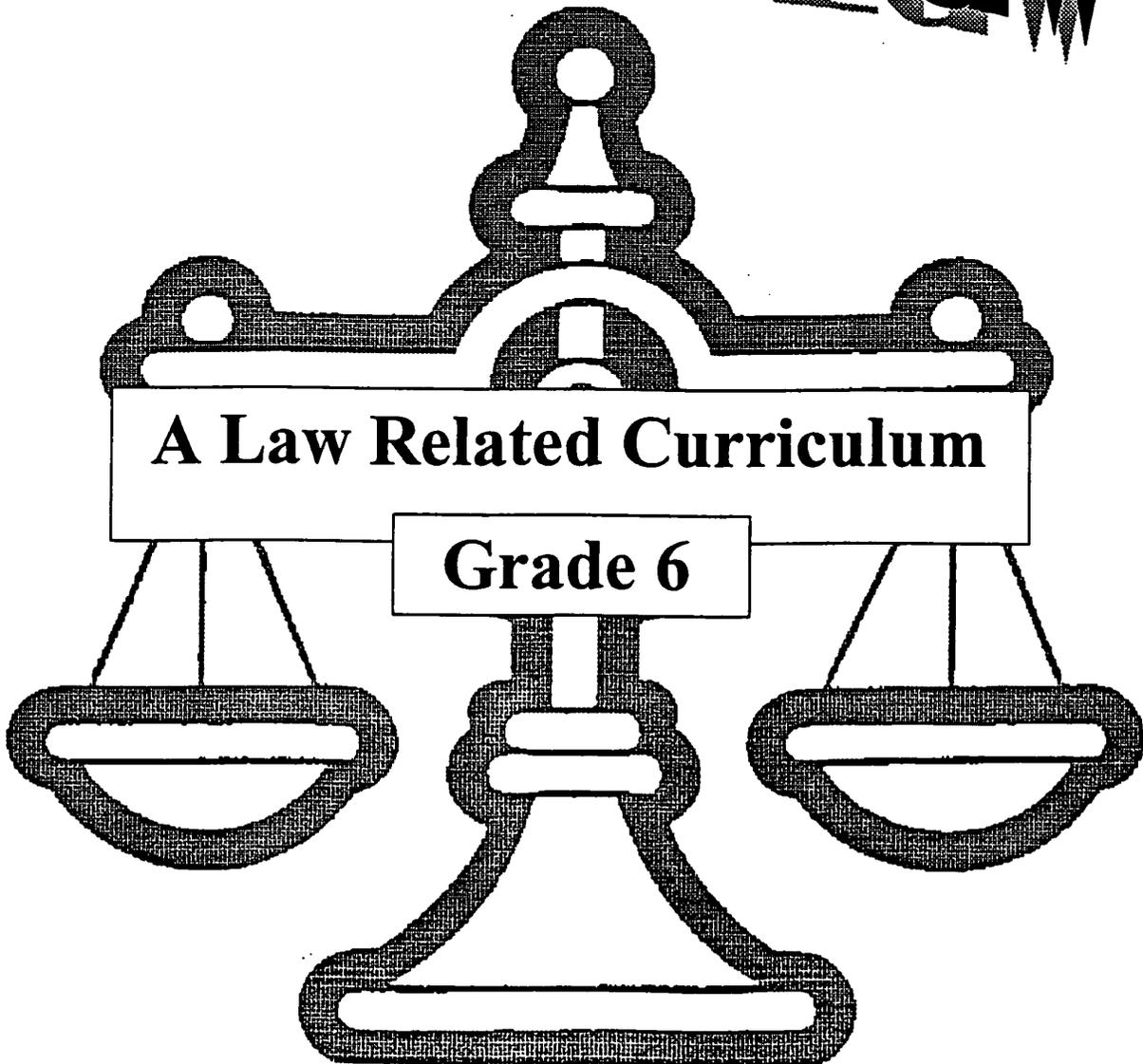


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COMMUNITY SCHOOL DISTRICT 18
BROOKLYN, NEW YORK

It's The Law



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INTRODUCTION

It is the purpose of law-related education to provide students with ... "opportunities to develop the knowledge and understanding, skills, attitudes and appreciation necessary to respond effectively to the law and legal issues in our complex and changing society" (U.S. Office of Education, 1979).

Research has shown that teenagers who have a knowledge of the law, understand one's rights and the rights of others and are cognizant of the relationships among personal freedoms, our legal system, and the demands of society. It is the hypothesis of the program that these students are more likely to become informed, responsible citizens who will use peaceful methods for solving conflicts.

Attention has been given to providing an interdisciplinary approach, connecting sixth grade social studies and English content areas. The goals of the curriculum are to provide teenagers with active learning and hands on lessons which will lead to an understanding of the law and legal concepts and to teach basic skills in the use of the law, to enhance students' understanding of justice and the implications for public policy, to improve critical thinking and decision making skills, and to encourage civic participation. Topics for study have been selected for their relevance and high interest for intermediate school students. They include:

- Schools and the Law
- Customs and Values
- Peer Pressure
- Environment
- Media

As a culminating activity for this law related curriculum guide, students will conduct mock trials based on legal precedents for the five topics listed above. In preparation for this exercise, students will familiarize themselves with framework for conducting a mock trial and role play sample cases.

Upon completion of this final project, students will have developed an informed respect for the law and a recognition of the role of moral and ethical choices involved in making and following the law.

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MEDIA

Teacher Background

Media is a main channel of communication and clearly impacts on all, especially adolescents. In this unit the students will examine both the positive and the negative effects of media on their lives.

Fact: Media is any of a number of forms or systems of communication including newspapers, television, radio, music, computers, etc.

Fact: Television violence dominates 57% of what our children are watching on TV, including so - called "children shows" geared specifically to a young and impressionable audience.

Fact: In 73% of these violent scenes, the perpetrators go unpunished and 47% of televised violent interactions fail to show the harm to victims, while 58% do not show pain.

- Report from the Attorney General
Dennis Vacco

Canarsie Courier, February 15, 1996

Fact: A recent study found that premium channels like HBO and Showtime are the most violent, with 85% of their programming including some violence, followed by basic cable channels with 59%, and independent television shows with 55%. Broadcast television has the lowest violence level - 44%.

The New York Times - February 7, 1996

Fact: The Supreme Court acknowledges that "one man's vulgarity is another man's lyric", which is why the constitution leaves matters of taste and style so largely to the individual.

Fact: The American Library Association noted 760 challenges last year to school and public library materials.

At the end of this unit, the students will have a greater understanding of the media. They will have thoroughly examined the media, its laws, regulations and responsibilities, as well as evaluated their own use of the media and its impact on them.

GUIDING QUESTION I: What is media?

Instructional Objective: Students will formulate a definition of media.

Developmental Strategy:

1. Brainstorm the word **media**.

Ask: What comes to mind when you hear the word, media?

Record the answers on a semantic web.

2. Discuss the student responses with the class.
3. Elicit four or five statements about media.
 Examples:
 - Media includes radio, tv, computer, video, newspapers, music.
 - We use the media to communicate news and ideas.
4. Use these statements to develop a working definition of media.
5. Display class definition of media in classroom for duration of the unit.



GUIDING QUESTION II: What is the impact of the media on intermediate school students?

Instructional Objective: Students will record and examine their media use.

Developmental Strategy:

1. In order to survey their media use, students will individually complete a media matrix.

Television	Types of media used	Number of hours per week	Used for school assignment	Used for information	Used for entertainment	Violent or obscene subjects available	Violent or obscene subject selected
Radio							
Computer							
Books							
Magazines							
Comics							
Records, CD, Tapes							
Movies							
Newspapers							

2. Share information in small groups.
3. Report findings in whole class discussion.
4. Note and record relevant trends and findings.



Instructional Objective: Students will evaluate their own media use.

Developmental Strategy:

1. Form six cooperative groups. Each group is responsible for examining and discussing one of the following statements.
 1. Too much of my time is spent on media use.
 2. My media use is time well spent.
 3. Violence and obscenity presented in the media disturb me.
 4. My media use is generally a negative experience.
 5. Advertisements in the media influence me too much.
 6. My racial/ethnic/gender group is well represented in media.
2. Record responses and reasons within groups on the Discussion Web. (Worksheet I)
3. Share group conclusions with the class.

.....

Instructional Objective: Students will determine if a connection exists between media use and actual behavior.

Developmental Strategy:

1. Provide students with the following statements and statistics to read and evaluate.

"On-screen violence is causing our whole society to become numb, desensitized to cruelty toward others."

"Video games provide kids with a release, a way to work out their anger and pent-up emotions."

"Violence has always been a part of human nature. You can't pretend it doesn't exist and movies and TV shows just mirror real life."

READ. October 15, 1993. Volume 4, 5.

2. Read the following statements to the class.

"Aggressive children who have trouble in school and in relating to peers tend to watch more television; the violence they see reinforces their tendency toward aggression, compounding their academic and social failure."

"The contrast between the television "haves" and their own "have not" status can elicit strong desires in youth eager to share in the consumer products shown in programs and commercials. Furthermore, television often demonstrates how these desirable commodities can be obtained through the use of aggression and violence."

Report of the American Psychological Association Commission on
Violence and Youth, Volume 1.

The Cumulative Effects of Viewing Violence

A story in the morning newspaper suggests that some dramatizations of violence can glorify a violent lifestyle and have horrific and sad effects. A 15-year old youth from a small town south of Atlanta shot and killed both parents as they watched TV. His parents had been married 19 years, and the family was perceived by relatives and friends to be "a strong and loving family." Investigators learned that the young man and several of his friends has been excited by the movie video *Natural Born Killers* and had outlined a plan to pattern their lives after its heroes. They wrote notes to each other referring to Mickey and Mallory, the couple in the movie who "killed 52 people in three weeks." The notes they exchanged revealed plans to "kill our parents,... rob a pawn shop, and make our way across the country." "Let's kill 'till we are killed" (Morehouse, 1995).

Could one video have this effect? That doesn't seem likely. Research suggests that it is much more likely that the attraction to violence is a cumulative effect of many hours and many years of television and movie viewing by young people who have built up no critical resistance. According to the American Academy of Pediatrics, the average youth, by age 18, will have viewed 200,000 acts of violence on television (Hendrick, 1995). Piecing together research by doctors, communications specialists, and social scientists provides some insight into the effects of viewing violence.

American Bar Association, 1996.

Discuss the statements with the entire class.

3. Ask each student to determine his/her point of view on whether or not there is a connection between what is portrayed in the media and actual behavior.
4. Conduct individual research, finding additional articles, statistics and information to strengthen the case.
5. Write a persuasive essay defending his/her view.

A **persuasive essay** is nonfiction in which writers strive to make readers accept a certain way of thinking about an issue. Whether or not they are successful depends on how strong their reasons are and what facts they use. (Provide students with copies of Point/Counterpoint and The Trouble with Television, models of persuasive writing, Worksheets II, III.)

GUIDING QUESTION III: How do rules and laws affect use of the media?

Instructional Objective: Students will understand the responsibility of the family to regulate children's media use.

Developmental Strategy:

1. Ask:
"What do you know about censorship?"
Using student responses, create a KWL chart on censorship. Fill in columns 1 and 2.

<u>K</u> now	<u>W</u> ant to know	<u>L</u> earned

2. Elicit a definition of censorship from students (the supervision of morals and conduct.)
3. Ask:
 - Is censorship good or bad?
 - Does anyone have the right to censor a student?
4. Use the following questions to frame a class discussion on family media use.
 1. Who controls media use in your home?
 2. What are the rules governing your media use?
 3. What media are censored in your home?
 4. What responsibilities do parents have regarding their children's media use?
5. Complete the L column of the chart.

.....

Instructional Objective: Students will learn the role of the government in controlling media use.

Developmental Strategy:

1. Read and discuss the following article that explains the freedoms that every American is entitled to.

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press."

These are the opening words of the First Amendment to the Constitution, part of the Bill of Rights. They mean that, as a citizen of the United States, you have the right to speak, write, and think what you wish. Many nations of the world do not guarantee these basic human rights.

Over the years, questions have been raised about the boundaries of freedom of expression. "Expression" means communication of information. It can be through speech, writing, art, film, or any other way, including symbolic speech, such as wearing an arm band or other symbol. The Supreme Court recognizes some limits to expression. It does not consider obscenity, libel, "fighting words" (that could start a riot), and statements that endanger the public safety to be protected by the law. These are not the kind of free speech - the open sharing of political and other views- that the founders believed was necessary to the survival of a democratic republic and thus in need of protection.

Since the mid-1980's, concern has grown over the lyrics in rock and rap music. Some parents were shocked to hear their children listening to songs that glorify violence, drugs, suicide, and alcohol abuse.

2. Provide students with information about instances when their freedom might be limited.

- Many parents consider the violence in "Mortal Kombat II" to cause destructive behavior. Many other people think that the game is an enjoyable way to relax.
- The movie, "The Money Train", depicted a scene where young people firebombed a subway token booth. Many people feel a movie cannot influence people to commit a crime. Several weeks later, a token booth in New York City was firebombed.
- Snoop Doggy Dog's Rap Music has been interpreted by some people to call for the killing of policemen. Mrs. Gore, the Vice President's wife, has called for laws to limit the lyrics of this type of music.
- **Banned Books**

Some books censored have included: *Huckleberry Finn*, by Mark Twain; Anne Frank's *Diary of a Young Girl*, *In the Night Kitchen*, by Maurice Sendak (a picture book for children); *Making It with Mademoiselle* (a pattern book for dressmaking students published by *Mademoiselle* magazine); *The Autobiography of Ben Franklin*; *To Kill a Mockingbird*, by Harper Lee; *Animal Farm*, by George Orwell; *Great Expectations*, by Charles Dickens; *King Lear*, by Shakespeare; *The Red Badge of Courage*, by Stephen Crane; *A Separate Peace*, by John Knowles; and *Little Black Sambo*. Interestingly, *Fahrenheit 451*, the classic book

by Ray Bradbury, which has also been censored, is an allegory about book banning in a repressive society. The title refers to the temperature at which paper ignites and burns.

● **Rap**

Gangsta's Paradise
by Coolio

As I walk through the valley of the shadow of Death, I take a look at my life and realize there's nuttin left.
Cause I've blastin' and laughin' so long, that even my momma thinks my mind is gone.
But I ain't never crossed a man that didn't deserve it.
Me be treated like a punk - you know that's unheard of.
Too much television watching got me chasing dreams
I'm an educated fool with money on my mind.

3. Discuss the above information and investigate the methods of censorship developed by the government (v chip, x-ratings, book banning, music warning labels).
4. Read **Newsday** article by a fourteen year old and write him a letter, either supporting or opposing his position. (Worksheet IV)

.....

Instructional Objective: Students will understand that foreign countries have different views on censorship.

1. Research countries outside the United States to determine student exposure to the media.
2. Select an eastern hemisphere country for research. The following information should be obtained from newspapers, periodicals and/or databases and recorded on a class chart.
 - Name of Country
 - Media available to students
 - Rules and laws regulating use
 - Penalties for violations

(**Teachers' Note:** Encyclopedias have limited information on this topic. Daily newspapers often carry relevant articles. See Worksheet V for examples.)

3. Review the information on the chart and make comparisons between United States and other countries.



Worksheet I

A Discussion Web

		Reasons	
	No		Yes
		Conclusion	

Point/Counterpoint:

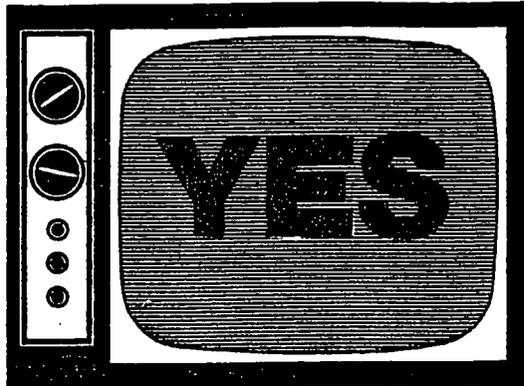
Two students debate this question.

I think TV is really bad for kids. It turns them into cabbageheads. I know some kids who come home from school and watch TV for five or six hours—one dumb program right after another. Some kids know the characters on tele-

vision better than the people in their own families. An article in *The New York Times* reported that when families give up television they often try to fill that time with games and family activities. They also do a lot more talking together. Television makes strangers out of people and that's one reason why it's bad.

Child psychologists have discovered that a lot of kids watch TV to escape their own problems. Well, I think I've done that myself. Once I failed a math test and felt bad about it. I watched television for six hours that night and didn't have to think about my test. It didn't make me feel any better, though, because when you're escaping your problems like that, you're not solving them.

Another bad thing about television is that there is too much violence. In 1967, psychologist George Gerbner started the Gerbner Violence Count, which is now done every year. Year after year he found violence in eighty percent of Saturday



evening TV shows. He figured that by the time a kid is fifteen years old, that kid will have watched harm being done to about 13,000 people.

It's easy to get the idea from watching television that the way to

settle anything is with a gun or a fist. In 1972 the U.S. Surgeon General's Committee found that watching violent programs was linked to aggressive behavior in kids. Police around the country have often reported violent crimes that are similar to those shown on TV the week before.

Another bad thing about television is that it takes time away from reading. I looked up a survey of over 500 fourth and fifth graders and learned that most kids would rather watch the boob tube than read books of any kind. Maybe television watching is one reason why there are so many poor readers. Many teachers think so. I think that is too bad because reading is always better than watching television. Reading allows you to use your own imagination, but watching television only tunes you into someone else's. Rather than watch TV, try reading a book, playing a sport, or just being with your friends and family. Television is for watchers. Be a doer.

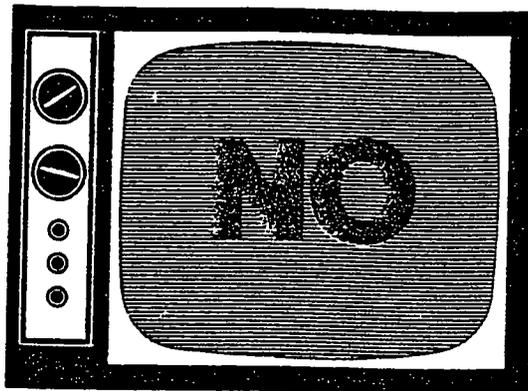
IS TV BAD FOR KIDS?

Which side are you on?

At our house, we like to watch television together, and I think this is the best way to watch it. We comment on the shows and laugh and joke about them, too. We often disagree about what is good or bad in a show and so have some pretty lively arguments. Watching television by yourself can be pretty lonely, but watching it with your family lets you discuss a lot of important things you might not talk about otherwise.

Of course, a lot of parents worry about what kids see on television. There's too much violence, they say. Well, kids are not influenced by it as much as some parents think. A team of British psychologists reported that the child who showed violent behavior after watching TV was the child who had *already* shown signs of such behavior. Also, some psychologists think television violence carries over into kids' play but not into the way they act in the real world. Most kids I know don't believe everything they watch on TV. They know it's not real life.

One good thing about TV is that it offers good information for kids. Catherine Storr, a well-known child psychologist, has two daughters, one who grew up with



TV and one who didn't. The daughter who grew up watching TV knew more about the world around her. She read books her sister would never have tried because she'd seen TV shows that were based on them.

Many librarians say that children's demand for books has increased since television began because it makes kids curious. They want to look up things in books for more details. I know I've learned a lot by watching TV. For instance, there was a show on the other night about Henry the Eighth. The next day I got a book out of the school library about him. I can learn a whole world of things just by changing the channels. TV gives me sneak previews of the world of grown-ups, too.

Another good thing about television is that it helps you relax. A lot of adults don't realize how tense a kid's world can be. Watching TV for a short while gives a kid relief from all the thinking done in school and later during homework.

If you didn't know when to stop eating, you'd get pretty flabby. Well, it's the same with TV. You have to know when to turn it off so your brain doesn't get flabby! Television is just another tool in our hands, a tool we have to learn how to use.

Worksheet III

The Trouble with Television

Robert MacNeil

It is difficult to escape the influence of television. If you fit the statistical averages, by the age of 20 you will have been exposed to at least 20,000 hours of television. You can add 10,000 hours for each decade you have lived after the age of 20. The only things Americans do more than watch television are work and sleep.

Calculate for a moment what could be done with even a part of those hours. Five thousand hours, I am told, are what a typical college undergraduate spends working on a bachelor's degree. In 10,000 hours you could have learned enough to become an astronomer or engineer. You could have learned several languages fluently. If it appealed to you, you could be reading Homer¹ in the original Greek or Dostoevski² in Russian. If it didn't, you could have walked around the world and written a book about it.

The trouble with television is that it discourages concentration. Almost anything interesting and rewarding in life requires some constructive, consistently applied effort. The dullest, the least gifted of us can

achieve things that seem miraculous to those who never concentrate on anything. But television encourages us to apply no effort. It sells us instant gratification. It diverts us only to divert, to make the time pass without pain.

Television's variety becomes a narcotic,³ not a stimulus.⁴ Its serial, kaleidoscopic exposures force us to follow its lead. The viewer is on a perpetual guided tour: thirty minutes at the museum, thirty at the cathedral, then back on the bus to the next attraction—except on television, typically, the spans allotted are on the order of minutes or seconds, and the chosen delights are more often car crashes and people killing one another. In short, a lot of television usurps one of the most precious of all human gifts, the ability to focus your attention yourself, rather than just passively surrender it.

Capturing your attention—and holding it—is the prime motive of most television programming and enhances its role as a profitable advertising vehicle. Programmers live in constant fear of losing anyone's attention—anyone's. The surest way to

1. **Homer** (hó' mār): Greek epic poet of the eighth century B.C.

2. **Dostoevski** (dós' tó yef' skè): Fyodor (fyó' dór) Mikhailovich (mí khí' ló vich) Dostoevski (1821-1881), Russian novelist.

3. **narcotic** (nār kát' ik) n.: Something that has a soothing effect.

4. **stimulus** (stím' yə ləs) n.: Something that rouses to action.



AFTERNOON TELEVISION
Maxwell Hendler
The Metropolitan Museum of Art

avoid doing so is to keep everything brief, not to strain the attention of anyone but instead to provide constant stimulation through variety, novelty, action and movement. Quite simply, television operates on the appeal to the short attention span.

It is simply the easiest way out. But it

has come to be regarded as a given, as inherent⁵ in the medium itself: as an imperative, as though General Sarnoff, or one of the other august pioneers of video, had be-

5. inherent (in hir' ont) *adj.*: Natural.

queathed to us tablets of stone commanding that nothing in television shall ever require more than a few moments' concentration.

In its place that is fine. Who can quarrel with a medium that so brilliantly packages escapist entertainment as a mass-marketing tool? But I see its values now pervading this nation and its life. It has become fashionable to think that, like fast food, fast ideas are the way to get to a fast-moving, impatient public.

In the case of news, this practice, in my view, results in inefficient communication. I question how much of television's nightly news effort is really absorbable and understandable. Much of it is what has been aptly described as "machine gunning with scraps." I think its technique fights coherence.⁶ I think it tends to make things ultimately boring and dismissable (unless they are accompanied by horrifying pictures) because almost anything is boring and dismissable if you know almost nothing about it.

I believe that TV's appeal to the short attention span is not only inefficient communication but decivilizing as well. Consider the casual assumptions that television tends to cultivate: that complexity must be avoided, that visual stimulation is a substitute for thought, that verbal precision is an anachronism.⁷ It may be old-fashioned, but I was taught that thought is words, arranged in grammatically precise ways.

