More Perfect Union*. Chicago: American Bar Association, 1991. A twenty-three-minute videotape that introduces LRE to educators, legal professionals, and other individuals interested in learning more about civic education. This tape and accompanying twelve-page presenter's guide show how schools across the country use a variety of approaches to teach concepts of law and citizenship.

Avery, Patricia G. "Developing Political Tolerance." *ERIC Digest* (Dec. 2001). ED45818. 2001-12-00. Bloomington, Ind.: ERIC Clearinghouse for Social Studies/Social Science Education. Discusses the findings of research on political tolerance, guidelines for teaching political tolerance, and positive consequences of effective teaching for political tolerance.

Billig, Shelley H. "The Effects of Service Learning." *School Administrator* 57, no. 7 (Aug. 2000): 14–18. Describes characteristics of high quality service learning and several studies about its effects.

Center for Civic Education. *The Civic Education of American Youth: From State Policies to School District Practices*. A Report by the Policy Research Project on Civic Education Policies and Practices. Policy Research Project Report Number 133. Austin: University of Texas, Lyndon B. Johnson School of Public Affairs, 1999. Explores state K–12 civic education policies and requirements nationwide; factors that shape K–12 civic education policies and practices in the context of national and state content standards; state constitutional provisions and statutes; and assessment and teacher certification. Also analyzes how state stan-

dards promote civic dispositions, intellectual skills, and knowledge. Available online: www.civiced.org/ceay_civicedpolicyreport.html.

Cornett, Jeffrey W., and Richard H. Chant. "Educating Youth for Decency and Virtue: Law-Related Education and Its Implication for Character Educators." *Journal of Humanistic Counseling* 39, no. 1 (Sept. 2000): 26–31. Outlines the efforts of law-related education and character education to address problems such as youth violence and delinquency, and the potential of LRE and character education to contribute to the efforts of the other toward increasing positive student behavior.

Delli Carpini, Michael X., and Scott Keeter. "What Should Be Learned Through Service Learning?" *PS, Political Science & Politics* 33, no. 3 (Sept. 2000): 635–37. Describes the goals of service learning and its potential to enhance classroom learning of factual knowledge about politics.

Final Report of the U.S. Office of Education Study Group on Law-Related Education. Washington, D.C.: GPO, 1979, OE Publication no. 79-43000. Examines the conditions of LRE in the United States, continuing its values, growth, and needs, as well as the roles various agencies/institutions played in that growth, and sets forth a strategy to accomplish national support for LRE.

Freund, Paul A. "Law in the Schools: Goals and Methods." *Social Education* 37, no. 5 (May 1973): 361–367. Describes how learning moral reasoning through the practice of reaching decisions and having to justify them is a primary goal of LRE and argues for the use of teaching methods for LRE that involve participatory, interactive learning through activities such as simulation and role-play.

Hanson, Robert L. "The Case for Law-Related Education." *Educational Leadership* 59, no. 3 (Dec. 2001–Jan. 2002): 61–64. Describes the curriculum and learning objectives for law-related education in secondary, middle, and elementary schools; advocates for the use of simulations to teach; and discusses law-related teacher training and where to find a law-related education resource person.

Hendrickson, Leslie. "Active Learning." *ERIC Digest* 17 (1984). ED253468. 1984-09000. Bloomington, Ind.: ERIC Clearinghouse for Social Studies/Social Science Education. Summarizes research about active learning and student achievement, provides examples of active learning practice in social studies classrooms, and offers specific recommendations for incorporating active learning into a social studies curriculum.

Hess, Diana. "Teaching Students to Discuss Controversial Public Issues." *ERIC Digest* (Sept. 2001). ED457106. 2001-09-00. Bloomington, Ind.: ERIC Clearinghouse for Social Studies/Social Science Education. Examines the meaning of controversial public issues discussions and recommends how teachers can structure curricula and teaching methods to improve their students' ability to discuss them.

International Association for the Evaluation of Educational Achievement. *Citizenship and Education in Twenty-eight Countries: Civic Knowledge and Engagement at Age Fourteen*. (2001). Presents the results of testing representative samples of 14-year-olds in 28 countries, including the United States, on their civic knowledge and skills, attitudes, and willingness to participate in civic activities. 16-page executive summary also available. www.wam.umdledu/~iea/.

Lambros, Ann. *Problem-Based Learning in K-8 Classrooms: A Teacher's Guide to Implementation*. Thousand Oaks, Calif.: Corwin Press, Inc., 2002. Provides a framework for teaching problem-solving skills, integrating student interests and knowledge, and making curriculum relevant. Includes a definition of problem-based learning (PBL) and its benefits, sample lessons, PBL instructional materials, and grade-specific PBL scenarios, with examples of how student groups have worked together to solve them.

Patrick, John J. "The Concept of Citizenship in Education for Democracy." *ERIC Digest* (Aug. 1999). ED432532. 1999-08-00. Bloomington, Ind.: ERIC Clearinghouse for Social Studies/Social Science Education. Discusses what citizenship is, why citizenship is an essential element of democracy, and how to teach about citizenship in a democracy to develop participatory skills and civic dispositions.

Shumer, Robert. "Service, Social Studies, and Citizenship: Connections for the New Century." *ERIC Digest* (June 1999). ED430907. 1999-06-00. Bloomington, Ind.: ERIC Clearinghouse for Social Studies/Social Science Education. Describes research on the effects of service learning, promising pedagogical practices, and service-learning resources.

Stahl, Robert J. "The Essential Elements of Cooperative Learning in the Classroom." *ERIC Digest* (March 1994). ED370881. 1994-03-00. Bloomington, Ind.: ERIC Clearinghouse for Social Studies/Social Science Education. Outlines the essential elements of successfully setting up a cooperative learning framework and having student complete work within it.

Starr, Isidore. "The Law Studies Movement: A Memoir." *Peabody Journal of Education* 55, no. 1 (Oct. 1977): 6-11. Affectionately known as the "Father of Law-Related Education," Isidore Starr provides a history of the LRE movement and its early pioneers.

Torney-Purta, Judith. "An International Perspective on the NAEP Civics Report Card." *The Social Studies* 91, no. 4 (July/Aug. 2002): 148-50. Compares the structure of the NAEP Civics Report Card and the International Association for the Evaluation of Educational Achievement Civic Education Study and the gaps that the study seeks to fill.

Vail, Kathleen. "Best Uses for the New Student Patriotism." *The Education Digest* 67, no. 7 (Mar. 2002): 11-18. Describes strategies schools and teachers can adopt to help young people become informed, engaged citizens, such as teaching critical thinking and understanding different viewpoints, as well as ideas to link service learning to political action.

Vontz, Thomas S., and William Nixon. "Issue-Centered Civic Education in Middle Schools." *ERIC Digest* (May 1999). ED429929. 1999-05-00. Bloomington, Ind.: ERIC Clearinghouse for Social Studies/Social Science Education. Discusses the pros and cons of issue-centered education, the We the People ... Project Citizen program, and a 1997 evaluation of the program.

Related National Standards

Web links to national standards and/or ordering information for disciplines relevant to LRE may be found on the Education World Web site (see URL below). The information about standards includes *Expectations of Excellence: Curriculum Standards for Social Studies and Standards for the Preparation of Social Studies Teachers* from the National Council for the Social Studies, *The National Standards for Civics and Government* from the Center for Civic Education, *The Index of Standards* from the National Council on Economic Education, *The National Geography Standards* from the National Geographic Society, and *The National Standards for History* (U.S. and World) from the National Center for History in the Schools.

Education World
www.educationworld.com/standards/