There is a crisis of literacy in this country. One study estimates that some 30 million adult Americans are "functionally illiterate" and cannot read or write well enough to answer a want ad or understand the instructions on a medicine bottle.

⁶. **coherence** (kó hir' óns) n.: The quality of being connected in an intelligible way.

⁷. **anachronism** (ə nak' rə niz'm) n.: Anything that seems to be out of its proper place in history.

Literacy may not be an inalienable human right, but it is one that the highly literate Founding Fathers might not have found unreasonable or even unattainable. We are not only not attaining it as a nation, statistically speaking, but we are falling further and further short of attaining it. And, while I would not be so simplistic as to suggest that television is the cause, I believe it contributes and is an influence.

Everything about this nation—the structure of the society, its forms of family organization, its economy, its place in the world—has become more complex, not less. Yet its dominating communications instrument, its principal form of national linkage, is one that sells neat resolutions to human problems that usually have no neat resolutions. It is all symbolized in my mind by the hugely successful art form that television has made central to the culture, the thirty-second commercial: the tiny drama of the earnest housewife who finds happiness in choosing the right toothpaste.

When before in human history has so much humanity collectively surrendered so much of its leisure to one toy, one mass diversion? When before has virtually an entire nation surrendered itself wholesale to a medium for selling?

Some years ago Yale University law professor Charles L. Black, Jr. wrote: "... forced feeding on trivial fare is not itself a trivial matter." I think this society is being force fed with trivial fare, and I fear that the effects on our habits of mind, our language, our tolerance for effort, and our appetite for complexity are only dimly perceived. If I am wrong, we will have done no harm to look at the issue skeptically and critically, to consider how we should be resisting it. I hope you will join with me in doing so.

At 14, I Can Censor My Own Computer

By Mark Mentovai

LET ME introduce myself. I'm called Moxie on the Internet. I'm 14 and I work, play and learn on the Internet. Now I'm going to tell you what I think about censorship. Especially on the 'net.

My parents have always told me to be myself. Over the years, they have stopped looking over my shoulder and have trusted me to do what I feel is the right thing.

My teachers have always told me to express my own ideas and not others'. In elementary school, I had to be led by the hand a bit. But now, in high school, my teachers simply give the assignment and the due date. I have the responsibility of getting the completed work in on time.

My bosses also trust me to do my job. They hired me to contribute "technical support" for their Internet service provider, and I do the job without them hovering over me. I guess I live up to their expectations, even though I am relatively young. I'll bet most kids would be able to rise to the occasion if given the chance.

Why is it, then, that government officials want to tell me that everything I do should be watched by them? The Communications Decency Amendment to the Telecommunications Regulation Bill, passed by Congress last month, is supposedly designed to "protect" kids under 18.



Mark Mentovai is a Mer-
rick ninth grader.

It is intended to sanitize cyberspace.

This law would allow the government to begin looking over my shoulder the second I send an electronic message to my uncle in Connecticut, post a message for anyone interested in "The Simpsons" or use my computer to "talk" to people around the world. It's an attempt to keep the Internet "safe" from those who try to lure youngsters into questionable situations or involve them in pornography.

But it's the parents' job to tell their children what's right and what's wrong. My folks tell me: "Stay away from the shady stuff!" But the government is acting like an overprotective parent. Kidnaping and pornography happen rarely on the 'net.

Maybe government officials are making such a big deal about the Internet because it's such a new tool. But responsible parents tell their kids, "Don't talk to strangers." When kids get curious, parents teach them that skin magazines are a "no-no." I assume parents would apply these teachings to the vast cyber-world. Concerned parents would tell their children, "Don't type to strangers."

By passing this restrictive law, the government would clearly be violating everyone's right to privacy and free expression. What it is trying to do would be the equivalent of placing camcorders in every room of your house, so that someone would always have the opportunity to watch everything you do, saying that it is "for safety reasons." How safe does that thought make you feel?

But when these "big-government" restrictions do become law, there will be no possible way for the overseers, no matter how hard they try, to monitor every corner of every

computer. One of my Internet books, a year old, reported a total of more than 5,500 newsgroups or areas where people can post public messages for discussion. And, in the short time since it was published, that number has drastically increased. Every one of these newsgroups has countless people posting messages every single day. You can see how impossible it would be for any organization to monitor such an enormous population. And that's only one part of the Internet. There are many more services used by netizens: Internet Relay Chat, the World Wide Web, file servers, electronic mail and the on-line games. It would be impossible to monitor every one of these areas.

Why can't the government view the Internet as fairly as it does television? The portion of the bill that requires television sets to have the V-Chip, a device that permits the blocking of certain televised material, allows parents, not the government, to decide what is appropriate for their children to watch. Some products available for computers allow parents to block offensive web pages and vulgar text from their children's eyes. It seems that the Internet provokes overkill, and that's only because many people aren't yet comfortable with it. I'm really comfortable with it.

There's no reason for the government to consider taking such drastic precautions. I know enough to stay away from the areas of the Internet in which something might happen to jeopardize my safety. Unless you were brought up by wolves, this is probably the way you feel.

Finally, there is one phrase every one should know: Big Brother is watching. Of course, this time Big Brother is real — not just fiction.

More Journalists Jailed, but Fewer Are Killed

By IVER PETERSON

Journalists were imprisoned in record numbers around the world last year, according to an annual survey released yesterday in Washington. The report, by the Committee to Protect Journalists, a nonprofit organization based in New York City, noted 182 journalists in prison because of their work at the end of 1995, compared to 173 the preceding year. The 1995 figure is the highest since the committee began its annual tally in 1986. The number of journalists killed in

war or by the authorities dropped to 51 last year from 72 in 1994, the report said. Most of those were slain, the committee said, while many others died accidentally while covering wars or rebellions.

Turkey had the highest number of journalists in jail, 53, while Algeria, where Islamic militants battling the Government have begun to target civilians, led the world in journalists' deaths with 24.

Most of the Turkish reporters in jail ran afoul of the Government in accounts of Ankara's efforts to suppress the Kurdish separatist movement, the committee said.

"Turkey surpasses such totalitarian regimes as China and Syria in its willingness to throw journalists in jail," said Kati Marton, chairwoman of the committee. "The new Turkish Government should demonstrate its commitment to democracy by releasing our imprisoned colleagues."

Ms. Marton urged the new coalition to abolish Turkish statutes, like the Antiterrorist Law, that are used to suppress the press.

William A. Orme Jr., executive director of the committee, made plain that his group applies its pressure not only where it sees the greatest need, but where the chances of re-

form are greatest. "We can be much more active in Egypt than in Saudi Arabia," he said.

According to the committee, the Turkish antiterror law was used to convict Isik Ocak Yurtcu, the editor of a pro-Kurdish daily, Ozgur Gundem; in December 1994 for publishing "separatist propaganda." He remains in prison.

After Turkey, the countries with the highest number of imprisoned journalists were Ethiopia, with 31; China, with 20, and Kuwait, with 18. In those countries journalists reporting on civil war or religious strife are imprisoned under laws that forbid hate speech, the committee report said, "as if their reporting were the cause and not the consequence of

those conflicts."

Other journalists have angered certain authoritarian rulers, the committee said. According to the report, two Ivory Coast reporters for an opposition paper, La Vole, were sentenced in December 1995 to two-year terms for suggesting in print that President Henri Konan Bedie's attendance at an African soccer championship had brought the Ivory Coast team bad luck.

The largest group of reporters killed on the job after Algeria were the 45 who died covering fighting last year in the former Yugoslavia. Reporters also died in Colombia, mostly for reporting on drug trafficking, in Tajikistan and in the Philippines.

For Japanese fans, 'X' marks the spot

By SETH SUTEL

TOKYO — Every Wednesday night at 8, people across Japan eagerly await visitors from America — mainly space aliens, mutant monsters and deranged killers with psychic abilities.

They beam into Japanese homes thanks to America's leading supernatural horror show, "The X-Files," which has become the first foreign TV series in years to make it big in prime time here.

About 15 percent of all households holds tune in every week, a good showing for the competitive "golden time" evening hours. In a spinoff, eight publishers have been cranking out books to satisfy fans of "Ekksu Firu," as the show is known in Japanese.

Some attribute the show's success to a Japanese fascination with un-

explained phenomena that has been heightened by uneasiness left over from last year's earthquake and poison gas attack.

But others see the success of "The X-Files" — starring Gillian Anderson and David Duchovny as FBI agents specializing in the paranormal — as part of an emerging demand for fresh, high-quality programming from abroad that seems sure to grow as cable, satellite and other TV delivery systems spread.

"The transfer of popular culture from the United States via mass media is much faster now," says Kazuhiro Nozawa, editor of TV Guide, Japan's biggest television magazine. "People want to keep up with what's popular in America."

The slick production and special effects on major U.S. dramas like "The X-Files" also stand up well in Japan, where the visual fare is heavy with low-budget clunkers like quiz and variety shows, greasy-haired crooners and mass-produced samurai dramas.

U.S. shows have been playing in Japan for years, but they usually appeared very late at night and



"The X-Files," starring Gillian Anderson, has become the first U.S.-made TV drama in years to make it big in prime time in Japan.

in fashion in the United States, like "Kojak" and "Ben Casey."

A handful, including "Columbo" and "Perry Mason," have had incredible staying power and are

Salmon Rushdie, an author from India, wrote a novel entitled Satanic Verses. Some Muslims considered the book offensive to their religion. The religious leader of Iran, a Moslem country, called for Rushdie's execution. Rushdie has been in hiding for the last seven years.

PEER PRESSURE

Teacher Background

One of the most difficult parts of growing up is the same today as it has been for years - coping with peer pressure. Positive peer pressure can work toward developing a teen's recognition of right and wrong. Negative peer pressure, the kind we most commonly associate with the concept, can be devastatingly corruptive. The desire to be included is one of the basic drives of human personality; young people often find themselves torn between what their peer group says or does and what they feel or have been taught is right. This unit will explore how teenagers handle peer pressure and what alternatives are available to them.

Fact: A **Weekly Reader** national survey on drugs and drinking noted that over half of sixth graders report peer pressure to drink beer, wine or liquor and one out of every three sixth graders says he/she feels pressured to use marijuana.

Fact: More than seven in ten teens in high crime areas say that gangs play a big part in their neighborhood, and two in three say most neighborhood youngsters look up to gang members.

Fact: 78% of all teenagers surveyed say gangs are "violent and destructive" and only one in four nationally look up to gang members.

Fact: Three out of four club alumni stated that their Boy's Club experiences helped them to avoid difficulty with the law. The club's strong record of positive involvement with children at particular risk - those in declining neighborhoods and in public housing - was a key factor.

Louis Harris and Associates Poll
January 11, 1996

At the end of this unit, students will recognize how they are affected by peer pressure and how their need for a sense of connection, belonging, and self-definition can be met in positive ways.

GUIDING QUESTION I: How do teenagers react to conformity?

Instructional Objective: Students will investigate dress codes.

Developmental Strategy:

1. Develop a class list of fads and styles of dress currently favored by teens.
2. Distribute copies of three cartoons. (See Worksheets I, II, III.) Ask students to respond to the following questions:
 - How do the three cartoonists view teen dress and style?
 - What is their message? (Teens generally prefer to dress alike.)
 - What is your response?

3. Examine public opinion concerning uniforms for public school students by reading current articles (see Worksheets IV, V, VI).
4. Survey friends and neighbors, noting opinions on uniforms and rationale for opinions.
5. Create a fact sheet about uniforms in public schools, listing the number of respondents, their opinion, pro or con, and the reasons for their response.
6. Conduct a class meeting to discuss personal opinions on dress codes.

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Instructional Objective: Students will examine the limits of freedom of dress in a school setting.

Developmental Strategy:

1. Read First Amendment to class and discuss language and intent. Ask the meaning of "freedom of expression."

Congress shall make no law... abridging [limiting] the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition [ask] the government for a redress of grievances [to correct wrongs].

Freedom of speech, freedom of the press, freedom of assembly, and freedom of petition are all part of the right to freedom of expression protected by the First Amendment. It is important to understand that this Amendment limits the powers of Congress. It prevents Congress from placing unreasonable and unfair limits on freedom of expression. That is why the Amendment begins with the phrase, "Congress shall make no law...."

2. Discuss freedom of expression in the schools. Ask:
 - How can students demonstrate the right to freedom of expression in the schools?
 - When should students' freedom of expression be limited?

The Court said that students do not give up their "constitutional rights to freedom of speech or expression at the schoolhouse gate." Freedom of expression should be protected unless it clearly violates other important rights and interests such as the "school's work or the right of students to be secure and to be let alone."

3. Distribute New York State Education Department dress code and excerpts from "Uncool For School." for students to read. (See Worksheet VII.) Discuss reactions with class.

4. Complete, You Be the Judge. (See Worksheet VIII.) Decide which activities would be protected by First Amendment. Justify your conclusions.

GUIDING QUESTION II: What influence do teenagers have on their peers?

Instructional Objective: Students will be able to identify and describe peer pressure.

Developmental Strategy:

1. Ask the class:

"If pressure can be defined as a force or influence that cannot be avoided and a peer is one of equal standing with another, what is peer pressure?"

2. Write all reasonable responses on the board. Develop a class definition of peer pressure through consensus. Ask students for examples of peer pressure.
3. Distribute copies of the following questions to each student.
 - To what extent am I influenced by peer pressure?
 - Who exerts pressure on me?
 - How do I respond to peer pressure?
 - When and where am I most likely to feel peer pressure?
 - Where does it originate (a cool kid, older sibling, the media)?
 - Is peer pressure always bad?
4. Separate students into groups of four. Give each student the opportunity to speak to the group on any or all of the questions without interruption.
5. Provide additional time for members of each group to discuss each other's responses and cooperatively develop a statement describing their feelings about peer pressure.
6. Post the statements in the room as group member(s) explain the importance to class.

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Instructional Objective: Students will measure and analyze the degree to which peer pressure affects them.

Developmental Strategy:

1. Distribute survey to be completed by each student anonymously. (See Worksheet IX.)
2. Tally results of survey, indicating the number of students unaffected by peer pressure, and the percentage of students influenced to participate in each activity.

3. Analyze the results, noting situations when pressure was most and least influential.

Ask:

- Are teenagers more motivated to participate in positive or negative activities through peer pressure?
- Why do some teenagers handle peer pressure better than others?
- What other pressures influence a teenager's decision making?

4. Read each "Dear Abby" letter and write a response. (See Worksheet X.)

5. Set up a class Dear Abby Box where students can write Dear Abby letters expressing an individual problem and seek advice. Classmates can offer written advice.

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Instructional Objective: Students will find creative ways to express resistance to negative peer pressure.

Developmental Strategy:

1. Teacher will introduce the four step technique for dealing with pressured situations.

- Ask questions/find out what's happening/what's the problem.
- Think about the consequences.
- Make your own decision - find an alternative.
- Get away from the trouble.

2. Students will demonstrate comprehension of the process by completing one of the following projects, incorporating one of the seven multiple intelligences.

- Linguistics - Poem/story/essay/advertisement
- Logical, Mathematical - a student designed survey
- Spatial - a story board, cartoons, advertisement
- Body Kinesthetic - Pantomime
- Musical - a song, musical composition
- Interpersonal - role play
- Intrapersonal - interview, peer mediation

(All of the above can be done cooperatively or on an individual basis.)



GUIDING QUESTION III: How are teenagers affected by joining youth groups?

Instructional Objective: Students will investigate why teenagers join youth groups.

Developmental Strategy:

1. Ask: What comes to mind when you hear "Youth Group"? Note responses on semantic web.
2. Read current information from Worksheet XI.
3. Discuss the youth groups identified on web and worksheet. Determine what makes one group different from another.
4. Develop a chart listing different types of youth groups, their attraction to teenagers, and whether these groups have a positive or negative effect on teens.

Organization	Attraction	Positive	Negative

.....

Instructional Objective: Students will draw conclusions about membership in gangs.

Developmental Strategy:

1. Collect and analyze data on gang membership using Worksheet XII. Answer questions.
2. Read excerpts from personal narratives of gangs members (Worksheet XIII.)
3. Interview gang members in your school/neighborhood.
4. Discuss information in small groups.
5. Cooperatively develop a set of conclusions about gang membership. Include the following:
 - What are reasons for joining gangs?
 - Why are gang memberships growing?
 - Why do most members belong for a short period of time?
 - What causes the members to leave?

- How are teenagers affected by joining gangs?
- Are gang members treated differently when:
 - applying for school, work, positions of responsibility?
 - seeking new friendships?

6. Utilizing all the information that has been learned, write a description of a typical day in the life of a gang member.

.....

Instructional Objective: Students will investigate a unique type of gang.

Developmental Strategy:

1. Read the biographical sketch of Curtis Sliwa, who grew up in the District 18 community. (See Worksheet XIV).

Ask:

- What do you know about the Guardian Angels, the youth gang founded by Curtis Sliwa?
- What do you want to know?

Record responses on a K W L chart.

<u>K</u> now	<u>W</u> ant to know	<u>L</u> earned

2. Provide students with descriptive information on the Guardian Angels (See Worksheet XV) and the following quotes:

"On a quiet dark street, on a subway late at night or in a dangerous situation of any kind, to see a Guardian Angel is to feel that you are safe."
David N. Dinkins
Former Mayor of New York

"The Guardian Angels help communities organize neighborhood safety patrols, and speak to elementary, junior high, high school and college students about the dangers of drugs and gangs, ways to resist peer pressure, and the importance of staying in school. The Guardian Angels respond to the changing needs of the community."

Mayor Rudolph Giuliani

"When our communities had a serial rapist loose the Guardian Angels were there to protect the women. When we protested to the opening of porno stores the Guardian Angels were there to protect our children. And when there was rioting in Crown Heights the Guardian Angels, were there to protect the Jews. They are all menshes."

Alan Hevesi

Controller City of New York

3. Complete the L column on the chart.
4. Ask students:
 - How would you describe the role of the Guardian Angels?
 - How do the Guardian Angels differ from most youth gangs?

Record answers on a comparison chart.





Signe Wilkinson
 Philadelphia Daily News
 Cartoonists & Writers Syndicate

Worksheet I

It's The Law Program
 1995-1996

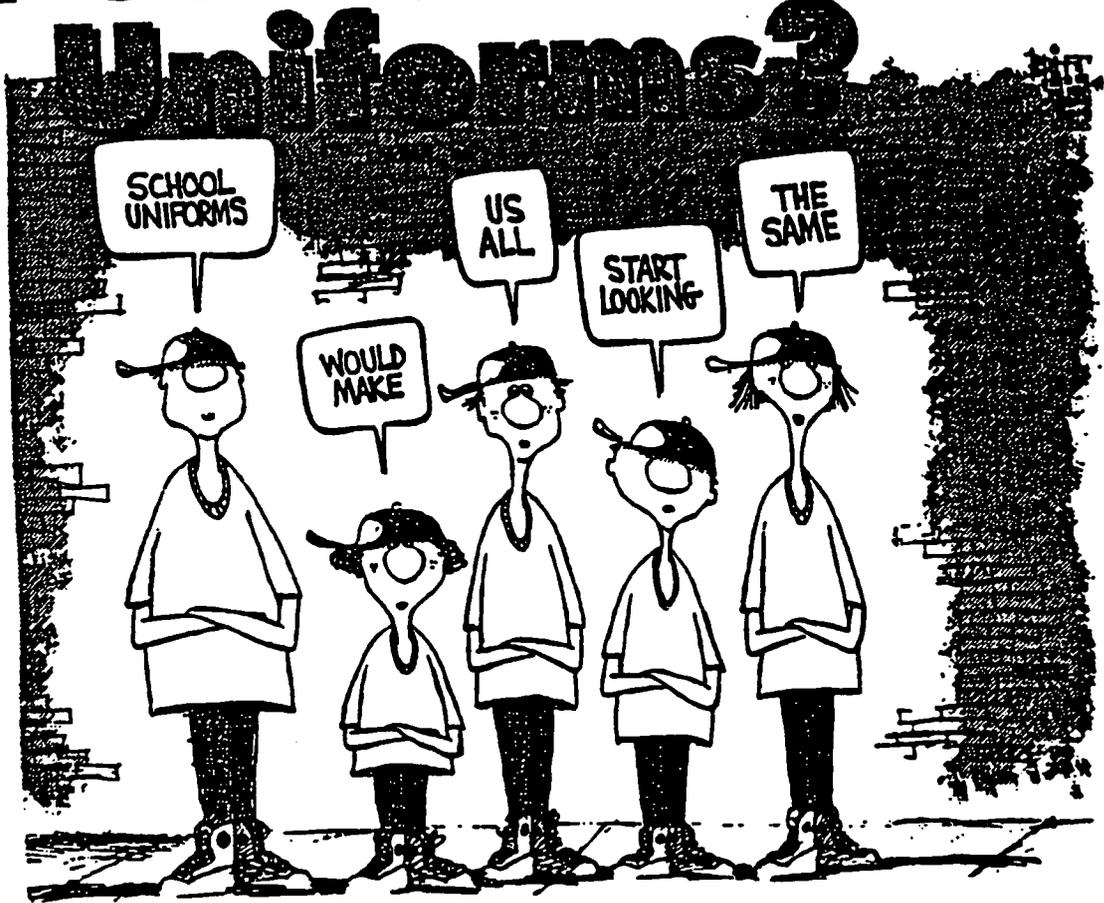
Community School District 18
 755 East 100 Street
 Brooklyn, New York 11236

Worksheet II



Worksheet III

Public Schools Uniforms?



Worksheet IV

A KIDS' VIEW

President Clinton suggested in his State of The Union Address recently that kids should perhaps wear uniforms to school. He added he thought that would decrease crime in the schools. There would be no more shootings or stabbings he said, to get someone's designer jacket.

Michael Golden's sixth graders talked with Rosemary Skapley, Kidsday editor about whether or not they believed that would help solve crimes in school.

When first approached with this idea, most kids said "no way." How else can you be an individual except to dress a little differently than the person sitting next to you? Fifteen percent of the kids could not deal with it. The rest looked around the room and decided that they mostly were all dressed the same. Eighty percent of the kids in the class had on outfits, excluding shoes, that cost around \$40. The scene was mostly sweatshirts, khaki pants, jeans, and other casual clothes. But fifty percent of kids had shoes that cost more than

\$60. Classmate **Alfredo Ok** was voted spontaneously as the best dressed. He said, "My mom picks out my clothes. I don't care what I wear. I don't even have a favorite outfit." **Alfredo** also added he wouldn't mind wearing the same outfit as the rest of his classmates.

Most kids couldn't disagree with him more. **Derek Siskin** said, "I don't think kids could deal with it." **Matthew Newman** said, "It would ruin the clothes industry." But **Corey Horn** thought differently, "Shirt companies would do very well. White shirts for example, would all of a sudden become very expensive."

Amy Greengrass said, "My cousin in California goes to a public school. This year they have a dress code. Girls wear a white shirt and a black jumper; boys wear a white shirt and black pants. She said they are not ugly, so she doesn't care. But when she gets home the first thing she does is change clothes."

Lila Cardell said, "Perhaps designer clothes will become cheaper because the demand won't be as great." **Dana Rosenberg**

said, "That's wrong. If kids can only have a few good clothes they will settle for nothing but the best."

Twenty percent of the kids in the room think it would not eliminate kids from stealing other people's clothes. But that same 20 percent of kids said if it helped crime in schools, they would do it." **Dannie Chang** said, "Perhaps they should begin by having a dress code in schools where there is a lot of crime." **Amy Greengrass** said, "The mayor of your community should decide whether or not you need this in your school."

Dannie Chang said, "School is a place to learn, not to show off clothes." **Matthew Newman** said, "If they would give you one dress-down day it might be possible." **Rachel Hawa** said, "Even if you have an uniform they can't make you wear the same socks or jewelry," **Maia Josebachvili** said, "Kids come to school in sweatshirts, jeans and sneakers. It is almost like an uniform." **Lindsay Fox** said, "If kids must do this, so must teachers."

Worksheet V

INQUIRING PHOTOGRAPHER

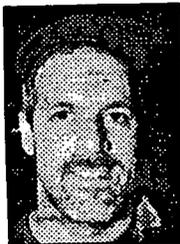
Should children in public schools be required to wear uniforms?



Jason Diaz, 22, Manhattan
"I don't think uniforms are a big issue. Instead of clothing, kids need education."



Janine Floyd, 23, Floral Park, L.I.
"No. Their own clothes are part of their personalities. It's part of their freedom of expression."



Vinny Piazza, 36, Sayreville, N.J.
"No. But they should have certain restrictions as to what kids can and can't wear."



Brian Rathjen, 29, Rockville Centre, L.I.
"I think we should go to uniforms. Having kids wear their own clothes is a distraction."



Sonia Yi, 19, Bayside
"I think so. It would give them responsibility. It would provide a sense of belongingness."



Carrie Alligler, 15, Piscataway, N.J.
"No. I don't think it will help violence in the schools."



Brad Bolton, 31, East Islip, L.I.
"I think kids should put a proper tie on. They should look respectable."



Ishmael Battle, 32, Queens
"Yes. When you have children that have expensive clothes, it causes an inferiority complex to other children. Uniforms make everyone equal."

Worksheet VI

Should Public Schools Require Uniforms?

YES! Uniforms Improve School Safety

School uniforms are needed in public schools. Most important, uniforms improve safety by keeping kids from wearing colors that might provoke local gangs. Uniforms keep kids from wearing expensive clothes, jewelry, or shoes that make them targets for mugging. Uniforms also help identify outsiders on campus.

School uniforms have other benefits as well. If all students wear the same clothes to school, they will not be concerned about what fashion statement they are making. The uniforms create a more equal social atmosphere. Rich and poor, popular and unpopular, white, African American, Asian, and Hispanic—all wear the same outfits. By doing so, teens are better able to focus on what is important: their school work.

Dick Van Der Laan of the Long Beach Unified School District told *JS* that uniforms alone will not solve a school's problems. "But if you look at the uniforms as being an important part of a push for excellence," he says, "you can see where they would be a big help."

NO Uniforms Do Not Help School Safety

School uniforms are the wrong answer to increased gang violence on and near public schools. Gang colors include every color in the rainbow. School uniforms are bound to offend some gangs, just as regular clothes do. Most important, requiring uniforms in public schools does not solve the problem of gangs. Kids join gangs because they feel a need to belong to a group or to find direction that is missing in their lives.

Teens are not dumb. If they can't express themselves through clothes, they will find other ways, such as book bags, makeup, or jewelry. Discipline and academic performance can be improved only through greater efforts by students, parents, and teachers. Thousands of schools across the U.S. have proven that this can be done without dictating every stitch that students wear.

"[Uniforms] send kids the lesson that individuality and freedom of expression are not valued in this country," Phil Gutis of the American Civil Liberties Union told *JS*, "[but] that's what this country is based on." ☆

Worksheet VII

DRESS CODE

The clothing worn by students shall abide by the regulations of the **New York State Education Department**. Questionable clothing will be banned at the discretion of the Principal, or his designee in his absence. The following dress regulations have been established:

- .1 Clothing and accessories shall not interfere with the health or safety of the students.
- .2 Clothing shall not disrupt the educational process.
- .3 Clothing shall not be inappropriate in a public building.
- .4 No provocative or suggestive clothing shall be worn to school.
- .5 Inappropriate clothing includes: beachwear, short shorts, tube tops, spaghetti straps, halters, see-through tops, tank tops, clothing with inappropriate language or graphics.
- .6 All outer wear must be stored in the students wardrobe in homeroom.
- .7 Outer wear includes: coats, jackets, hats, bandannas, gloves, down vests, sunglasses, umbrellas.
- .8 Parents of students who are inappropriately dressed will be called to bring a change of clothing to school for their child.
- .9 Students must wear outer clothing if they choose to go out to the schoolyard **between November 1st and March 31st**.
- .10 Students are permitted to wear sweatpants and a sweatshirt during **Physical Education** classes conducted outdoors.

"Uncool For School"

But for Jermaine, who is known among his friends as "Killer Miller" (he formerly lived in the Linden Houses on Miller Street), the time-honed ritual of adolescent preening includes an unusual variation. As he nears Thomas Jefferson High School, where, he says, he is a better-than-average student, he plunges his fingers into his mouth and plucks out \$400 worth of gold dental caps from his teeth - a bridge of six on the top and eight on the bottom that are inscribed with the letters K-I-L-L-E-R.

At Jefferson High School in Brooklyn, decorative gold caps are banned, as well as a number of other inner-city fashion point that have acquired, in recent years, a prickly reputation for causing trouble. To avoid running afoul of school authorities, Jermaine also removes a rope-thick gold chain from which dangles a medallion in the shape of a marijuana leaf about the size of his palm.

"I think the rules are good," Jermaine said, as he stuffed his beloved teeth, his \$180 chain and gold cannabis into the oversize pockets of his oversize jeans." A lot of people get robbed around here of their coats and chains and earrings."

A virtual laundry list of items have been banned from the seemingly arcane to the profane, including ripped jeans, sneakers with lights in their heels, "excessive" jewelry, some professional sports team jackets with caps, and baggy pants - because they can be used to conceal weapons or drugs. Multi-fingered rings, which can actually be weapons, are also forbidden in many schools.

The masks are sleek, trendy and menacing. Until recently - when the rhythm and blues group, Jodeci wore the masks on a national music awards telecast - the outer-wear was used mostly by winter sports fans and out-door workers braving the cold. The reversible masks, made of synthetic rubber called neoprene and fasten at the back with Velcro. They cover the face from just below the eyes to the neck, and have a nose hole and pin-sized mouth holes.

Marriott - N.Y. Times

Worksheet VIII

You Be The Judge

The following is a list of possible methods by which students might express their freedom of dress. Decide which of these activities would be protected by the 1st Amendment and school policy and which would not. Be prepared to justify your answers.

	Protected	Not Protected
1. A male student wears an earring with a large cross dangling from it.		
2. Male and female students wear tank tops to school on a hot summer day.		
3. A female student wears a skimpy tank top to school exposing her belly button.		
4. Students wear knee length shorts.		
5. Female students wear shorts 8 inches above the knee.		
6. Female students wear see-through blouses.		
7. Male students wear eyeliner.		
8. A male student sports two small gold studs in one of his ear lobes.		
9. Male and female students sport bald heads because they belong to a gang.		
10. Students wearing sandal type shoes.		
11. Girls wearing large earrings and excessive jewelry.		

Worksheet IX

Peer Pressure Pupil Survey

Peer pressure is when people your own age exert an influence on how you think or act.

Directions: Place an X in the box next to each activity you might be influenced to participate in because of peer pressure.

Smoke cigarettes

Disobey parents

Shoplift

Run away from home

Join a club or team

Use alcohol or drugs

Commit murder

Tutor a student

Do volunteer work

Become a candidate for office

Steal a car

Pick on other kids

Cut class

Shave head

Worksheet X

Dear Abby,

My friends think it's fun to steal clothes from department stores. I've gone with them a few times but I'm always scared and afraid I'll get caught. I haven't told them that I feel this way because I don't want to be called a "wusie" or "sissy". I like these friends and want to spend time with them. Will I get into trouble hanging with them? What should I do?

Dear Abby,

At parties my friends drink and smoke. I have to admit I have tried it also. I don't really like it so much but I don't know how to say no. Drinking makes me feel weird. Smoking makes me dizzy. I like to go to parties and I like to have a good time. I like to be included! What do other kids do who have the same problems?

Dear Abby,

A lot of kids in my school go to "hookey" parties. They hang out at a house when the parents work. Last week my mother had to come to school because I was one of the kids who got caught. She also found out that I had cut a few classes. I've been grounded for 2 weeks and have been told to find new friends.

I don't think this is fair. My grades are okay and I don't get into trouble. I like hanging with these people. I told my parents that they can't choose my friends. Who do you think is right?

Worksheet XI

Questions and Answers About Gangs

What Is a Gang?

A gang is a group of people with a unique name and symbols and colors. Gangs generally claim a territory or "turf" as their own - a park, a few city blocks, even an area in a school. Most gangs are involved in some kind of crime, usually drug dealing or stealing, and use violence and killings to enforce rules within the gang and to fight battle with other gangs.

Why do people join Gangs?

Many young people, like Letty, join gangs because they are seeking a sense of belonging and safety. "They join gangs to meet basic needs that aren't being met at home or by the community," says Michele Cahill, director of the Youth Development Initiative in New York City. Of course, life in gangs usually offers anything but safety - thousands of gang members are killed and maimed each year as a result of power struggles within gangs and with other gangs.

Choices - December 1992

So What's the Attraction?

"Why do kids get involved with gangs?" Lanausse asks her class at Intermediate School 164 in Manhattan. "They want to be part of a new family," answers one girl. "Curiosity." "Money." "To get respect." "Sometimes you might be scared of another gang. So you might join your own to protect you."

Experts on gangs agree with all of these answers. But behind each answer, many experts believe, are more **fundamental** (basic) reasons. "Getting involved in groups is a normal part of growing up," says Douglas Benson, activities director at Gang Peace. Gang Peace is an organization in Boston, Massachusetts, that provides recreational opportunities for city youths. "It's the guidance they receive at this point that will make them go positive or negative. There's a number of decisions that these kids have to make at this age and, too often, the parents are working or are absent from home and aren't available to help." What might fill in for the parents? The gang.

From the outside, gangs might look like a substitute for family love or a solution to a problem. But there is always a price. Gangs often use **intimidation** (pressuring with threats) to get what they want, even from their own members. As Aaron Work II, of Hayward, California, puts it: "If you join a gang, sooner or later they're going to make you do something you don't want to do."

That's what happened to Robert Sandifer. Robert was an 11-year-old gang member in Chicago. Last fall, his leader ordered him to carry out a shooting on a rival gang. During the shooting, he accidentally killed a neighbor, 14-year-old Shavon Dean. After a two-day hunt, the police finally found Robert - dead under a bridge. Apparently all the attention around the girl's murder made his gang nervous, so they executed him.

Junior Scholastic

Boys Clubs/Girls Clubs

For more than 130 years, the Boys Clubs of America has been working to prevent juvenile delinquency and develop productive citizens and leaders among our nation's most vulnerable youth. Recently the Boys Clubs of America and the Girls Clubs of America combined and were renamed the Boys and Girls Clubs of America (BGCA). The Clubs provide youth with alternatives to the streets that include activities that develop their sense of belonging, competence, usefulness, and influence. More than 1,100 local Clubs provide activities for 1.4 million boys and girls nationwide. Typically, Club members live in large or medium-sized cities; have three or more siblings; are from minority populations, and have families whose annual income is less than \$12,000.

U.S. Department of Justice

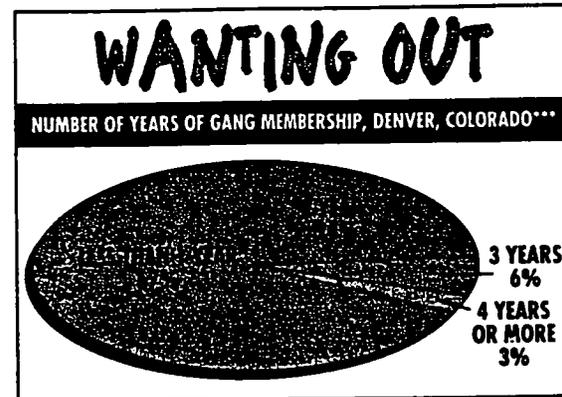
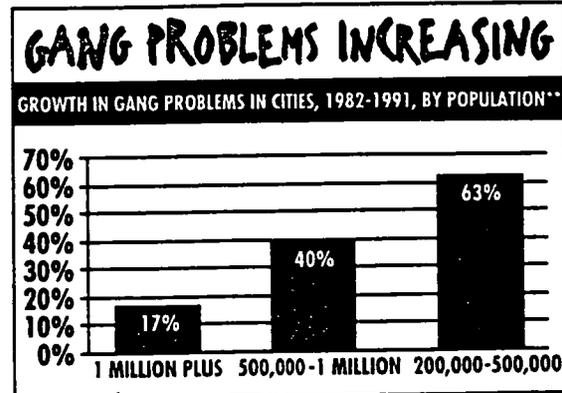
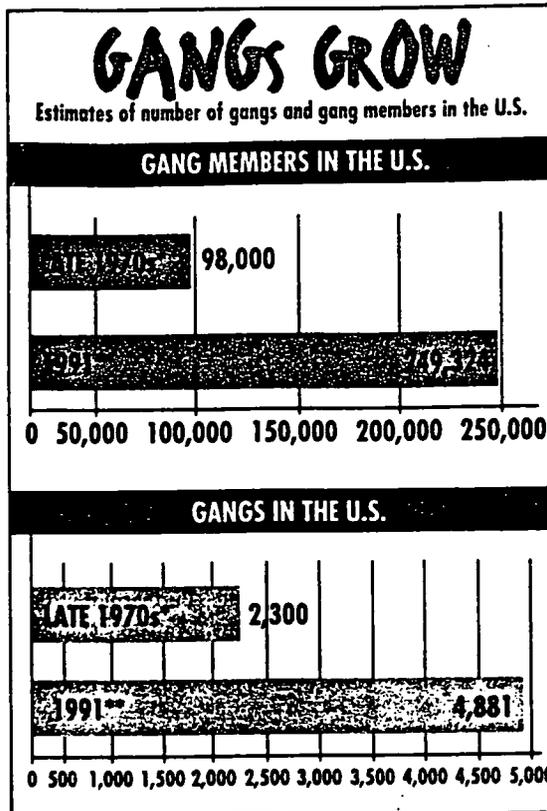
Gangs

Youth are motivated to join gangs to meet the same developmental needs that all youth are seeking - a sense of connection, belonging, and self-definition. In the gang, they hope to find peer friendship, pride, an identity separate from their families, self-esteem enhancement, status, excitement, and the acquisition of resources. The positive social identity they gain from group membership partly depends on the group's perceived status and rank.

Report of the American Psychological Association Commission on Violence and Youth, Vol.I

Worksheet XII

THE GROWTH OF GANGS



Sources: **Crime by Youth Gangs and Groups in the United States, U.S. Department of Justice, 1982. ***National Assessment of Law Enforcement Anti-Gang Information Resources, report to the U.S. Department of Justice, 1993. ****Gangs, Drugs, and Delinquency in a Survey of Urban Youth, Criminology, 1993.

QUESTIONS

Study the graphs, then answer the questions.

1. Between the late 1970s and 1991, the number of gang members increased by about (a) two times; (b) two and a half times; (c) three times.
2. In the same time period, the number of gangs in the U.S. (a) stayed about the same; (b) more than doubled; (c) more than tripled.
3. In 1991, the average number of members per gang was about (a) 50; (b) 75; (c) 100; (d) 500.
4. The graph on the percentage increase in gang problems in

- different-sized cities gives data for (a) 1982; (b) 1982 to 1991; (c) 1991; (d) 1991 to 1993.
5. Gang problems have increased by the largest percentage in cities of how many people? (a) more than 1 million; (b) 500,000 to 1 million; (c) 200,000 to 500,000; (d) fewer than 200,000
6. In 1990, the population of Milwaukee, Wisconsin, was 628,088. If it is close to the average for its category, Milwaukee's gang problems would have increased by (a) 17%; (b) 40%; (c) 63%; (d) cannot tell.
7. What is the percentage change in gang problems for cities

- with fewer than 200,000 people? (a) 17%; (b) 40%; (c) 63%; (d) cannot tell from the graph
8. The study about the length of gang membership reported on (a) all of the U.S.; (b) large cities in the U.S.; (c) one city: Denver, Colorado.
9. That study found that most members belonged to a gang for (a) less than one year; (b) two years; (c) three years; (d) four years or more.
10. The graph showing the length of gang membership suggests that (a) most members like being in a gang; (b) gang membership is very stable; (c) gang membership is constantly changing.

FEBRUARY 10, 1995

**Junior Scholastic
Worksheet XIII**

**I'm done fighting - Himojosa, Maria Crews - HBJ, N.Y. 1995
Personal Narrative #1**

c-roy: We are the Avenue U Boys. All the kids are just friends and hang out on corners and chill. Some people drink beers. A TV reporter called us a gang, but to me it's not a gang. It's all the kids in the neighborhood that I grew up with. To me it was just natural. But then I decided the kids were getting crazy. Recently they just hit a guy in the corner store. Hit him in the face with a bottle, busted his face open, Hit him with a garbage can 'cause the guy wouldn't sell them beer. They do stupid things sometimes. So I decided it was time for me to grow up, and I figured, I'm not going to school so I might as well get a job. My mother has a business. So I am working with her, learning the field, and I'll have a substantial job when I get older. I can have a house someday maybe. 'Cause I know a lot of my friends, they're older, they're nineteen, twenty; and some of them are still hanging out.

c-roy: I guess I was attracted to them 'cause they were like me. Wild kids - want to have fun - you know how there are some kids who like after school, they'll go home and do their homework and be good boys, and there are other kids who go home, eat, and then go out and hang out with their friends, instead of being in their house after school? They play sports and stuff, but it's different. They're not like good, normal, everyday boys. I didn't want to be a good little boy. When I lived with my father I couldn't do anything. I wasn't allowed to do anything. I came to Brooklyn and I was just with my mother. And I figured, "Well, I can have fun." And so I went out, hung out, got in trouble, started trouble. I would always tell my mom I wasn't gonna get in trouble. And so she would say she trusted me. It just seems like every time I hang out I get in trouble. And I don't like being in trouble. I got to keep my record clean. If I ever want to get a job when I'm older, I don't want to have things on my record. Arrests and warrants and stuff like that. But we used to have fun play-fighting and joking. Just riffin' on each other, gettin' under each other's skin. It's a contest to see who could last longer and do more dissin' to make the other person feel bad. But it's all in fun. I can make fun of you.

My Life in a Gang - Elvira "Letty" Ulcenet - Choices

By the time I got to Bushwick High, I was cutting classes all the time. I'd go outside and down the street to smoke cigarettes, where a group of tough girls hung out. A few of them were still in school, but most had dropped out of junior high.

One day, they came up to me and asked if I wanted to join their gang. They told me to come to a meeting. I thought it would be kind of strange. What's going on here? What are they going to talk about?

There were 20 girls at the meeting, and they were like a family. They called themselves the Decepticons I don't know why. The gang had pledged to stick together and protect one another from other tough girl gangs. At the meeting, the girls talked about hassles or personal problems they were having. But the main business was selling crack on the streets, so they mostly talked about schedules, work shifts, and money. They also went out and robbed people, or took money from kids who wanted their enemies beaten up. The one rule they had was never to touch old people.

There was no initiation rite, but they gave me red and white beads to carry at all times, which identified gang members. The white beads meant there was peace between each member. The red beads meant there was blood to be shed. Later they gave me a gun to carry in my purse, a .38 automatic.

People ask me, "How did you feel when you were in the life of selling drugs as part of a gang?" I tell them that I thought there were no other options for me. I was just out there doing what I had to do. I didn't have good communication with my mother and went in [to the gang] because I wanted to feel secure and wanted respect for who I was.

There's nothing romantic or glamorous about being a gang member. Underneath their tough attitudes, the girls had no self-worth. They took a kind of pleasure in beating people up or pulling a gun on people who were defenseless. It was the revenge of the hopeless. They never tried to learn valuable skills or improve their minds because they didn't believe there was any hope for them.

That's when I came to my senses. I thought, I've had enough. I've got to get out of all this. I've got to change. But how in this world is someone like me going to do it?

You might think the gang would have come after me, but they didn't. They just dropped me. I hadn't turned on them, so they just acted as though I was dead. Which wasn't too hard, since two other girls were shot to death right after I was arrested. I couldn't be on the streets again, so I got a dog and a cat, because they keep me inside. But I get desperately lonely.

**Worksheet XIV
The Guardian Angels: We Care to Care
Curtis Sliwa, Founder**

Biography

Always a visionary, Curtis Sliwa's personal story is one of dedication, determination and unwavering commitment. Born and raised in the Canarsie section of Brooklyn, Curtis' family imbued him with a strong sense of the importance of family and community. Learning self defense when he was a youth, he was taught that with that skill came an obligation and responsibility to defend those in trouble. Early on, he also demonstrated uncommon bravery and selflessness, and a gift for mobilizing and motivating young people.

From these early beginnings, with his family by his side, he has made his vision of community service and fighting crime a reality, overcoming daunting obstacles and adversity in the process. He started The Guardian Angels 15 years ago with 13 members. The name was inspired by his early exposure to the image of the Guardian Angel in the parochial schools he attended, hovering over children crossing a bridge. Their goal back then was to patrol one of the worst subway lines in New York City and make it safer for riders. Under his creative and dedicated leadership, the organization has become a multicultural, multi-ethnic international network of male and females from every economic class, race and culture. Today, the organization has chapters in 40 cities in the continental United States, one in Canada and others in 9 cities in 7 countries overseas: England, France, Sweden, Australia, Germany, Italy and Russia. This all volunteer group of committed citizens are united by a common mission: to provide positive role models and voluntarily protect people in high crime communities.

Most recently, Curtis Sliwa has returned to the airwaves as the host of a late-night show. At WABC Talk Radio, he will host a program using a format similar to his show on WNYC (National Public Radio). Primarily news-driven, with current events, commentary and call-ins, Curtis will also interview public officials and private citizens. Naturally, the focus will be on the number one issue in the eyes of New Yorkers -- crime.

Equally comfortable at the speakers' roster and with controversy, Curtis Sliwa lectures nationally and internationally about the growing problems of anti-Semitism, assimilation, public safety and racism. His multicultural perspective adds a new dimension to some of the most emotional issues in modern society. Curtis serves as an advisor to communities, governments, businesses and academic institutions throughout the world, contributes regularly to several public safety publications, and is the author of a book "Streetsmarts: The Guardian Angels' Guide to Safe Living." A part of an ongoing commitment to the citizens of communities around the country, Curtis Sliwa and The Guardian Angels also offer free, self-defense seminars. They teach participants of all ages, ethnic backgrounds and economic classes how to avoid becoming victims of crime.

A little over two years ago, Curtis was kidnapped in a stolen taxi, shot several times and left for dead on a lower Manhattan street. He had been attacked less than two months earlier that year. To an ordinary man, the incidents might have been discouraging, but Curtis is more determined than ever to continue his service to the citizens of the world. His courage and belief in his mission remain intact.

Worksheet XV

Reliable

Guardian Angels provide volunteer services to your community.

- We escort senior citizens
- We assist the handicapped
- We provide self-defense demonstrations and trainings
- We speak at elementary, Jr. High, High Schools and Colleges
- We distribute food to the hungry and homeless

Solidarity

We are an elite group of young men & women. You must be at least 16 years old, with no serious criminal record. You must complete extensive training in our self defense program, first aid and CPR, and attend sessions on working within the law, how to relate to people in a potentially troublesome situations. We are taught to act quickly and decisively.



Heroes

We are REAL-LIFE HEROES! Guardian Angels are positive role models. We are taught discipline, responsibility, respect, loyalty and self-esteem.

Dedication

The Guardian Angels have consistently responded to the changing needs of the times. In 1979, the Guardian Angels began in the New York subways as an anti-crime patrol. The problem of crime continues to escalate, the Guardian Angels are being asked to do more and more. We are responding to communities by helping to organize patrols and assist them in fighting crimes.

The Guardian Angels are an international, multi-cultural, multi-ethnic network of men and women. There are more than are chapters in the United States and other countries which, include Canada, Australia, England, France, Germany, Italy, Denmark, and Sweden.

Proud

We wear our uniforms with pride!! Our red berets, t-shirts and jackets serve as visual deterrents to crime. We are a familiar sight on the mass transit systems, in drug-infested public parks, in housing complexes — and on the streets.

Guardian Angels patrol in all neighborhoods. We travel in groups of four, and are trained what to do when we see a crime in progress; we know how to protect ourselves and the victims, how to make citizens' arrests, and how to work with the police.

SCHOOLS AND THE LAW

Teacher Background

Laws and rules are the foundation of all countries and institutions. Some laws and rules, like some countries and institutions are, arguably, better than others. In this unit, "Schools and the Law", students will examine the relationships among laws, rules, societies, and schools.

FACT: About 40 percent of robberies and 36 percent of assaults on teenagers happen in schools. Burglaries occur in schools five times more often than in places of business. The climate of violence in schools can make it difficult for students to learn.

FACT: Three out of four adult criminals committed their first crime when they were school age.

FACT: Juveniles, ages six to seventeen, are at the greatest risk of violent victimization by non-family members at the end of the school day.

FACT: If trends continue as they have over the past ten years, juvenile arrests for violent crime will double by the year 2010.

FACT: Juveniles were responsible for 13% of all violent crimes in 1992 and 23% of all property crimes.

The juvenile contribution to the crime problem in the U.S. in 1992 varied considerably with the nature of the offense. Based on 1992 clearance data, juveniles were responsible for:

- 9% of murders.
- 12% of aggravated assaults.
- 14% of forcible rapes.
- 16% of robberies.
- 20% of burglaries.
- 23% of larceny-thefts.
- 24% of motor vehicle thefts.
- 42% of arsons.

Juvenile Offenders and Victims: A National Report

At the end of this unit, students will have a greater appreciation of the need for laws and rules. They will feel a sense of empowerment as they have participated in evaluating and creating rules and laws that help govern their school community.

GUIDING QUESTION I: How do American school rules compare with school rules around the world?

Instructional Objective: Students will examine their own school rules.

Developmental Strategy:

1. Brainstorm a few of the most important school rules.
2. Review a generally accepted list of student rights and responsibilities. (See Worksheet I.)
3. Work cooperatively to formulate a prioritized list of school rules.

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Instructional Objective: Students will survey peers and community members who have attended schools outside the United States.

Developmental Strategy:

1. Review appropriate interviewing techniques with students.
2. Develop a list of questions to be used for interviewing students and community members who have attended schools outside the United States.
3. Interview the survey participants.
4. Create a narrative using data obtained during the interviews.

Note:

Narrative paragraphs tell about events. You may use narrative paragraphs in stories and in writing about actual activities. When you write a narrative paragraph, tell about the events in the order they happened. You may want to use time-order words to help make your paragraph clear.

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Instructional Objective: Students will compare their own school rules with school rules in countries and regions of the eastern hemisphere.

Developmental Strategy:

1. Locate the eastern hemisphere on a world map. Identify continents and countries located there.
2. Distribute resource materials on education in eastern hemisphere countries and regions. (See Worksheet II, III.)
3. Review the information and organize data on the chart below:

	Romania	Japan	China	Russia	My School
Length of School Day					
Treatment of Teachers					
Physical Classroom Environment					
Dress Code					
Morale					
Behavior Code					

4. Facilitate a class discussion based on the following question:

How do classroom rules show what is important in each country's culture?

.....

Instructional Objective: Students will identify why rules vary from country to country.

Developmental Strategy:

1. Ask students to predict why school rules vary so much from country to country. Record predictions.
2. Read descriptive information on South Korea and the Middle East. Note historical and cultural attitudes toward education. (See Worksheets IV, V, VI.)
3. Investigate the educational system of another eastern hemisphere country or region. Report to class.
4. Develop a chart listing each country or region studied and important factors influencing how education is perceived and structured. (Include gender, location, religion and economy.)
5. Compare new chart to students earlier predictions.



GUIDING QUESTION II: How does the United States government protect the rights of school age children.

Instructional Objective: Students will examine the compulsory attendance laws.

Developmental Strategy:

1. Ask: What is truancy? Why do you think it is against the law to stay out of school without a compelling reason?
2. Read and discuss the Compulsory Attendance Law.

Compulsory Attendance

Not only are certain persons entitled to attend school, but students between 6 and 16 *must* attend school. *Education Law* 3205. Failure to do so could result in a PINS petition (see "Persons In Need of Supervision") being filed against the young person or in a child maltreatment petition (see "Child Maltreatment") being filed against the parents. The Commissioner of Education has held that "Where school district personnel are made aware of a non-attending child and cannot obtain parental cooperation to have the child attend school, a referral to Family Court must be made."

3. Ask:
 - Why did lawmakers in every state pass laws requiring children to attend school until a certain age?
 - What might happen to some children if these laws were not enforced?
4. Explore the question, "Should there be compulsory attendance laws?" using a legal forum called a Legislative Panel.

Note:

A Legislative Panel is a forum for diverse interest groups to express their opinions on a specific issue to the representatives of a lawmaking body. This panel makes a recommendation based on the testimony of the various interest groups. The panel then reports their findings to the full lawmaking body which may or may not use the recommendation to create legislation.

- Several students are selected to form the panel. Their job is to familiarize themselves with the current law and recent public opinion and then listen to each presentation, ask questions and ultimately decide the issue.
- Groups of five or six students are assigned to explore the questions from the point of view of one of the interest groups. (Groups could include parents, students, shopkeepers, police officers, corporate leaders, senior citizens.)
- Each group should look at the question from the point of view of their interest group.
- Arguments should be prepared to support the group's point of view.

- One representative from each interest group addresses the panel, trying to convince them of their point of view. Panel members listen and take notes.
- Panel confers, reaches a decision and makes recommendations.

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Instructional Objective: Students will learn about the Fourth Amendment and how it is interpreted to protect students.

Developmental Strategy:

1. Read the Fourth Amendment to the Constitution.

Amendment IV.
Security From Unreasonable Searches and Seizures

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched and the persons or things to be seized. (Ratified December, 1791.)

Ask:

- What personal rights are protected?
 - How does this amendment affect a citizen's right to privacy?
 - How do you think many new arrivals from other countries would view this amendment?
2. Present students with the case of *New Jersey vs. T.L.O.* (The following is an excerpted version.)

THE CASE

School authorities are given broader discretion to perform searches of students. In *New Jersey v. T.L.O.*, the Supreme Court ruled that a search by public school officials may be conducted without a search warrant or probable cause as long as the search is "reasonable" under all of the circumstances. In *T.L.O.*, a student was taken to the principal's office for smoking, which the student denied. The principal demanded to see the student's purse. When she opened it, he found rolling papers. He then searched the purse and found marijuana, a pipe, plastic bags, index cards identifying students who owed the student money, and several letters implicating the student in marijuana dealing. The issue presented to the Court was whether the articles found by the principal could be introduced in a juvenile delinquency proceeding against the student.

3. Predict how the Supreme Court ruled in this case of student search and seizure. Predictions may be made in the form of a political cartoon or an editorial.

4. **THE RULING**

The Court ruled that the reasonableness of a search depends on whether there are "reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the laws or rules of the school." The search is permissible "when the measures adopted are reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction."

The teacher may provide further explanation.

5. Distribute copies of "The Case of the Unlucky Locker", Worksheet VII. Ask students to read the case, note similarities and differences with the *New Jersey vs. T.L.O.* case. Decide on a ruling and write the ruling, modelling the format after the ruling above.

GUIDING QUESTION III: How can students create a law-abiding school environment?

Instructional Objective: Students will gather, analyze, and synthesize data in order to improve school rules.

Developmental Strategy:

1. Disseminate the prioritized list of school rules formulated in Guiding Question I to students in at least two classes.
2. Survey each student, asking:
 - Which of these school rules are regularly followed?
 - Which of these rules are regularly broken?
3. Tally results in order to discern patterns of rule observance.
4. Identify shortcomings and strengths of specific school rules.
5. Listen to suggestions and devise methods for revising current rules and enforcement procedures.
6. Codify the improved (new) rules and regulations.

.....

Instructional Objective: Students will present plans for improving their school's rules and regulations.

Developmental Strategy:

1. Explain to students that in legal circles a request for a change in the law is presented in writing to a governing body in the form of a **brief**. Review Worksheet VIII.
2. Complete the Facts and the Issue sections of a brief, suggesting changes in school rules.
3. Schedule an appointment with School Compact Team.
4. Prioritize information for an oral presentation.
 - Explain rationale for survey.
 - Present overview of survey.
 - Explain results of survey.
5. Provide compelling reasons why changes should be made.
6. Present brief to School Compact Team for consideration.

Worksheet I

Rights and Responsibilities of Students

1. Students have the right:
 - a) to an education that is suited to his or her needs, interests and abilities.
 - b) to security and safety for his or her person and property.
 - c) to a clean and healthful school environment.
 - d) to be informed of school rules and regulations.
 - e) to exercise free speech without interfering with the orderly operation of the school.
 - f) to determine their own dress, except where such dress is inappropriate or interferes with the teaching/learning process.
 - g) to be represented by an elected student government.

2. Students have the responsibility:
 - a) to read and abide by the school conduct and discipline code.
 - b) to maintain good attendance and punctuality.
 - c) to respect the dignity, rights and values of others.
 - d) to consider the feelings of others.
 - e) to promote the security, protect the property, and safety of others.
 - f) to be prepared for class with appropriate materials.
 - g) to care for all books and materials on loan from the school.
 - h) to exercise self-control.
 - i) to complete homework assignments.
 - j) to aspire to their highest possible level of academic achievement.

- k) to help maintain and improve the school environment, respect school property and facilities.
- l) to carry passes and/or other form of identification if issued by the school.
- m) to refrain from bringing to school items that create loud noises, distractions, unsafe conditions, or would in other ways interfere with the teaching/learning process.
- n) to attend school drug and alcohol free.
- o) not to possess, sell or distribute or influence others in the use of prescriptive or non-prescriptive chemical substances.
- p) to show respect for school authorities and classmates.
- q) to be accountable to school officials and to the student body for any breach of responsibilities.

Worksheet II

SCHOOL RULES AROUND THE WORLD

Here are some rules children in other countries see posted in their classrooms. How are your own class rules the same or different?

In a Japanese classroom:

1. When the teacher enters, rise and bow. Greet the teacher in unison.
2. Come to school prepared with pencils, erasers, pens, paper, and textbooks.
3. Raise your hand to answer questions. Stand before answering.
4. Be quiet during class.
5. Keep to the right in the hall. No running.
6. Help clean the classroom, hall, and yard. Pick up trash, sweep floors and yard, and stack chairs before anyone leaves.

In a Chinese classroom:

1. Cooperate with your classmates. Show group spirit.
2. Respect your teachers and obey them without questions.
3. Be courteous at all times. Don't fight.
4. Don't be late. Don't miss school. Listen carefully in class.
5. Join in after-school activities.
6. Protect school property.

In a Soviet classroom:

1. Don't embarrass your school or class.
2. Obey your teachers, principal, and parents without asking questions.
3. Come to school on time, clean, neatly dressed, and prepared.
4. Keep your desk clean.
5. Stand when the teacher enters or leaves.
6. Raise your hand to ask or answer a question. Stand straight while reciting.
7. Makes notes of all assignments. Show the notes to your parents. Do your homework without help.

Worksheet III

Kidsday

EDITORIAL



Kidsday Illustration / Lisa Infiranzo, East Selmoket

SCHOOL IN ROMANIA

By Ana Maria Sas

Kidsday Staff Reporter

Our Social Studies class was discussing current events the other day. While sitting in class, I began to think of all the changes in my life, as well as in the rest of the world since coming to America in 1985.

I went to school in Romania throughout second grade. In Romania, students had to wear uniforms to school which they had to buy. The girls' uniform had a knee-length skirt, a blue-and-white checkered blouse and a red tie that had a design of the communist flag on it. Over the skirt we wore a blue apron with pockets. The boys had to wear navy blue pants, white shirts and the communist ties. They also had to wear navy blue jackets.

There were no buses to transport the students to school. Everyone had to walk to school, no matter what the weather was like. You had better not be late or absent because if you were, your grades were affected. School started at 7 a.m. for younger students and lasted until noon. We had to go to school six days a week. Each period was 50 minutes long and then 10 minutes out of every hour you went outside. You had to go outside, no matter what the weather was like. Older students started school at noon and they stayed until 3 or 4 o'clock.

If someone was unruly or uncooperative, the teacher could hit the student. All students were taught that Nicolie Ceausescu, the ex-president of Romania, was a hero and that we should completely worship and obey him. He was called many names that gave him honor.

In junior high school, students were taken out of school during the fall and spring so they could pick the crops from the fields. Every student was forced to do this. They were told that this course taught them about agriculture.

My family has been in America for almost six years now and my life has changed a lot. I'm glad to be here.

Worksheet IV Korean Schools

Most people live in apartments like we did. We were on the fifth floor of a building that was about twenty stories tall. From our window, we could see other apartment buildings, a big street, and a parking lot.

Six of us lived in the four rooms: my parents, my sister, my brother, and my grandmother. Most of the old people, they believe in Buddha. My grandmother is Buddhist. The younger people are Catholic or Christian. We are Christian, but I don't go to church that much. My father was a college graduate and worked for a car company, Hyundai. For a few years my mother ran a small store, but most of the time she only worked at home.

In Korea, in junior and senior high, you have to wear uniforms and have your hair in the style that the school wants. If it gets too long, you get in trouble and you have to go to the dean's office. And you can't get perms! Nail polish? No way! The parents' attitude is you have to respect the teachers. You can't be rude to them. You go to school with that in mind.

The public school I went to had real big classes, fifty or sixty kids in each room. You know how here in the United States, you come to school to play, for fun, especially in senior high, and then in college you study a lot? In Korea, it's the opposite. Once you get to junior high, it's really strict; and it keeps getting stricter. You have to study, study, study. You do everything you can just to get into college. And then, if you make it, if you get to college, you can relax and goof off. Classes are not really hard and no one really studies. They just have fun because most students have been studying so hard they never had fun before. If you go to college in Korea, your future is pretty secure.

Worksheet V

Education in South Korea

Until the late nineteenth century, only the sons of wealthy families attended school. At the end of the 1800's, Christian missionaries started schools that offered education to a broader portion of the population, including women.

Under Japanese rule from 1910 to 1945, the school system taught Japanese culture as well as technical courses that prepared Koreans for work in an industrialized society. But the Japanese severely limited educational opportunities for Koreans by closing private schools and by strictly controlling state-run institutions. Many Koreans remained illiterate during this period. After World War II, South Korea faced the task of building an educational system to fit a modern industrialized society.

In the 1950's, the South Korean government established the Ministry of Education, an office that controls courses, funding, enrollment quotas, and other administrative matters. Schools also resumed teaching in the Korean language. The nation's literacy rate jumped from twenty-two percent in 1945 to ninety-two percent in 1989, demonstrating the success of the government's educational policies.

Six years of primary school are free of charge and compulsory. More than ninety-eight percent of South Korean children between the ages of six and twelve attend elementary classes. Almost all of these students complete three additional years of middle school. Ninety percent of the South Korean people participate in the three-year high school program. Institutes of higher learning include four-year colleges and universities and two-year junior and vocational colleges. About thirty-six percent of all high-school graduates enroll in post-secondary institutions.

Worksheet VI

Education, Work, and Oil

In Islamic countries, education has always been considered important. The Prophet is believed to have said that a father can give his child nothing more valuable than a good education. However, modernization has brought conflicts. Many Middle Eastern countries wish to shape education so that traditional Islamic values and lifestyles are preserved.

Educating women

Throughout most of the Middle East, there is a difference in education for boys and girls. In general, more men than women have been taught to read and write, except in Lebanon, Cyprus, Israel and, to a lesser extent, Egypt. There are also great practical problems in bringing education to the people, particularly in the rural area of the poorer countries. In the Yemen Arab Republic, for example, only one in 50 women over the age of ten can read and write. In village communities, some heads of families still believe that primary school education is enough for girls.

Most of the rich Arab countries are eager for women to have equal education. There are many distinguished universities in the Middle East, but bringing women into them presents problems in the stricter Islamic communities. When a woman does obtain a degree, it can be difficult for her to use her training. Some conservative families expect women to return to a traditional home-centered lifestyle when they have completed college. This is so even in countries such as Syria, where the most widely accepted Sunni form of Islam is dominant. Even where women are permitted to become professionals, the community may feel that this should be done on a segregated basis. For example, in Saudi Arabia, where the strict version of Islam known as Wahhabism is practiced, it is not the custom for women to work with men, even though they are fully qualified. In their first years at school, girls and boys are taught together and play together, but later they are separated.

Sharing a school

Now that there are so many young people, there are not enough schools to educate everyone. In most countries in the Middle East, children must start school at the age of seven. Even with crowded classes of 50 to 60 children, it is often necessary to work a shift system. This allows the same set of school buildings to be used for twice as many children. The first group comes from 7 a.m. until around midday, and the second group comes in the afternoon.

The shortage of teachers is more difficult to solve. Egypt, Turkey, and Syria started to develop modern educational systems well before Saudi Arabia and the Gulf states began to invest their oil money in education. These late-developing countries have had to rely heavily on bringing in trained teachers from other countries.

Worksheet VII

Privacy/Search and Seizure

Case of the Unlucky Locker

One dismal Monday morning, a rumor ran through Anytown Middle School that someone had brought a handgun to school and was showing off. By lunchtime the rumor spread around the community as well. Concerned parents were calling the school to determine what was being done to apprehend the culprit and protect the students. Over the loudspeaker came the announcement that all lockers were to be opened by the custodian before dismissal time.

Kenny Compost, a seventh grader, had some incredibly dirty laundry rotting in his locker. When the search arrived at his locker, he was so embarrassed that he refused to open the combination lock. The custodian was told to bring out the bolt cutter and, over Kenny's protests, began to cut through the lock.

**Incredibly
dirty laundry
was rotting
in his
locker.**

Worksheet VIII A LEGAL BRIEF

A brief is a short statement of the essential elements of a case to be presented for consideration.

Form of the Brief

A legal brief consists of four major parts.

I. Facts

The facts section contains statements explaining the incidents which occurred between the parties and the decisions of any lower courts regarding the case. The facts should be stated in sentence form and numbered consecutively.

II. Issue

The issue in a case is the underlying question of either fact or law which the court must decide to settle the dispute between the parties. There can be one or more issues to be decided in a case. Each issue in a case should be framed as a question.

III. Holding

The Holding is the court's decision answering the issue presented to it. The holding should be a concise statement of the court's ruling.

IV. Rationale

The Rationale is the court's basis and justification for reaching its decision. It is attained by analyzing the facts and circumstances surrounding the case and then applying the pertinent points of law and authorities to settle the issue presented.

Students will complete the first two sections.

- Facts -
 1. List findings of survey.
 2. Note rules that need changing
 3. Substantiate reasons for change
- Issue - Petition for specific rule changes

CUSTOMS, VALUES AND THE LAW

Teacher Background

American society is made up of groups that have their own customs and values. These aspects of culture make us unique. Because we live in a multicultural society, it is important that students be taught tolerance and respect for the traditions of others. In this unit, Customs, Values, and the Law, students will explore and understand customs that are different from their own and recognize that many laws have evolved directly or indirectly from traditional ways of doing things.

Fact: Students in the New York City Public School System are largely composed of an immigrant population.

Fact: In District 18, more than 90% of the students are either immigrants themselves or are the children of immigrants.

Fact: The foundation of American law is derived largely from customs and traditions.

Fact: It is customary for young children to be working in poor developing countries where there are no child labor laws.

Fact: In 1938, Congress passed the Fair Labor Standards Act which outlawed interstate commerce (trade) in goods made by children under 16 years of age.

Fact: United States Labor Department inspectors still find children working too young, too many hours, and under dangerous conditions.

At the end of this unit, students will recognize that their own culture and the culture of others contribute to the laws that govern society. They will also become aware of child exploitation and the need for child-labor laws that are actively enforced to protect all youngsters.

GUIDING QUESTION 1: How is the individual affected by customs and values?

Instructional Objective: The students will identify customs and values within their culture.

Developmental Strategy:

1. Explain that customs are various ways of living and beliefs that are handed down from one generation to another. We all have customs or values that make us unique.

2. Give students an example of a custom practiced in teacher's culture; (e.g. holidays, foods, music, dances, birth and death rituals, etc.)
3. Explain that historians study cultures through primary and secondary sources. A primary source is a first hand account of an event. Older family members are considered primary sources of their family's history.
4. Interview grandparent or family member, using survey form. (See Worksheet I.)
5. Locate the native country of person interviewed on a world map.
6. Using information obtained in the interview, each student will describe a custom practiced or a value that is prized within the family.

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Instructional Objective: The students will examine the customs and values of eastern hemisphere countries.

Developmental Strategy:

1. Assign students to cooperative research groups of five. Tell them that their task will be to learn about special occasions or customs celebrated in other parts of the world.
2. Provide each group with an area or topic to study.

Examples

Country	Special Occasion/Customs	Description
1. Muslim countries - Algeria, Afghanistan, India, Pakistan	Ramadan	holiest of Muslim holidays - fasting everyday from dawn to sunset for a month, prayers five times a day.
2. China	Chinese New Year	celebrated for three days in January and February - banquets, family gatherings, dragon dancers, fireworks
3. India	Ban on slaughter of cows	Hindus worship cows as symbol of life - cows roam freely through the streets of Indian cities

3. Write a report addressing the following points:
 - Name occasion or custom and when and where it is observed.
 - Identify significance of event or custom.
 - Describe how this event or custom is observed.
4. Present oral research reports to classmates.
5. Discuss with class how the observance of these events or customs in the United States might be viewed by American teenagers and what potential problems might occur.
Example: Illegal fireworks

.....

Instructional Objective: The students will learn that practicing certain customs may lead to misunderstandings.

Developmental Strategy:

1. Ask students to recall an incident involving them that led to a misunderstanding. Ask:
 - What caused the misunderstanding?
 - How could it have been avoided?
2. Distribute problem/solution scenarios (see Worksheets II and III) to be completed by the students.
3. Discuss student and teacher points of view and solution. Ask:
 - What caused these misunderstandings?
 - How can they be avoided in the future?
4. Assign students to locate and share newspaper and magazine articles that describe misunderstandings based on cultural differences.



GUIDING QUESTION II: What relationship exists between customs and the law?

Instructional Objective: The students will determine that customs are the basis of many laws.

Developmental Strategy:

1. Ask students:
 - Where do you think ideas for new laws come from?Accept all reasonable answers and list on board.

2. Tell students that much of international law is based on custom: practices that have proven to be valuable and necessary in the past are often written as law. Read the section explaining how a customary or voluntary practice becomes a legal obligation.

Imagine a place in which there are no rules. Two persons are approaching each other on a road. Each stays to the right as they pass one another. The decision of each to stay to the right on the road was arbitrary but advantageous since at the least they did not collide. Over time, as people approach each other on roads, they make a habit of staying to the right and expect the other person to do the same. Eventually, if a person did not move to the right, others would indicate that it was appropriate to do so. In answer to the question "why?" they might say "because that is how it is done here, it's the rule." This is in essence how customary international law develops. States begin to follow a practice because it is advantageous to do so and eventually come to think of the practice as a binding rule.

3. Assist students in reviewing important information that traces the process of transforming a custom into a law. (See Worksheet IV)
4. Assign students to research a custom that has evolved into a law; e.g., Thanksgiving celebration, blue laws, apple-picking laws.
5. Write a brief report on research findings, answering,
 - who?
 - what?
 - where?
 - when?
 - why?
 - how?
6. Record information on CUSTOM → LAW chart.

.....

Instructional Objective: The students will learn that some laws are enacted to rectify customs.

Developmental Strategy:

1. Read Worksheet V, a magazine article entitled "A Fighter for Freedom." Also read "A Crusader Makes Celebrities Tremble" (Worksheet VI).
2. Create a Venn diagram that illustrates the differences and the similarities in the approaches of the two human rights advocates. (See Worksheet VII.)

Include the following information:

- the cause
- the location
- the methods

3. Distribute a map showing 19 countries where child labor is a major problem. Answer questions. (See Worksheet VIII.)
4. Read the photo essay on the history of American child-labor conditions and a summary of the laws written to protect children. (See Worksheet IX). Generate discussion of these laws and how they protect children.
5. Read articles about Kathy Lee Gifford, Michael Jordan or other celebrities' problems with child labor in the United States. Write a letter explaining your feelings about this situation.

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Instructional Objective: The students will explore ways to help protect children against unfair child-labor practices.

Developmental Strategy:

1. Have students suggest ways to continue the crusade for international child-labor laws. (eg. letters, petitions, campaigns, etc.).
2. Distribute Worksheet X, "What You Can Do To End Child and Sweatshop Labor"
3. Plan a local campaign to help end sweatshop labor. Organize the class to decide on a course of action, plan a step-by-step strategy and assign roles for students.



GUIDING QUESTION III: How do family values learned in other countries strengthen America?

Instructional Objective: The students will list values that are common to all cultures.

Developmental Strategy:

1. Ask students to identify the values that are important to their culture.
2. List the values that seem to be common to all cultures. (e.g., hard work, respect for authority, loyalty, etc.).

3. Identify a friend or family member who demonstrates one or more of these values. Write a letter praising him/her for being a role model for others.

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Instructional Objective: The students will explore how specific values have helped newcomers in America.

Developmental Strategy:

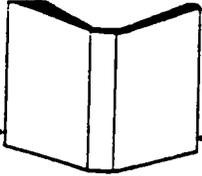
1. Explain that respect for elders is of the utmost importance in Chinese society. Children are expected to obey their elders without question even when the child grows up. The elderly are respected for their wisdom and experience by people of all ages. The elderly are given the dignity of maintaining responsibility throughout their lives.

Ask: How has respect for elders helped Chinese newcomers to America?

2. Review the values students identified in the previous lesson as important to their culture. Select one and explain how maintaining a family value learned from long ago can benefit a new arrival from another land.



Worksheet I



Project Equal

Name _____

Worksheet 1: Oral History Interview Questions

Name of Person Interviewed _____

Relationship to Interviewer _____

1. In what year were you born? Where?
2. Who were the first members of your family to settle in this country?
 - a. Where did they come from?
 - b. Why did they move to this country?
 - c. Where did they first settle?
3. What important memories do you have of your grandparents?
4. What is your mother's name?
5. What is your father's name?
6. What did your father and mother do for a living?
7. Did you have brothers and sisters?
8. How did you get along with them?

9. What activities were you involved in as a young girl?
 - a. Were there things you didn't do because you were a girl?

10. Did you have to help out at home?
 - a. What kinds of chores were you expected to do?

11. Tell me about your childhood neighborhood.
 - a. In what city and state did you live?

 - b. What racial, ethnic, and religious groups lived there?

 - c. What did your neighborhood look like?

 - d. How has it changed since you lived there?

12. What was your elementary school like?
 - a. Did you enjoy school?

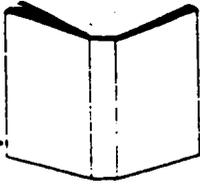
 - b. What was your favorite subject?

13. How did you get to school?
 - a. What was the most common type of transportation?

14. What did you want to be when you grew up?

15. What were your parents' expectations?
 - a. Did they want you to go to college?

 - b. Did they expect you to work outside the house?



Project Equal

A CLOSER LOOK

Worksheet 1: Oral History Interview Questions *(continued)*

- c. Did they want you to get married?
- 16. How much schooling did you receive?
- 17. Whom did you marry?
- 18. How many children did you have?
 - a. What did you enjoy about raising children?
 - b. What didn't you enjoy?
- 19. Did you work outside the home? What were some of the jobs you had?
- 20. What was the happiest time of your life?
- 21. What was the worst time of your life?
- 22. What are your strengths? (What are you proud of about yourself?)
- 23. What values do you think are most important?
- 24. What changes in male and female roles have you observed?
 - a. How have they influenced your life?
- 25. If you had your life to live over again, would there be anything you would do differently?

Some questions have been adapted from How to Tape Instant Oral Biographies by William Zimmerman (New York: Guarionex, 1981) and A Curriculum Guide to Women's Studies for the Middle School, Grades 5-9 by Eileen Abrams (Old Westbury, N.Y.: The Feminist Press, 1981).

Worksheet II Problem/Solution

Problem	
<p>While a teacher speaks to a student in school, the student does not make eye contact. The teacher considers this disrespectful. The teacher does not realize that making eye contact with a person in authority is a sign of disrespect in the students' culture.</p>	
Student point of view	Teacher point of view
Solution	

- Fill in chart, writing points of view and your solution.

Worksheet III
Problem/Solution

Problem	
<p>A student wears a hat in the school hallway. Unaware that the student is covering the head for religious reasons, the teacher orders the student to remove the hat.</p>	
Student point of view	Teacher point of view
Solution	

- Write points of view and offer your solution.

Worksheet IV

CUSTOM → LAW

Custom	Description	Reason	Binding Rule
Proceed on the right side of the road	Keeping to the right while walking or driving is expected	Accident prevention, fewer collisions	American vehicles must drive on the right side of the road

Worksheet V

WORLD

A FIGHTER FOR FREEDOM

Iqbal Masih helped lead thousands of children to freedom. Now his life is inspiring others to fight child slavery.

BY SEAN PRICE

Iqbal Masih wanted to be an Abraham Lincoln for Pakistan's estimated 70 million child laborers.

AP/Wide World

In just 12 years, Iqbal Masih (*ek-BAL mah-SEE*) of Pakistan suffered more—and did more good—than most people do in a full lifetime.

When Iqbal was four, his father gave him to a carpet-factory owner to work off a family debt of 600 rupees—about \$12. At the factory, Iqbal and other children were chained to machines where they made expensive carpets to be sold overseas. They worked for 13 hours a day, six days a week, with almost no breaks to eat or go to the bathroom. "If a child made a minor mistake he was beaten," Iqbal told *JS* last year. "He was hanged upside down. Also, he was kept hungry, and the owners fined the children [for making mistakes]."

After Iqbal had spent six years in slavery, a group called the Bonded Labor Liberation Front (BLLF) helped to free him. Soon, he began helping the BLLF to liberate other child workers. In all, Iqbal helped free about 3,000 children by letting them know their legal rights. For his efforts, he won the Reebok Human Rights Award in December 1994, and a full college scholarship from a U.S. university.

Iqbal's dream was to use his education to become a lawyer. He wanted to become the "Abraham Lincoln of Pakistan." He also wanted to help free the millions of child laborers in other countries. But on April 16, 1995, Iqbal's life was suddenly, violently cut short.

Mysterious Murder

The world may never know why Iqbal was killed.

What is known is that last Easter Sunday, he and two cousins were riding the same bike near their village of Muridke (*muh-RID-kuh*), Pakistan. But the other events of that evening are hotly debated. The police and Pakistan's government say that Iqbal and his cousins got into an argument with a man on drugs. They say that the man opened fire with a shotgun, killing Iqbal and wounding one cousin.

Iqbal's family and friends believe that the police and government are trying to protect rich carpet makers. They say that the carpet makers had Iqbal killed. Faryad Masih (*fahr-EE-yad mah-SEE*), 22, the cousin who was wounded in the attack, told *JS* that the carpet makers had threatened Iqbal before his death. "They would constantly say that Iqbal has liberated too many children, and they will not spare him."

Remembering a Fighter

Iqbal's murder was tragic, no matter why it happened. However, Iqbal's friends say that he did not die in vain. "This is the first time that a child [laborer] was welcomed all over the world," says Ehsan Ullah Khan (*eh-SAN oo-LAH kahn*), who runs the BLLF. "After the murder of Iqbal, this exploitation [selfish and

unfair use] of child labor got more attention."

The chief reason that children like Iqbal have been exploited can be summed up in a single word: poverty. Child labor is a problem even in rich countries like the U.S., especially among illegal immigrants. But about 95 percent of all child laborers come from poor families in developing (poor) countries like Pakistan.

Many employers in developing countries prefer to hire children rather than adults. Children can be controlled easily and they work cheap—which means bigger profits. A shirt that sells for \$60 in the U.S. can be made in some countries for only 10 cents in child labor.

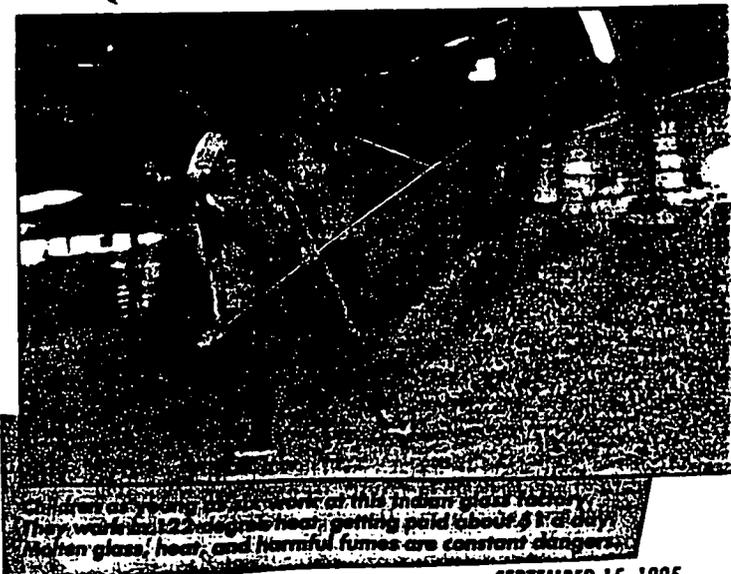
There are many types of child labor, but the worst kind is bonded labor. Bonded laborers are children who, like Iqbal, work like slaves to pay off a debt. Usually, they never get to pay off the debt because they are fined if they misbehave or make a mistake. "You have a system where three or four generations [from one family] can be bonded by the same owner," Adam Robertson, an expert on child labor, told *JS*.

A Worldwide Problem

Bonded laborers—and other child workers—toil in all types of industries all over the world. They mine tin in Brazil, they work as household servants in India, and they make bricks in Colombia. Child labor is illegal in most countries, but the laws are seldom enforced. Because child labor is outlawed in most countries, nobody knows how many child workers there are. Estimates range from 100 million to 200 million worldwide.

Child-labor experts say that at least two changes must be made if we are to end child labor: First and most important, all countries must pass—and enforce—tough child-labor laws. But freeing child workers is not enough. Countries also must provide free, mandatory

AP/Wide World



Children at work in a carpet factory. They work 12-13 hours a day, getting paid about \$1 a day. No eye glass, ear, and harmful fumes are constant dangers.

SEPTEMBER 15, 1995



AP/Wide World

conditions under which many children work. People in wealthy countries, such as the U.S., can help end child labor, too. In the luxury-carpet industry, for instance, some rug makers put a "Rugmark" tag on rugs made with adult labor. This helps consumers who want to end child labor—they can buy tagged carpets only. Carpet makers who use the Rugmark tag are charged a small fee that is used to set up schools. Experts say that the Rugmark tag has been one of the best weapons so far for combating child labor. They say that similar programs are needed in other industries. Also needed, they say, are dedicated people like Iqbal Masih. "Iqbal's sacrifice should be remembered," said Ehsan Ullah Khan. "People should decide that they will not support such exploitation in any country." ☆

(required) schooling for all children. Otherwise, the children will be left with no income, no education, and a hopeless future.

Those two changes are hard for many poor countries to make. Poor countries often rely on cheap labor to attract businesses, and setting up schools costs money. But even countries that cannot afford to ban child labor right away can make it less harsh. They can shorten work hours, allow for breaks, and improve the deadly

YOUR TURN

Child labor was common in the U.S. until the 1930s, when laws banned most of it. Find out what U.S. industries relied heavily on child labor and under what conditions children worked. Also, find out who wanted to end child labor, who wanted to continue it, and why. Report your findings to the class.

REMEMBERING IQBAL

Iqbal Masih worked in a carpet factory for six long years. The man who enslaved him there told Iqbal that he should blame the Americans who bought the expensive carpets.

For that reason, Iqbal wasn't sure what to expect when he came to the U.S. in December 1994. During his brief stay, he met students at Broad Meadows Middle School near Boston. "He said he was glad that Americans didn't have little horns on their heads," said Amanda Loos, 13, one of the students who met him.

Amanda and other Broad Meadows students were impressed by Iqbal's story. In fact, they were working to fight child slavery when they heard of Iqbal's death last April. That sad news made the Broad

Meadows students more determined to help. They decided to set up a school in Iqbal's village of Muridke, Pakistan, and name it after him. They began contacting other schools to raise donations for the project. The Broad Meadows students asked for contributions of at least \$12 to the school fund as a symbol of Iqbal, who was enslaved to pay a \$12 debt. The students also are getting help from U.S. lawmakers, international organizations, and Pakistani officials to set up the new school.

Ron Adams, a Broad Meadows teacher, is supervising the project. So far, he says, the fund has received more than \$3,900. However, it needs at least \$12,000 more to open and maintain a two-room school. Contributions will be accepted until December 2. If you want to help, send a contribution to the address in this issue's Teacher's Edition. ☆



Iqbal Masih's visit to Broad Meadows Middle School in Quincy, Massachusetts, helped inspire students there to fight child labor.

Worksheet VI

A Crusader Makes Celebrities Tremble

Image Is New Weapon in Sweatshop War

By Steven Greenhouse

Charles Kernaghan is the labor movement's mouse that roared. This bearded, hyperintense man - even supporters call him a "wild man" - has become the bane of Seventh Avenue.

From a makeshift office on West 25th Street, he has almost single-handedly pushed the old problem of sweatshops into the public eye by picking what appear to be lopsided fights against celebrities like the talk-show host Kathie Lee Gifford and corporate giants like Wal-mart - targets he shrewdly recognizes will excite media interest.

His strategy is to attack the wholesome image such targets have spent years and millions of dollars cultivating. "Their image is everything," he said. "They live or die by their image. That gives you a certain power over them."

Using information he gathers during periodic visits to Central America, where he pursues tips about sweatshops and interviews workers, Mr. Kernaghan has caused the apparel industry to rethink its ways. Mr. Kernaghan, who receives some money from unions, but does not let them set his agenda, has shamed and browbeaten several major apparel companies into agreeing to clean up sweatshop conditions at their overseas factories and accept independent monitors to check that they do so.

On April 29, for example, he badly embarrassed Mrs. Gifford by telling a Congressional committee about conditions at Global Fashions, a Honduran factory that made her sportswear, where 15-year-old girls earn 31 cents an hour and work 75-hour weeks.

Two days later, Mrs. Gifford struggled to hold back tears on her talk show as she castigated him for "a vicious attack," and said, "They kick you

in the teeth."

As evidence mounted linking her apparel to sweatshops, including one on West 38th Street, she moved from denial to acceptance. While insisting that renegade subcontractors made these garments without her or Wal-Mart's knowledge, she pledged to campaign against sweatshops and let independent monitors visit all factories that make her clothes. Bowing further to Mr. Kernaghan's pleas, she has demanded that Wal-Mart let outside monitors examine all the factories making its apparel.

"These companies are sitting ducks," Mr. Kernaghan said. "They have no leg to stand on. That's why it's possible for a tiny group like us to take on a giant like Wal-Mart. You can't defend paying someone 31 cents an hour in Honduras."

The effect of high-profile cases like Mrs. Gifford's is clear. Even companies Mr. Kernaghan has not focused on have begun cleaning up their factories, if only to avoid his wrath. *Women's Wear Daily*, the fashion industry's bible, recently wrote, "Charles Kernaghan and his anti-sweatshop battle have been shaking up the issue of labor abuses in the apparel industry like nothing since the Triangle Shirtwaist Fire."

He has fired opening salvos against Walt Disney, Eddie Bauer and Kmart's Jaclyn Smith apparel line, and promises next to take on Michael Jordan and Shaquille O'Neal for endorsing athletic shoes that he says are made by 25-cent-an-hour Indonesian and Filipino workers.

"If you're selling your name to a product and making millions of dollars doing it, you're responsible for asking some very serious questions," Mr. Kernaghan said.

To his many critics, Mr. Kernaghan - the director of the National Labor Committee Education Fund in Support of Worker and Human Rights in Central America - is a tireless self-promoter who gets his facts wrong and has no scruples about dragging the industry into the mud. He, however, sees his mission as protecting third-world workers by pulling the industry's many shadowy contractors out of the mud.

A 48-year-old Brooklyn native with a machine-gun speaking style, Mr. Kernaghan often breaks into moralistic tirades, and has the air of a radical priest - not without reason. His brother became a Jesuit, and Mr. Kernaghan said he, too, considered that calling.

After studying for a doctorate in psychology, but never finishing his dissertation, he decided to become a photographer. In the early 1980's, he went to El Salvador to photograph the fighting and poverty there and was outraged by the torture and killing of union members and peasants. Back in the United States, he began a one-man human rights campaign to help El Salvador's victims, a campaign financed by his retired parents, and soon he signed on with the National Labor Committee in New York.

Three unions, led by the clothing and textile workers, established the National Labor Committee in 1980 to help Central America's union members who were victims of right-wing violence. Nowadays, unions provide just one-third of Mr. Kernaghan's \$250,000 yearly budget, with foundations and religious groups providing the rest. Although unions still give him logistical support, he said, they in no way dictate his agenda.

When he is accused of being a high-paid front man for labor, Mr. Kernaghan's, whose salary is \$40,000, scoffs. "If these critics saw the three-room apartment I have on Sixth Street between Avenue A and B," he said, "they'd see it's ludicrous to call me a high-paid lobbyist." Still, in some ways, Mr. Kernaghan is at the cutting edge of the labor movement's efforts to address the exodus of jobs overseas. One of his

goals is to slow that tide by fighting to improve third-world wages and working conditions. His ambition, he explained, is not to lift those wages to American levels, but to insure that when American companies use overseas factories, the workers are paid enough to support their families.

Some apparel executives insist his blowtorch rhetoric is hampering their fledgling efforts to cooperate with labor to deal with sweatshops. They say he is often inaccurate and too quick to condemn companies.

"He doesn't play fair," said Robert Hall, a National Retail Federation official. "He gets the goods on one company and then tries to throw everyone in by association without doing this homework. He shouldn't smear the good names of companies like that."

Walt Disney denies Mr. Kernaghan's charges of paying illegally low wages at Haitian factories; Kmart denies using Honduran sweatshops, and Eddie Bauer acknowledges that one supplier went behind its back and used a Honduran sweatshop. These companies say they have appointed their own monitors to examine factories.

The Gap is one company that learned not to ignore Mr. Kernaghan. Last year, he arranged for a Salvadoran teen-ager, Judith Vierra, to fly to the United States to speak in 14 cities to labor unions and church and school groups. She told of sweatshops conditions, of being forced to work from 7:30 A.M. one day to 5:30 A.M. the next, of being forced to sleep in the factory.

As a result, at one high school, the National Honor Society made pressuring The Gap its annual project. Women in Chicago set up ironing boards in front of a Gap store to publicize the sweatshop campaign. Two rabbis from Congregation B'nai Jeshurun, a Manhattan synagogue, asked The Gap whether it had plans to mend its ways before they felt it necessary to tell their congregation that buying Gap clothes violated Jewish ethical laws.

In December, The Gap gave in, accepting Mr. Kernaghan's demand to have independent monitors from El Salvador's Jesuit University and Catholic Archdiocese investigate its factories. Mr. Kernaghan believes that workers are scared to tell the truth to monitors chosen by companies.

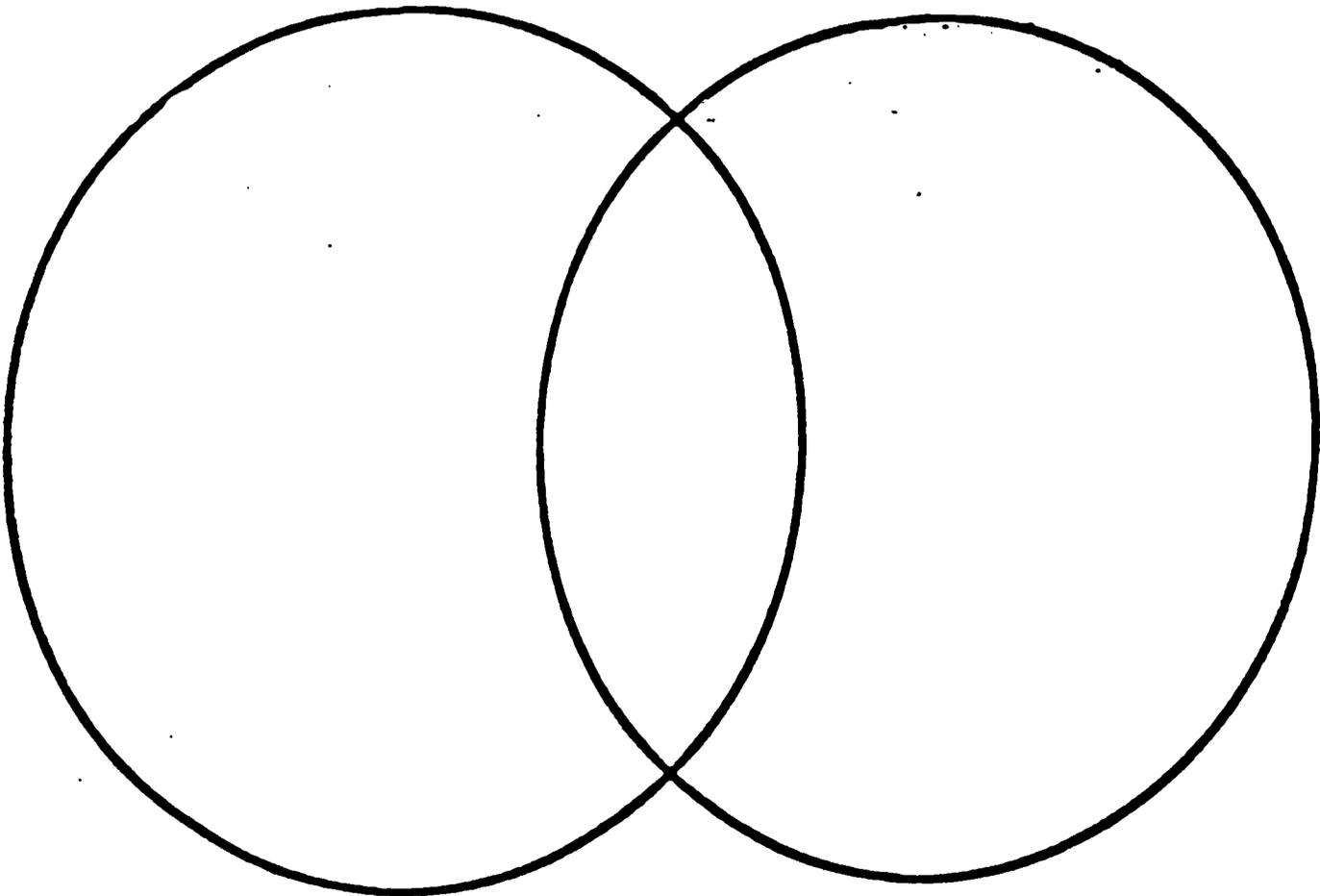
Amazed at how The Gap campaign caught on, Mr. Kernaghan said: "Not to sound Pollyannish, but I believe there is a basic decency in the American people that these companies don't understand. We have to try to tap this decency. When we do that , we get a tremendous response."

The New York Times. June 16, 1996.

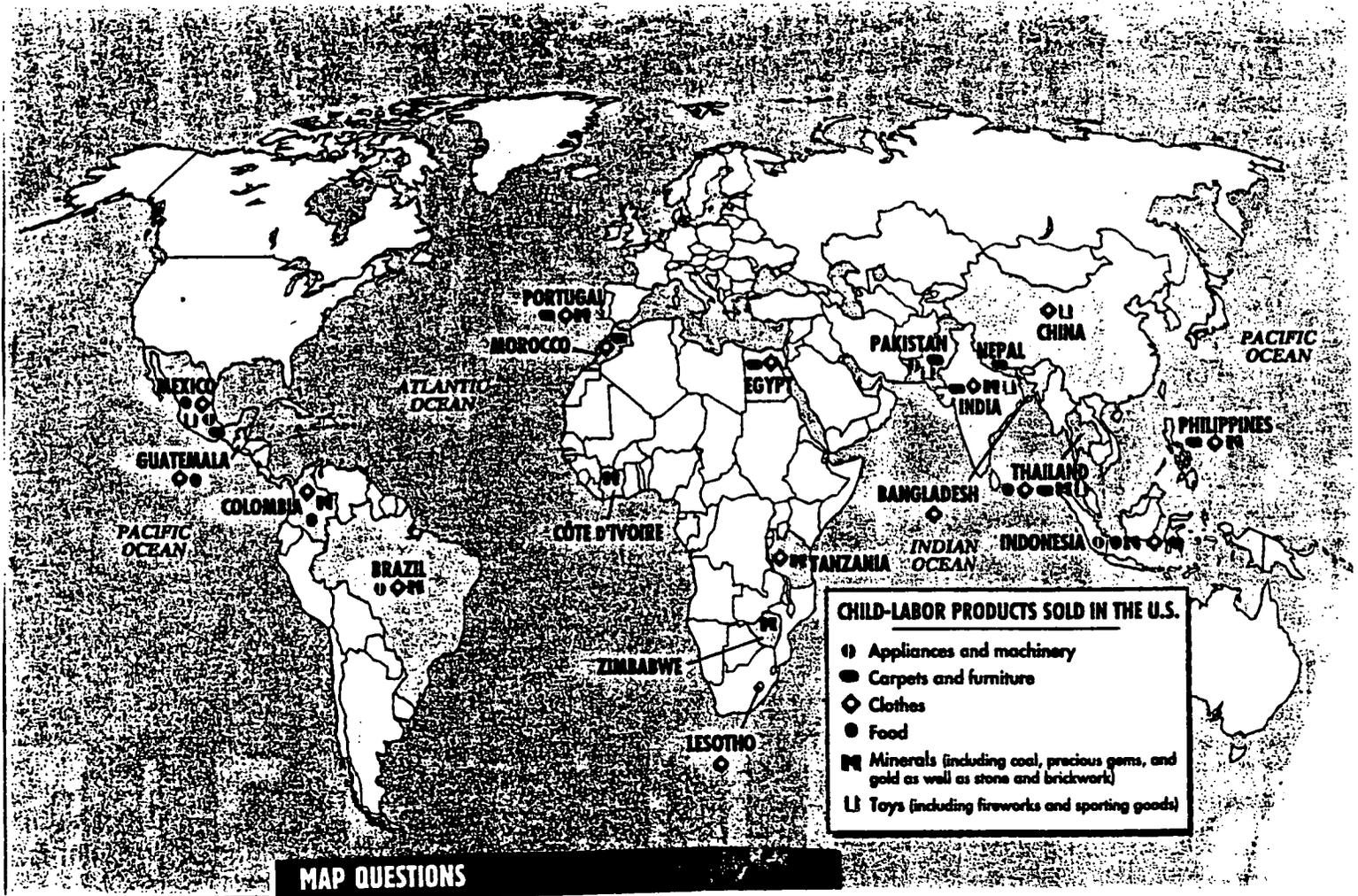
**Worksheet VII
VENN DIAGRAM**

Iqbal

Mr. Kernaghan



Worksheet VIII



MAP QUESTIONS

This map shows 19 countries where child labor is a major problem. The countries are named and shown in distinctive colors. The industries that rely on child labor are identified by symbols. (The map, based on a U.S. Department of Labor report, does not include every country or industry that relies on child labor.)

1. Which European country is named on this map? _____
2. According to the map, which continent has the largest number of countries in which child labor is a major problem? _____
3. Which continent has the second-largest number of countries in which child labor is a major problem? _____
4. Why do you think so many countries on those two continents rely heavily on child labor? _____

5. Based on this map, which three countries have the most industries that use child labor? _____

6. Are any North American countries represented on the map? If so, which? _____

Worksheet IX

Seeing Was Believing

by
Mary Morton Cowan

Children of poor families worked in the earliest factories in America. Many worked more than twelve hours a day, six days a week, so there was no chance to go to school and very little time for play. Workplaces were hazardous and unhealthy, and children were paid pitifully poor wages.

By the early 1900s, child labor conditions were intolerable. Some adults became concerned. One was a teacher in New York City named Lewis Wickes Hine. He had been orphaned at age fifteen and been forced to work more than fourteen hours a day in a furniture factory, lifting unbearably heavy objects.

Hine was an amateur photographer. He knew a picture could tell a powerful story. His compassion for poor people struggling to maintain their dignity was so strong that he quit teaching to photograph their stories.

Hine published some of his photographs. About that time, an organization called the National Child Labor Committee (NCLC) was investigating child labor conditions. If the public could see children working in horrid conditions, surely they would take notice. In 1908, the NCLC hired Hine to photograph children at work. For the next twenty years,

he was the organization's official photographer.

The NCLC began to distribute pamphlets using some of Hine's photographs. They also published some in magazines and newspapers. Before long, the little man with the camera became known as a troublemaker. After all, his photographs were revealing —



and disturbing! He got thrown out of some factories, and occasionally his life was threatened, but he persisted.

Over the years, Lewis Hine took thousands of photographs for the NCLC. He dedicated his art to helping America's children — to telling their story and freeing them from abusive labor conditions. Those compassionate photographs played a major role in child labor reform, since for many people, seeing was believing.



Hine found his way into crowded, filthy tenements where women and children toiled for long hours at a time. Temperatures in the houses were stifling in the summer and bitter cold in the winter. In one sweatshop, as these home shops were called, two children worked with their mother finishing men's trousers. They earned two to three cents for each pair.



In another sweatshop, a woman and her children shelled nuts for local restaurants. The little girl cracked the hard shells with her teeth.

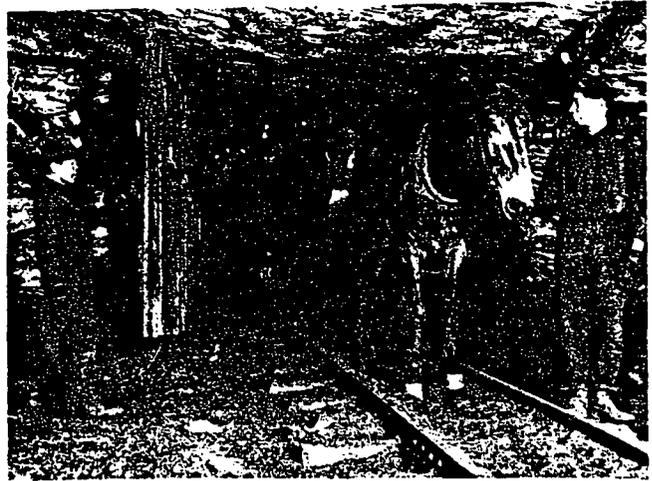
Community School District 18
755 East 100 Street
Brooklyn, New York 11236

It's The Law Program
1995-1996



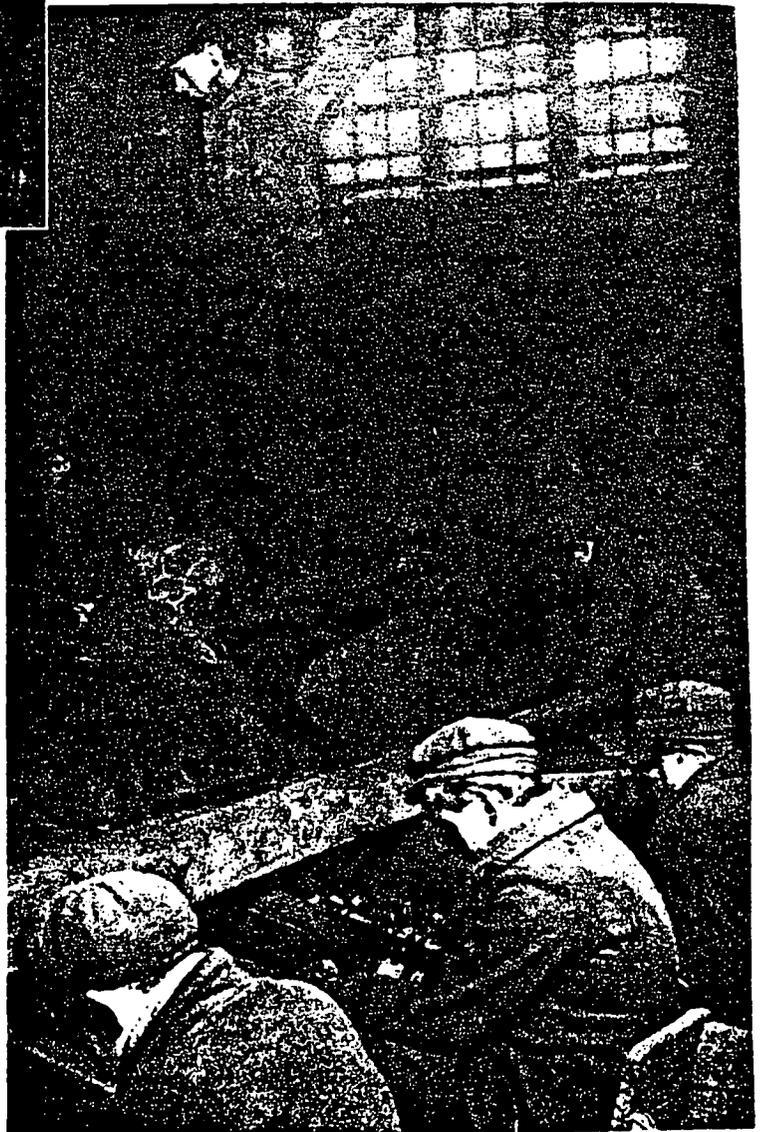
In glass factories, "carrying-in" boys worked for ten or more hours at a time carrying molten glass from the furnace (at 2500°F) to the bottle makers, then back to the furnace again. The floor was spattered with broken glass. Cuts were common, and many boys suffered heat exhaustion.

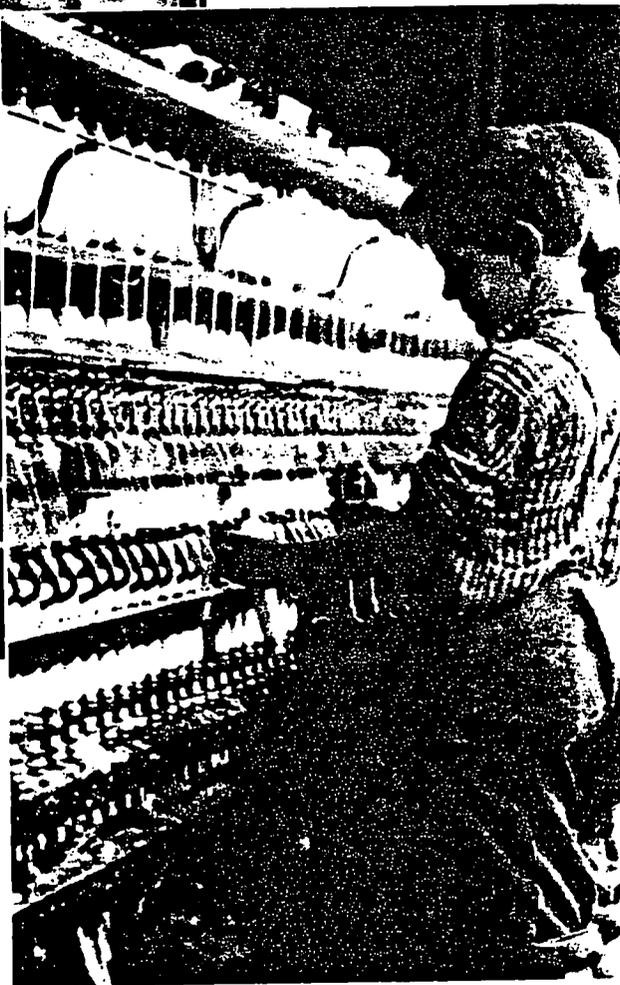
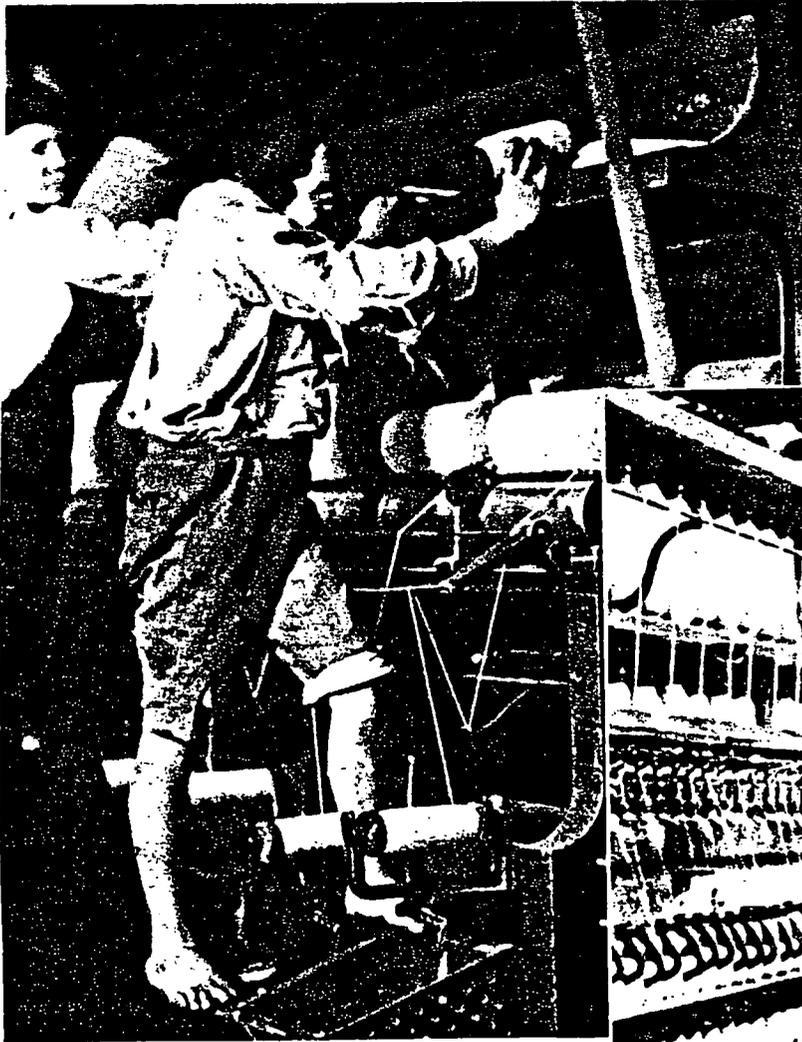




Conditions in coal mines were dreadful. Young boys sat in grimy breaker rooms near the mine entrances from daybreak until dark, picking out pieces of slate that fell down the chutes along with the chunks of coal. Some of those "breaker boys" were only seven years old. Most of them suffered chronic coughs from breathing in coal dust, and many developed poor posture.

When the boys turned twelve, they worked down in the mines, where there was constant danger from explosions and cave-ins. It took all a boy's strength to "sprag" the train, or keep it from running backward down the track.





Textile mills were hot and steamy. The air was full of lint, and the whirring machines were deafening. Children often worked barefoot, for that made it easier to climb onto the huge machines to change spools or bobbins. Besides, it felt cooler. They were forced to work so fast they often caught their fingers in the machinery.

At canneries along the seacoast, children as young as three years old stood all day in stinking sheds shucking oysters or peeling shrimp. During canning season, families worked from 3 or 4 A.M. until late afternoon. Children constantly cut their hands on the sharp knives used to crack oyster shells. The liquid in the shrimp caused the youngsters' sore, bleeding fingers to swell. It was so strong that it ate holes in their shoes.



Worksheet IX

Federal regulation of child labor did not succeed until 1938, when President Franklin Delano Roosevelt signed the Fair Labor Standards Act, which set minimum wage and maximum hour standards for all workers in interstate commerce, and also placed limitations on child labor. In effect, the employment of children under sixteen was prohibited in manufacturing and mining. Congress amended the law in 1949 to include businesses not covered earlier - principally, commercial agriculture, transportation, communications, and public utilities. In other occupations, federal laws prohibit children under sixteen from working during school hours and limit the number of hours they can work after school and on weekends.

Compared to conditions in 1904, when the National Child Labor Committee was founded, gratifying progress has been made. Still, child labor has not vanished from America. It exists today among the children of recent immigrants who toil next to their mothers behind the closed doors of sweatshops; among a half-million poverty-wracked children of migrant farm workers; among hundreds of thousands of youngsters who hold jobs prohibited by law, or who work excessive hours while attending school.

Worksheet X

What You Can Do To End Child And Sweatshop Labor

Join the fight. You can get information about working to eliminate child labor and the exploitation of children by writing to Free the Children at 16 Thornbank Road, Thornhill, Ontario, Canada L4J 2A2; phone: 905-881-0863 or fax: 905-881-1849; the e-mail address is freechild@clo.com.

Free the Children sponsors an educational campaign to create greater awareness of child labor by distributing information and visiting schools and businesses. It has a petition and letter-writing campaign asking government leaders to take a stand on the child labor issue and to ban products made by exploited children.

Raise Funds. In Quincy, Mass., students at the Broad Meadows Middle School, which was one of the schools that Iqbal Masih visited on his world crusade before he was slain, have raised over \$100,000 to build a school in or near Muridke, the Pakastani village where Masih was born. Donations to help build the school can be sent to: A School for Iqbal Masih Fund, c/o Hiberian Savings Bank, Quincy High School Branch, 731 Hancock Street, Quincy, Mass. 02170.

Become A Better Shopper. The National Consumers League (1701 K Street, N.W., Suite 1200, Washington, D.C. 20006) has issued a list of questions that could be asked of clothing retailers to make sure they do not support sweatshop conditions. The league also has a list of 19 countries where child labor is used to produce products that are exported to the United States.

Educate Yourself. Write to the United States Department of Labor for two reports that profile 19 countries where child labor is used to produce products that are exported to the United States. Send for: "By the Sweat and Toil of Children," Volumes I and II, United States Department of Labor, 200 Constitution Ave., N.W. Room S1308, Washington, DC 20210.

Shop Smartly. Robert Reich, Secretary of the United States Department of Labor, recently released a list of 31 companies in the garment industry that have arranged to monitor the working conditions of their independent garment contractors, where sweatshop conditions have existed. Among some of the companies he cited as agreeing to monitor such conditions are: Lands' End, The Limited, Levi Strauss and Co., Liz Claiborne, Nicole Miller, Nordstrom, Guess and Patagonia.

ENVIRONMENT

Teacher Background

An environment consists of all the surroundings of a location including the land, water, weather patterns, plants and animals. Environment also includes the changes that people have brought to a place. (i.e., buildings, factories) There are different types of environments on the earth. Deserts, mountains, water, plains, tundra, forests and frozen lands are examples. In this unit, students will examine man's interaction with the environment and the importance of protecting it.

Fact: Man has used technology to upset the natural ecosystems of each of our environments.

Fact: We have polluted our water, air and land.

Fact: If efforts are not made to protect the environment, the balance of nature will be totally destroyed.

Fact: The countries of the world have united to save the environment.

Fact: Laws have been established to help protect our environment.

At the end of this unit, students will understand why they must respect the environment. They will be aware of the laws that govern the protection of our environment and how they can contribute.

GUIDING QUESTION I: What is an environment?

Instructional Objective: Students will develop a full understanding of the meaning of an environment.

Developmental Strategy:

1. Determine the meaning of the term environment by writing descriptive words volunteered by class members on a large chart.

Ask:

If environment can be considered a location's total surroundings -

- What natural surroundings would be included?
(Example: land, water, air and all the inhabitants)
- What man-made surroundings would be included?
(Example: buildings, dams, bridges, subways. graffiti)

- What are the surroundings that cannot be seen?
(Example: close knit, safe feeling, laughter, fear, music, cooking smells, sirens)
2. Using the words on the chart, assign student groups to write descriptions of types of physical environments such as: deserts, shorelines, rainforests, mountains, tundra. Draw illustrations.
 3. Share descriptions and illustrations with the class.
 4. Decide on a one sentence definition of environment. Post it prominently in classroom for duration of the unit.

GUIDING QUESTION II: Why is the protection of the environment important?

Instructional Objective: Students will explore the interdependence that exists in any environment.

Developmental Strategy:

1. Explain that environments are very fragile and that all changes that occur in nature affect the total environment. Discuss how severe weather can erode beaches, floods destroy farmland, etc. Help students differentiate between changes in the environment caused by nature and by man.
2. Study the path of the ground water on Worksheet I. Trace the water cycle. Note the roles played by the land and the air.
Ask:
 - What might happen to this land during a drought?
 - What would be the results of severe flooding?
 - What are two sources of water contamination shown on the worksheet?
 - Who is responsible?
3. Return to student groups assigned in GUIDING QUESTION I. Review material prepared on the physical environment being studied.
4. Select a natural or man-made element that, if introduced, could upset the environmental balance. (Examples: hurricane, acid rain, creating a landfill, oil spill.)
 - Identify the element.
 - Is it natural or man-made?
 - List short term and long term effects. (both negative and positive)
 - Can the imbalance be reversed? How?

5. Present your data to the class.

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Instructional Objectives: Students will study the crippling effects of water pollution.

Developmental Strategy:

1. Ask:
 - How important is clean water to an environment?
 - What is it used for?
 - Where does it come from? (Review Worksheet I)
2. Read the lyrics to "Poison in the Well" by Natalie Merchant. (Worksheet II)

Ask:
 - How do you interpret this song?
 - What has happened?
 - What is causing this fear?
3. Read "Wishing for a Well," the factual article distributed by the United Nations. (Worksheet III).
4. Compare the two forms of writing.
Ask:
 - Which is most powerful?
 - Which is easier to understand?
 - What is the message contained in both?
5. Research an authentic case of an environment destroyed by water pollution. Read "Love Canal", (Worksheet IV). Collect additional information from encyclopedias, periodicals, newspapers, etc.
6. Hold a roundtable class discussion on water pollution and how we can protect our own community's water.

GUIDING QUESTIONS III: What are the concerns for the local environment?

Instructional Objective: Students will understand that there is a delicate balance between protecting the environment and respecting people's rights.

Developmental Strategy:

1. Display the following definition of vandalism for the class to study:

Vandalism is the willful or malicious or ignorant destruction or defacement of public property.

Explain that vandalism is one way man can destroy his local environment.

2. List acts of vandalism that harm your neighborhood.
3. Introduce students to the Anticipation Guide (Worksheet V.) Explain that graffiti, defined as writings or drawings made on a public surface, is sometimes considered vandalism; sometimes called art.
4. Read the six statements on Worksheet V and complete the Before Reading column, indicating your own opinion - Yes, if you agree, or No if you disagree.
5. Read two articles describing conflicting points of view.
 - The Case of the Graffiti Artist - (Worksheet VI)
 - Art on the Streets of Boston - (Worksheet VII)
6. Reread the six statements on Worksheet V and complete the After Reading column.
7. Work with a partner to discuss both readings. Explain:
 - reasons for your final opinions.
 - how the articles may have changed your mind.
 - legal aspects mentioned in each article.
8. Conclude with a whole class discussion sharing each group's reactions and points of view. Students will see that these issues can be complicated. They will also observe that opinions may change after readings and discussions.

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Instructional Objective: Students will describe and monitor their neighborhood to identify environmental strengths and weaknesses.

Developmental Strategy:

1. Draw a neighborhood map on a large sheet of paper. Locate the school block in the center and extend the drawing for three blocks in each direction. Identify streets, buildings, parks, etc. Display completed map in classroom.

2. As a whole class, write ten to twenty words that describe the neighborhood environment. Decide which words are positive and negative.
3. Discuss the strengths of your neighborhood environment.
Ask:
 - Who is responsible for taking care of the neighborhood?
 - What must be done to maintain the neighborhood?
4. Create a list of existing problems that threaten the neighborhood environment. (Examples: litter, pollution, graffiti, etc.)
5. Assign students to record instances of environmental neglect or abuse they have witnessed in the neighborhood for one week.
6. Record each instance on the map.
7. When the week has ended, the class will examine all entries to determine the type and degree of environmental offenses that were recorded.

Ask:

- How can we solve these problems?
- What happens to environments that are not cared for?

GUIDING QUESTIONS IV: How can lessons learned in the past and how we live in the present provide inspiration for the future?

Instructional Objective: Students will read and interpret and apply knowledge learned from poems and quotes.

Developmental Strategy:

1. Read poems and quotes on Worksheet VIII. Identify similarities in the message and differences in poetic styles.
2. Discuss images of destruction i.e., rainbows rising over ... tree of ice...
3. Identify the narratives written in 1st, 2nd, 3rd person.
4. Categorize selections according to (hopeful) positive and (depressing) negative images.
5. Based on the knowledge gained by these statements and all our prior activities concerning the environment, write a prescription to improve the environmental health of the environment and/or the environmental awareness of our neighbors.

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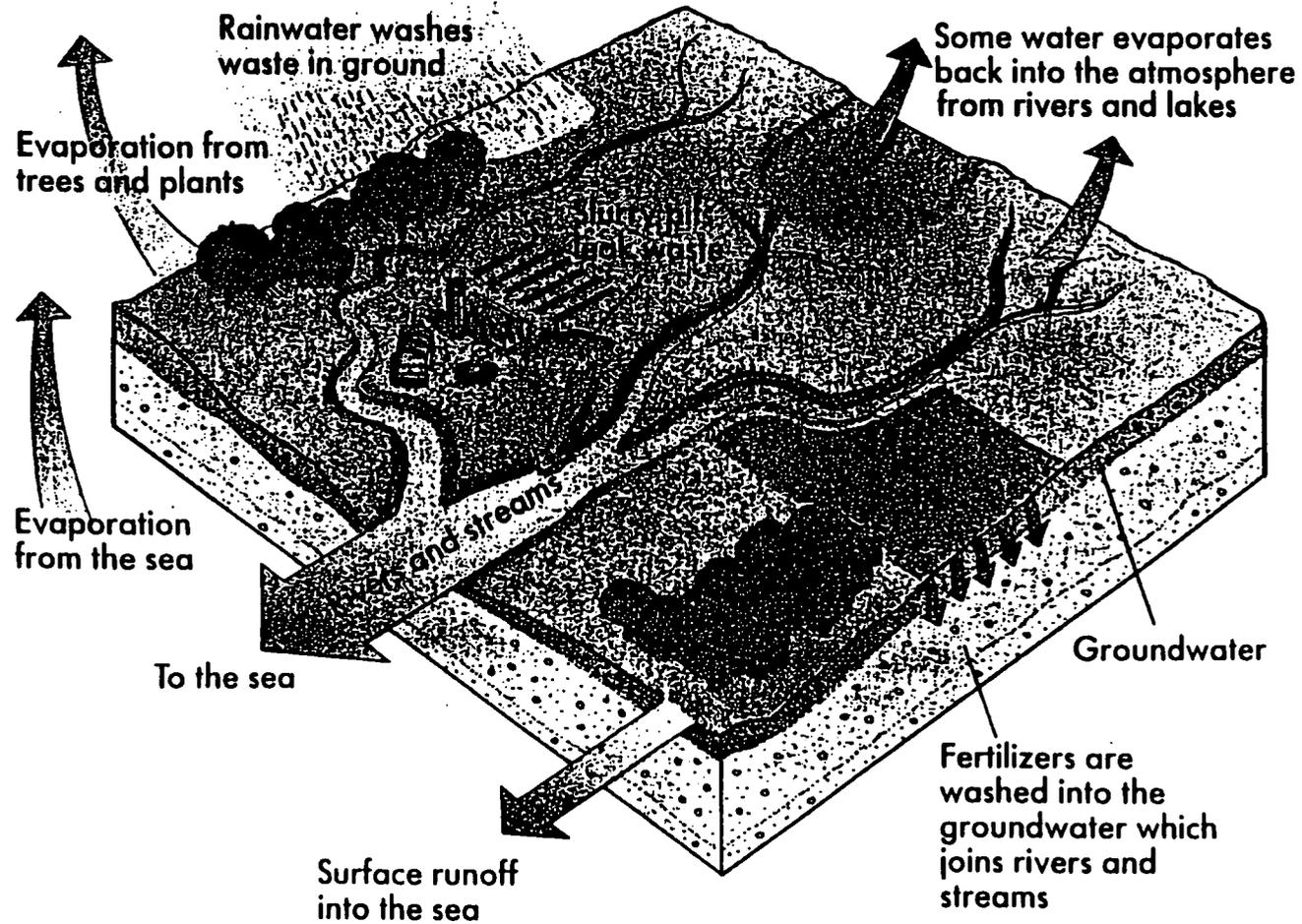
Instructional Objective: Students will learn ways to actively support environmental causes.

Developmental Strategy:

1. Students will now engage in individual or group research oriented activities. Suggested global and national topics:
 - a) Chernobyl b) Bhopal c) Exxon Valdez disaster d) oil fires in Kuwait
 - e) nuclear waste f) endangered natural environments - i.e. Everglades, northwest Forests.
 - Research the problem thoroughly.
 - Where is the problem found?
 - Why does it happen?
 - Who is responsible?
 - What laws address the problem?
 - How can the problem be solved?
 - Present findings to class.
2. Conduct and assess Community Environmental Audit (Worksheet IX)
Write letters to elected officials with recommendations or suggestions.
3. Develop and conduct a School Audit (Worksheet X) and write letters to school officials.
4. List and implement ways to beautify the neighborhood, i.e., Gaskins' Harlem project to beautify business gates; community flower gardens. (Worksheet XI)
5. Create posters to make people more aware of environmental issues.
6. Design a petition, to address problems (Worksheet XII).
7. Survey peers' personal environmental awareness of water conservation, energy conservation, littering).
8. Predict what our descendants will inherit from us. Make predictions on the condition of the environment 50 years from now. Prepare a statement for an oral presentation. After presentations conclude that we must reclaim our future. We have to be aware of our environment and the need to preserve our resources - air - land and water as an individual and a group.

Worksheet I

Groundwater and the Water Cycle



Worksheet II

POISON IN THE WELL

Tell me what's gone wrong, I tilt my head there, under the faucet, but when I turn it on- dry as paper. Call the neighbors. Who's to blame for what's going on? In the dark without a clue I'm just the same as you.

O, they tell us there's poison in the well, that someone's been a bit untidy and there's been a small spill. Not a lot, no, just a drop. But there you are mistaken, you know your are. I wonder just how long they knew our well was poisoned but they let us just drink on.

O, they tell us there's poison in the well, that someone's been a bit untidy and there's been a small spill. All that it amounts to is a tear in a salted sea. Someone's been a bit untidy, they'll have it cleaned up in a week. But the week is over and now it's grown into years since I was told that I should be calm, there's nothing to fear here. But I drank that water for years, my wife and my children.

Tell me, where to now, If your fight for a bearable life can be fought and lost in your backyard?
O, don't tell us there's poison in the well, that someone's been a bit untidy, that there's been a small spill. All that its amounts to is a tear in a salted sea. Someone's been a bit untidy, they'll have it cleaned up in a week.

Natalie Merchant

**Worksheet III
WISHING FOR A WELL**

Clean water, basic to health and well-being, should be something everyone takes for granted, but it isn't. Worldwide, there are an estimated 1.2 billion people who lack access to safe water and another 1.7 billion people who live in unsanitary, life-threatening conditions. Eighty percent of the diseases in developing countries are related to poor drinking water and sanitation. Severe illnesses like cholera, typhoid, and amoebic dysentery, which are spread through the use of contaminated water for drinking, bathing, or cooking, take the lives of millions of adults and children every year. The time-consuming burden of collecting water each day - from sources that may be polluted - usually falls to women and children.

UNICEF - 1995

Worksheet IV LOVE CANAL

Love Canal is a town located in upstate New York. Lois Gibbs, a resident, learned that her children's school had been built atop an old dump site that contained dioxin, carbon tetra chloride and dozens of other chemicals that cause cancer. She wondered if all of the chemicals in the ground and in the water might explain the disturbingly large number of serious health problems among the neighborhood's children.

Lois Gibbs organized the members of the community. They mapped the community's health problems, and matched their findings with old topographic maps. The homeowners put pins on the map wherever someone in the community had a serious health problem which could not be explained. One of the townspeople came up with the idea that the homes where people were seriously ill were built along the old stream beds.

The idea was right on target. After more research the townspeople discovered that before Love Canal became a residential community, it had been an industrial area. The theory is that toxic material waste had been dumped in the river many years ago. The dangerous chemicals had been absorbed into the soil as the river beds dried up. Years later, houses were built on top of this polluted soil. The people who lived in these homes had a high rate of miscarriages. Fifty-six percent of children born in Love Canal suffered birth defects. These rates are high above the national average.

Eventually, Lois Gibbs and the other residents of Love Canal brought all of this information to the attention of the federal government. In 1978, the state and federal authorities evacuated the entire community.

Anticipation Guide

Before Reading	Statements	After Reading
1.	1. Graffiti is art rather than vandalism.	1.
2.	2. Graffiti is a private right rather than a public right.	2.
3.	3. There is a legal difference between temporary and permanent graffiti.	3.
4.	4. Graffiti is done for shared pleasure rather than self indulgence.	4.
5.	5. Graffiti is an expression of individual freedom rather than an act of irresponsibility.	5.
6.	6. Controlling graffiti is oppression rather than protection.	6.

Worksheet VI

Vandalism/malicious Destruction of Property

Case of the Graffiti Artist

Rebecca Rembrandt and Sammy Cezanne, two aspiring neighborhood artists, wanted to create a chalk masterpiece on Sammy's driveway. With permission from Sammy's mom, they were soon hard at work with plenty of chalk, transforming their big concrete "canvas" onto a work of art. After a little while, Rebecca got bored with the driveway and decided to move on to bigger and better things. She found a can of red spray paint and headed to the school across the street. Overcome with inspiration, she spray painted the school with the words "So many walls. So little time."

**Overcome
with
inspiration,
she spray
painted the
school wall.**

Just as she was finishing, a police car pulled up. The police detained Rembrandt and told her she was under arrest for "malicious destruction of property."

But I didn't destroy anything! she protested. "And if this is a crime, then I'm not the only one who's is a criminal. Look what Sammy Cezanne drew on the driveway.:

The police went over and looked at the chalk drawing on Sammy's driveway.

"Did you do this?" one of the policemen asked Sammy.

He didn't know how to respond. "I, uhh, umm, I"

"Where do you live? the officer interrupted Sammy's stuttering.

The boy pointed to his house - next to the drive. The police noted that the writing on the sidewalk was chalk and not paint. They did not arrest Sammy, but they promptly took Rebecca Rembrandt down to the station and called her parents.

Worksheet VII

ART ON THE STREETS OF BOSTON

Art is an important part of culture. As you have read, people have created art since earliest times. Even the people of the Old Stone Age drew pictures of the animals they hunted. Art continues to be a central part of modern culture. Today Bob Guillemin, better known as Sidewalk Sam, uses colorful chalk to create wonderful designs. He kneels for long hours on concrete to bring great art out where people can see and enjoy it.

Sidewalk Sam is a screever, or pavement artist. He has special permission from the City of Boston to draw his chalk pictures on city sidewalks. The city appreciates the way Sam and his work brighten the streets and involve the people.

It takes Sam all day to chalk a giant copy of a famous painting on the sidewalk. Sam uses the sidewalk because he believes that beautiful things should be a part of our everyday lives, not saved for trips to a museum. You might find Sam working in front of a bank, near a store, or on a busy corner. But one thing is certain, you will always find him working where there are lots of people.

Sam likes to watch the reactions of people to his work as it takes shape. People see all the steps that it takes to make a portrait or draw a landscape. This way great art becomes understandable.

As he works, he talks with the people who stop to watch. Strangers will stand and talk together about the painting and



its progress. People start to smile as they see what Sam is doing. He and his work add a feeling of warmth and friendliness to the city streets.

How long does Guillemin's artwork last? Most of his creations begin to wear away in a week. Sometimes a sudden rain washes away a picture before he even finishes it. But in the words of Sidewalk Sam:

It's the process that's important. It's enough for me just to have people enjoy it while I was doing it.

Worksheet VIII

Landscape

What will you find at the edge of the world?

A footprint.

a feather.

desert sand swirled?

A tree of ice.

or a junkyard of cars?

What will there be at the rim of the earth?

A mollusc.

a mammal.

a new creature's birth?

Eternal sunrise.

immortal sleep.

or cars piled up in a rusty heap?

Eve Merriam

Humankind has not woven the web of life.
We are but one thread within it. Whatever
we do to the web we do to ourselves. All things
are bound together. All things
connect. Whatever befalls the earth befalls
also the children of the earth.

Sealth (1786-1866)

Chief of the Squamish and Allied Tribes

The Earth Charter

Prepared by the Non-Governmental
Organizations Gathered Together in Rio De
Jenerio - June 3-14, 1992

*We are Earth, the people, plants and animals, rains and
oceans breath of the forest and flow of the sea.*

We honor Earth as the home of all living things.

We cherish Earth's beauty and diversity of life.

*We welcome Earth's ability to renew as being the basis
of all life.*

*We recognize the special place of Earth's Indigenous
Peoples, their territories, their customs and their unique
relationship to Earth.*

*We are appalled at the human suffering, poverty and
damage to Earth caused by inequality of power.*

*We accept a shared responsibility to protect and restore
Earth and to allow wise and equitable use of resources
so as to achieve an ecological balance and new social,
economic and spiritual values.*

Shadows

Spider,

last of her kind.

scuttles underground, safe;

prepares her nest for young ones. But none
come.

Song of the Xingu Indian

They have stolen my land;

the birds have flown,

my people gone.

My rainbow rises over sand.

my river falls on stone.

by

Judith Nicholls

Birdfoot's

The old man must have stopped our car two
dozen times to climb out and gather into his
hands the small toads blinded by our lights
and leaping, live drops of rain.

The rain was falling, a mist about his white
hair and I kept saying you can't save them
all, accept it, get back in we've got places
to go.

But, leathery hands full of wet brown life,
knee deep in the summer roadside grass, he
just smiled and said *they have places to go
to too.*

-Joseph Bruchac

Worksheet IX
Community Environmental Audit

Interview community members (at least 4 businesses - 4 residents) to learn the following:

1. Do you recycle? What? Why?
2. Do you recycle effectively? Why? Why not?
3. What laws govern your environmental decisions? How so? Please explain?
4. Are the current laws you discussed effective and realistic? Please explain.
5. In what ways do you conserve energy and natural resources in your daily life? Give examples.

Worksheet X
Sample Audit - Our School

1. Does our school recycle effectively? What do they recycle? are there other items that could be recycled?
2. Does our school use recycled items?
3. Does the cafeteria use styrofoam trays? If so, is this necessary and are they recycled?
4. Does our school conserve energy by shutting off unnecessary lights, keeping thermostats at reasonable temperatures, insulating windows, etc?
5. Does our school use pesticides or fertilizers? If so, are they safe?
6. How much food does the cafeteria dispose of everyday?
7. How many people at our school live within walking distance? How many walk and get lifts?

Worksheet XI

Franklin Gaskin Helps Beautify Harlem

An early morning walk down parts of 125th Street in the Harlem neighborhood of New York City is like a stroll through an art gallery. The large metal gates store owners roll down each night to protect their store-fronts are awash with color. Lush rain forests, shimmering lakes, and tropical islands line the streets. These murals might make you believe you are far away from Harlem.

However, not too many years ago the row of metal gates along 125th Street were not works of art but eyesores. Graffiti covered the steel curtains. Franklin Gaskin, an artist who painted murals for restaurants, wanted to beautify that part of Harlem. He persuaded the store owners on 125th Street to pay him to paint their metal gates.

Starting early in the morning before the stores opened, Gaskin would kneel in front of the metal gates, paints in hand. In a short time the murals became so popular that Gaskin had a waiting list of metal gates to paint.

Franklin Gaskin's murals certainly add a splash of color to a once gray urban scene. However, they do more than give Harlem an outdoor art gallery. Graffiti has all but disappeared on the metal gates. The murals are so beautiful that people do not want to ruin them with ugly writing. Thanks to Franklin Gaskin, people can feel happier when they walk down 125th Street. They can feel pride in their colorful community.

Talk About It

1. How has Franklin Gaskin helped make 125th Street a more pleasant place?
2. What are some other ways people can help beautify their neighborhood?

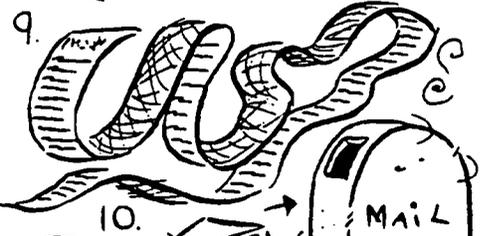
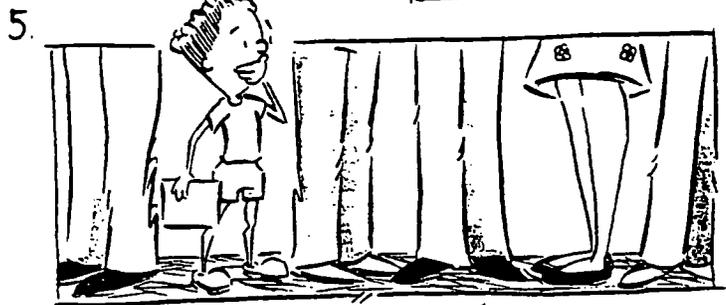
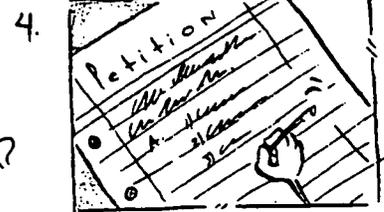


Worksheet XII

Write a Petition!

by Joan Leotta

A petition is a letter that can be signed by one person or by many who share the same opinion concerning some issue. Here are some tips for writing a petition.



1. Determine the problem or issue you wish to address.

2. Write a two-sentence description of the problem.

3. In one or two sentences, describe how you think the problem should be solved.

4. Outline the specific steps you wish the person receiving the petition to take and how those steps will help to solve the problem.

5. Determine who can make the changes you want — your parents, the school board, the president of the United States?

6. Look up the proper form for addressing that person (for example, a judge is addressed as "The Honorable").

7. Look up the correct address for the person to whom you are writing.

8. Copy the petition over in your best handwriting or type it. Make sure everything is spelled correctly.

9. Sign the petition and get others who agree with you to sign.

10. Mail the petition. Make sure you affix the correct postage.

Teacher Resources

- A. Northeast Audubon Society
Sharon, conn. 06069
- B. Institute for Earth Education
Box 288
Warrenville, IL 60555
- C. National Wildlife Federation
1412 16th Street, N.W.
Washington, DC 20036-2266
- D. The Kids Earth Works Group
1400 Shattuch Avenue #25
Berkley, Ca. 94704
- E. Greenpeace
1436 U Street, N.W.
Washington, DC 20009
- F. Earthwatch
680 Mount Auburn Street
Box 403N
Watertown, MA 02272
- G. New York City Department of Sanitation
Bureau of Waste Prevention - (21) 837-8183
- H. Sierra Club
- I. Nature Conservation

MOCK TRIAL - A Culminating Activity

GUIDING QUESTIONS I: How do students organize a mock trial?

Instructional Objective: Students will investigate their knowledge of trials.

Developmental Strategy:

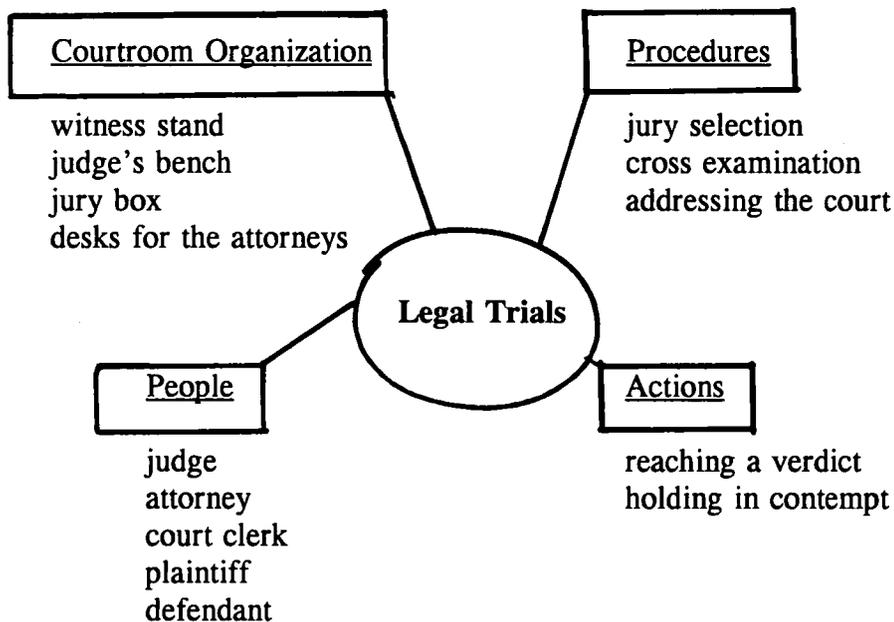
1. Ask: What do you know about legal trials?

Teacher writes each letter of the alphabet vertically on the chalkboard. As students respond, teacher writes the response on the board next to letter that begins the word.

Examples: P-Prosecution J-Judge

2. When responses are completed, students create categories such as, people, actions and procedures.
3. Record categories on semantic map.

Sample semantic map



4. Introduce Courtroom Layout (see Worksheet I). Using Worksheet I, redirect students' attention to semantic map. Working with one category at a time, ask students to find each person's location in the courtroom and predict where procedures, evidence, and verdicts are presented.
6. Organize classroom for mock trial, identifying the labeling specific areas denoted on Worksheet I.

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Instructional Objective: Students will learn the mock trial process by modeling the proper courtroom rules and procedures.

Developmental Strategy:

1. Introduce "Steps in Mock Trials" (Worksheet II) and "Objections" (Worksheet III) explaining legal terminology as needed.
2. Read Worksheet IV, Case A. Teacher will assign roles to students and "coach" them through the mock trial.
3. With less teacher involvement, students will enact Case B on Worksheet IV.
4. Review actual verdicts in class discussions using Worksheet V.

GUIDING QUESTION II: How do students stage a mock trial?

Instructional Objective: Students and teacher will plan and present a mock trial.

Developmental Strategy:

1. Introduce one of the scenarios.
2. Read the selection in pairs.
3. Write an initial response to the selection.
4. Discuss the case with the entire class, deciding the charge, the name of the plaintiff and the name of the defendant.
5. Introduce Worksheet VI, "Mock Trial Tasks and Responsibilities" and familiarize students with obligations.
6. Allocate role assignments and discuss responsibilities of specific roles.
7. Record specific roles on a table (Worksheet VII.)

Role/Responsibility/How Performed
Judge(s) [1-3] Court Clerk [1]
Plaintiff(s) [as necessary] Plaintiff's Attorneys [as necessary]
Defendant(s) [as necessary] Defense Attorneys [as necessary]
Witnesses [2 or 3 for each side]
Court reporters [2-4]
Evaluators [balance of class]

Note to Teacher: Some of the skills students must concentrate on are:

- Deciding which points are the most important.
 - Attorneys must be able to state clearly what they intend to prove in an opening statement and to argue effectively in their closing statement using the facts and evidence presented which they feel have proven their case.
 - Following the formality of the court, e.g., standing up when the judge enters, or when addressing the judge; calling the judge "Your Honor", etc.
 - Attorneys must phrase questions on direct examination that are not leading (carefully review the rules of evidence and watch for this type of questioning in practice sessions).
 - Attorneys must refrain from asking so many questions in cross-examination that well-made points are lost. When a witness has been contradicted or otherwise discredited, student attorneys tend to ask additional questions, which often lessen the impact of the points previously made.
 - Attorneys must think quickly on their feet when a witness gives an unexpected answer, an attorney asks an unexpected question, or a judge throws questions at the attorney or witness.
 - Maintaining proper courtroom decorum.
 - Witnesses can not contradict their depositions.
8. Provide time for plaintiff's and defendant's attorneys to meet and plan strategy and formulate a line of questioning. Also allow time for all participants to review their roles in the case.
 9. Distribute Rating Sheets to Evaluators. (Worksheet VII.)
 10. Commence trial proceedings.

.....

Instructional Objective: Students will evaluate the proceedings and form conclusions.

Developmental Strategy:

1. Complete individual rating sheets after the final rebuttal.
2. Meet and compare scores.
3. Render a decision based on the cumulative scores.
4. Present findings to the judge(s)
5. Judge announces verdict
6. Create a reflective essay using the Mock Trial process and experience, including personal observations and opinions.

Note to Teacher: The same procedures should be followed for all scenarios.

Worksheet I
COURTROOM LAYOUT

JUDGE

COURT CLERK

WITNESS STAND

DEFENDANT'S TABLE

PLAINTIFF'S TABLE

EVALUATOR AND MEDIA

SEATING

EVALUATOR AND MEDIA

SEATING

Worksheet II

STEPS IN MOCK TRIALS

The Opening of the Court

The clerk of the Court will call the Court to order.

When the judge enters, all participants should remain standing until the judge is seated.

The case will be announced . . . i.e., "The Court will now hear the case of _____ against _____."

The judge will then ask the attorneys for each side if they are ready.

Opening Statements

1. Plaintiff

After the attorney introduces all team members to the judge, the plaintiff's attorney in a civil case (or the prosecutor in a criminal case) summarizes the evidence which will be presented to prove the case.

2. Defendant

After the attorney introduces all team members to the judge, the defendant's attorney summarizes the evidence for the Court which will be presented to rebut the case the plaintiff/prosecution has made.

Direct Examination by Plaintiff

The plaintiff attorneys conduct direct examination (questioning) of each of its own witnesses. At this time, testimony and other evidence to prove the plaintiff's case will be presented. The purpose of direct examination is to allow the witness to narrate the facts in support of the case.

NOTE: The attorneys for both sides, on both direct and cross-examination, should remember that their only function is to ask questions; attorneys themselves may not testify or give evidence, and they must avoid phrasing questions in a way that might violate this rule.

Worksheet II - Page 2

Cross-Examination by the Defense Attorney

After the attorney for the plaintiff has completed questioning a witness, the judge then allows the other party (i.e., defense attorney) to cross-examine the witness. The cross-examiner seeks to clarify or cast doubt upon the testimony of opposing witnesses. Inconsistency in stories, bias, and other damaging facts may be pointed out to the judge through an effective cross-examination.

Direct Examination by the Defense Attorney

Direct examination of each defense witness follows the same pattern as the above which describes the process for plaintiff's witnesses.

Cross examination of each defense witness follows the same pattern as the step about for cross-examination by the defense.

Closing Statements

1. Defendant

A closing statement is a review of the evidence presented. Counsel for the defense reviews the evidence as presented, indicates how the evidence does not satisfy the elements of the charge or claim, stresses the facts favorable to the defense and asks for a finding (verdict) of not guilty.

2. Plaintiff

The closing statement for the plaintiff reviews the evidence presented. The plaintiff closing statement should indicate how the evidence has satisfied the elements of the charge or claim, point out the law applicable to the case, and ask for a finding (verdict) of guilty. Because the burden of proof rests with the plaintiff, his/her attorney makes the final statement in the case.

THE JUDGE'S ROLE AND DECISION (VERDICT)

The judge is the person who presides over the trial to ensure that the parties' rights are protected, and that the attorney's follow the rules of evidence and trial procedure. In trials held without a jury, the judge also has the function of determining the facts of the case and rendering a judgment.

Worksheet III

OBJECTIONS

ARGUMENTATIVE	When attorney is having open arguments with the witness.
ASKED AND ANSWERED	When a question has already been asked and answered, and there is no need for further clarification.
BADGERING	Relentless effort to break witness down.
BEYOND THE SCOPE OF THE WITNESS	Outside of knowledge of the witness and what he or she is expected to know.
CONFUSING THE WITNESS	When the lawyer asks difficult or baffling questions that the witness does not understand.
DOCUMENT SPEAKS FOR ITSELF	When the lawyer wastes time explaining obvious material evidence, such as a birth certificate.
DRAWING A CONCLUSION	When witness draws a conclusion from what lawyer is asking and witness is not an expert in the field; or when lawyer is drawing one, then makes a statement from what witness says.
FORM OF THE QUESTION	Manner in which question is asked. Statement or comment may not be made, but must be in the form of a question.
HEARSAY	Any out of court statement being used in court to prove truth of statement.
IMPROPER CONDUCT	Judge and attorneys go outside scope of proper decorum.
IRRELEVANT	Question does not relate to issues of case. Evidence has no probative value, has little bearing on an issue in the case.
LEADING QUESTION	Not allowed in direct exam. Lawyer tells a story and gets <i>yes</i> or <i>no</i> from witness. Question suggests desired answer.
OPINION	Only an expert in a certain field may offer opinions where special knowledge is required.
PRIVILEGED	Communication made in confidence between attorney-client, physician-patient, priest-penitent, husband-wife is privileged.
SPECULATIVE	Question asking the witness to guess is improper.
UNINTELLIGIBLE QUESTION	Not related to the facts in issue.

Worksheet IV
Sample CASE A

Plaintiff, Miss Nelson, is suing the Defendant, Mr. High, for damages due to the Defendant's negligence.

PLAINTIFF: Miss Nelson

I was eating lunch in Mr. High's restaurant. For dessert, I had a piece of blueberry pie. I took a bite of the pie and when I swallowed, I felt a sharp pain in my throat. To make a long story short, I had swallowed a tack, which necessitated an operation for removal. I claim that it was due to Mr. High's negligence in allowing the tack to be baked in the pie, which, incidentally, was baked in his very own kitchen.

DEFENDANT: Mr. High

I admit that the type of tack that Miss Nelson swallowed is just like the one used in making the boxes the blueberries come in. I've been in business for 18 years and this is the first time I have ever seen a tack in the blueberries. I use every care possible in the preparation of the food in my kitchen. I couldn't say how the tack got into the blueberries, or do I see how anyone else can. Therefore, I don't see how I can be held responsible.

Sample CASE B

The Plaintiff, Mr. Armstrong, is suing the Defendant, Mr. Williams, for damages to the Plaintiff's boat.

PLAINTIFF: Mr. Armstrong

My wife, child, and I were out sailing on Schooner Lake. When we left the dock, the weather was calm and beautiful. We had just about reached the opposite shore of the lake and were turning around to go home when a terrible storm came up. There was nothing we could do except seek shelter. We saw this small island just off the shore and headed for it. When we got there, we tied our boat to the small landing and went ashore. Just then, this Mr. Williams and his hired hand came running down to the dock and told us we were on private property and had no right being there. He told us to leave and when we explained we were unable to go because of the storm, he became infuriated and told his hired hand to untie our boat. As a result of this, the boat was driven up on the shore and destroyed. I claim that Mr. Williams had no right to untie my boat and cause its destruction.

DEFENDANT: Mr. Williams

I don't care what he claims. He and his family were trespassing on my land. The boat was tied to my property and I have every right to untie it. The storm was responsible for the damage to his boat, not I; and anyhow, a trespasser has no legal rights when he enters another person's property.

Worksheet V

THE VERDICTS

Sample CASE A:

The Supreme Judicial Court of Massachusetts held that it is a well-settled fact that it is the duty of a restaurant to use due care to furnish wholesome food fit to eat, but, there is nothing in the record to show that the injury to Miss Nelson resulted from any failure of duty on the part of Mr. High. The precise cause of the injury was left in conjecture.

DECISION FOR DEFENDANT

Sample CASE B:

The Supreme Court of Vermont held that while ordinarily a person cannot trespass on another's land, entry upon the property of another may be justified by the necessity caused by an emergency situation.

DECISION FOR PLAINTIFF

Worksheet VI

Mock Trial Tasks and Responsibilities

- | | |
|-----------------------------|--|
| Judge(s) | <ol style="list-style-type: none">1. Presides over trial.2. Ensures rules of evidence and procedure.3. Ensures rights are protected. |
| Court Clerk | <ol style="list-style-type: none">1. Calls court to order.2. Swears in witnesses. |
| Plaintiff(s) | <ol style="list-style-type: none">1. Explains point of view to attorney, including all the facts. |
| Plaintiff's Attorney | <ol style="list-style-type: none">1. Prepares opening statement that summarizes evidence including special witnesses and line of argument.2. Familiarizes and utilizes "objections" sheet to protect witnesses.3. Prepares direct examination of witnesses.4. Prepares closing argument which reviews how the evidence has satisfied the charges claimed and refers to the law.5. Request a verdict of guilty. |
| Defendant(s) | <ol style="list-style-type: none">1. Explains point of view to attorney, including all the facts. |
| Defendant's Attorney | <ol style="list-style-type: none">1. Prepares opening statement.2. Familiarizes and utilizes "objections" sheet to protect witnesses.3. Prepares direct examination of witness.4. Prepares closing argument(s) in which rebuttal statement is made. |
| Witnesses | <ol style="list-style-type: none">1. Write point of view depositions. |
| Court Reporters | <ol style="list-style-type: none">1. Record proceedings, report at beginning of each session. |
| Evaluators | <ol style="list-style-type: none">1. Use evaluation sheet to score effort and determine outcome of case (Worksheet V) |

Worksheet VII

Mock Trial Tasks and Responsibilities Table

Task	Student's Name
Judge(s)	
Court Clerk	
Plaintiff(s)	
Plaintiff's Attorney(s)	
Defendant(s)	
Defendant's Attorney(s)	
Witnesses	
Court Reporter(s)	
Evaluators	

Worksheet VIII

Mock Trial Rating Sheet

1 Point
Good

2 Points
Very Good

3 Points
Excellent

6 Points
Superior

Plaintiff's Name(s) _____

Defendant's Name(s) _____

Plaintiff's Attorney(s) _____

Defendant's Attorney(s) _____

CATEGORY:

Opening Statement Plaintiff _____ Defendant _____

Direct Examination Plaintiff _____ Defendant _____

Cross-Examination Plaintiff _____ Defendant _____

Objections Plaintiff _____ Defendant _____

Closing Statement Plaintiff _____ Defendant _____

Logical/Creative Reasoning Plaintiff _____ Defendant _____

Use of Legal language Plaintiff _____ Defendant _____

Use of Witness Plaintiff _____ Defendant _____

Difficulty of Case Plaintiff _____ Defendant _____

Presentation of the law and Essential
Facts/Clarity Plaintiff _____ Defendant _____

Comments: _____

Date: _____

Evaluator _____

MEDIA SCENARIO

Off Color/Online

Marcia is a student at Intermediate School 63 in Brooklyn. She does well in her classes and is liked by her teachers and peers. She especially likes social studies, math and a boy named Jon in her English class. She and Jon walk home together each day. Her mother thinks she will be a doctor because she always wants to help people.

This year Marcia is invited to join the computer club. This is a big deal. You have to meet certain criteria. Marcia meets these criteria easily. She is hardly ever absent, has a 90 average and an A in conduct. The club meets every Wednesday. The computer club uses America On Line. The computer club requires all its members to abide by the rules of America On Line.

Marcia signs a contract that spells out exactly what she can and can't do. When she joined, she was a computer illiterate and didn't even know how to turn on the machine. Now, she can do many things with the computer. She likes to surf the net and use e-mail to communicate with her friends.

One day, Marcia sees Jon walking hand in hand through the halls with her best girlfriend, Amy. Amy knows how Marcia feels about Jon. Marcia overhears Amy and Jon talking about meeting after school. Marcia runs to her math class in tears. Since it is a Wednesday, Marcia goes right to the computer club. She is still very upset and decides to send a note to Amy by e-mail. She starts off by saying that she is upset by Amy's behavior and before she realizes it, she is using obscene language to describe her feelings.

The next day, she is called into Mr. Stern's office and is told that her membership in the club will depend on whether or not her club peers find her guilty of this offense. Should she be thrown out of the computer club? Have Marcia's freedom of speech rights been violated?

Excerpt from America On Line User Regulations

(i) Offensive Communication. AOL is a community-oriented service composed of many different communities of people. Our goal is to provide an interesting, stimulating and fun place for all members. Using vulgar, abusive, or hateful language undermines this goal and is not allowed. Please use your best judgement and be respectful of other members. If you use vulgar, or abusive language online, even if masked by symbols or other characters, you may either receive "on-screen-warning" by a guide or room host, or in some cases be terminated immediately.

PEER PRESSURE SCENARIO

The Subway Surfer

The School Service Society held its regular meeting on Saturday morning, as usual. It was the end of the school year and the kids were kind of bored and tired. The minutes of the last meeting were read, and the students had listed all of their accomplishments. Their food drive was a huge success; it had distributed many canned goods to needy families in the community. The Senior Citizens' Dance, which they had sponsored last week, was front page news in the local paper. Congressman Black had awarded the group a medal three weeks ago for their conscientious effort in cleaning up the school block and adjacent park. They were very proud of themselves and were looking for a way to celebrate the conclusion of a successful year.

Pat suggested that they take the train to Coney Island and go to the beach and on some rides. They were excited about going on the Cyclone. Juanita and Jeff agreed, as did the rest of the group. Shakeem and Debbie said that they ought to organize their outing. MaryEllen and Amish volunteered to bring the snacks, Geri and Artie said that they would get the blankets. Everyone agreed to meet at the train station at 11:00 that morning.

At the appointed time, the group assembled, boarded the train for the thirty minute trip and began to talk. The topic of conversation was the recent rash of "train surfing" that had occurred in the city. Jeff said that he thought it was dangerously stupid. However, most of the other kids thought it might be fun, even better than the Cyclone. Jeff said that he didn't even know how it was done. It was explained that you climb up between subway cars onto the top of the train and stand, keeping your balance, as the train moves from station to station. While Jeff still thought that it wasn't such a great idea, the rest of the group seemed enthusiastic. He didn't want to be left out so he finally agreed to try it. After all, these were good kids he was with and they were his friends. Maybe it wasn't such a terrible idea. What was wrong with taking a few risks in life? It was a challenge.

With an acquiescent attitude, Jeff decided to join his friends as they opened the door that was at the end of the subway car. First, Geri climbed to the top, but the train had just stopped, so she got down. When it started again, Pat decided he would try. As the train moved, he felt a surge of adrenalin and it felt great. Each person, in turn, tried it and also felt a rush. Jeff was last. He hesitated momentarily before climbing on the top of the train. The others urged him on so he continued his climb. As the train's speed increased, Jeff felt exhilarated. He thought that this was better than any of the rides on Coney Island.

Just as that thought crossed his mind, the train pulled into the station. Unfortunately for Jeff, the police who were positioned on the subway platform saw what he was doing. The police ordered him down and arrested him. As the police took him to the precinct and called his parents, Jeff sat and wondered how he got himself into this situation. What law had he violated? He knew that it was dangerous to train surf, yet he gave in to his friends. What will be his defense? Is peer pressure a viable excuse for committing a crime?

NEW YORK STATE ADMINISTRATIVE CODE

A portion of the New York State Administrative Code specifically prohibits the performance of dangerous acts on public transportation.

SCENARIO FOR SCHOOLS Cut to the Chase

Jenny Jenkins, 9th grader, truant for 28 days, arrives in Mr. Dweebie's 1st period Social Studies class 10 minutes late, slams the door, and stands scanning past the blank faces gazing up at her. She is less than imposing with her 5 foot 2 inch frame. Mr. Dweebie says, "Welcome to class, Jenny. Glad you could come. Please take your seat and join in our discussion of how a bill becomes a law." He turns and continues to write notes on the board.

Jenny's green suede bottomed Jansport backpack hangs loosely from her back. She wears black baggy Tommy Hilfiger jeans, a number 91 Chicago Bulls jersey (Dennis Rodman's number), and dark brown Timberland boots, laces open. Her nose and left ear are pieced and sport small gold hoops linked by a dangling gold chain.

She sucks her teeth at Mr. Dweebie's back and says, "I heard someone in this class be dissin' my sister." She squints and scans the room searching out her prey, paying no attention to the teacher's calm requests to take her assigned seat. Jenny spots her quarry. It is Lionel, an athletically built "A student" and a power forward on the school's basketball team. Lionel is wearing Levis, a green GAP t-shirt, and white high top Nike sneakers. His books are open and the pages are filled with Mr. Dweebie's class notes. Lionel is horrified when he realizes that Jenny's gaze has fixed upon HIM. He doesn't even know Jenny's sister. He didn't even know she had one. He wants to blurt out, "I was at basketball practice all afternoon." But he restrains himself, feeling sweat sliding down his brow. Jenny steps slowly down the second aisle, toward Lionel, sitting in the last seat in the last row. She holds his gaze in her cold black eyes.

The classroom is silent, eyes fixed on Jenny. Mr. Dweebie is frozen as this drama unfurls in his usually uneventful classroom. In the time it takes to take a breath, Jenny has removed an eight inch blade with a taped black handle from her book bag. A collective gasp resounds. Mr. Dweebie stumbles toward the door, flings it open, and, not wanting leave his charges in danger,

hollers down the hallway, "Help!, Help! Security!" The class is shocked into wakefulness. Jenny turns to check out the situation. Lionel, sensing a second of opportunity, stands and, before anyone notices, bolts for the door. Jenny sees her prey moving along the perimeter of the room and intercepts him. Lionel, in panic, grabs hold of the desk separating himself from Jenny and flips it and its occupant, Warren Wainscot, into Jenny's path.

Jenny bounds over the fallen student and past Mr. Dweebie standing in the doorway. She is brandishing her blade and hollering, "I'm gonna get you." Mr. Dweebie falls, banging his head on the wall while avoiding the menacing Jenny. Jenny is in hot pursuit of her prey.

The class is in shock and an uproar. The safety officers respond to Mr. Dweebie's cries for assistance and apprehend both Lionel and Jenny before they do any further harm. Jenny's knife is confiscated. She and Lionel are separated and detained in the dean and assistant principal's offices awaiting further action.

Warren Wainscott picks himself up and dabs at his bloody nose with wrinkled white handkerchief. His nose is pulsing. He hears the commotion in the hall surrounding the fallen Mr. Dweebie. While stepping over the fallen desks and chairs, Warren notices Jenny's green suede bottomed Jansport backpack. He picks it up and unzips the big compartment. Inside is a grey revolver. He opens the door to the hallway and sees Mr. Dweebie's blank face. Warren hands the bag to the principal. He walks past a school safety officer, students, and a police officer arriving on the scene. Warren goes to the boy's room to clean up and waits for next bell to ring.

Jenny is charged with assault and possession of a weapon. For our mock trial she is charged as an adult.

**REGULATION OF THE CHANCELLOR OF THE CITY SCHOOL DISTRICT
OF THE CITY OF NEW YORK A-430**

Any person carrying a weapon in a school building ... poses a clear and present danger to other students and staff and is subject to suspension by a superintendent ... as well as possible criminal or juvenile delinquency prosecution.

SCENARIO FOR CUSTOMS Jojo and the Blade

JoJo was a child who came from a small village in the mountains of Vizcaya. His village was isolated. It was high in the mountains. A supply plane parachuted medicine and the news once a month. Jojo's parents became ill with black lung disease from mining tin in the mountains. He was sent to live with his cousins in America, in the borough of Brooklyn.

Jojo would have to make many adjustments to his new home. He had never used electricity before, or indoor plumbing. He had difficulty communicating and the children his age in Brooklyn were completely unfamiliar to him. He was accustomed to wearing tunics made from goat skins. In Vizcaya, he wore sandals to protect his feet from the rocky mountainside. Jojo was very tall for his age in his village. At 14 years old he was five feet tall. But when he came to America he saw that he was on the short side for his age. His long stringy black hair, worn in a braid, was not the typical style for Brooklyn. But what stood out most of all was the knife he always wore in his belt.

In the mountains he used the knife to skin trapped prey. He also used the knife to scrape bark and cut plants for medicine. He even used the knife once to fend off a wolf that was attacking the prized lamb in the flock.

A man's knife is a symbol of status in Vizcaya. Jojo's knife has a handle, carved with the family crest by his father at his birth and a six inch steel hand-hewn blade. The townspeople really did not have much contact with each other except during festival time. At this time, in the fall, the boys and girls met each other before their parents arranged their marriages at the end of their fifteenth year. Jojo was proficient with his knife and well respected by the townspeople. He would be considered a good catch by the young women of his town.

In Brooklyn, all the things that Jojo knew about life changed. When he left his village it was for the first time. He never rode in a car before. When he got to the airport he was astounded

by the sights and sounds of modern society. But, more than astounded, he was angry. His knife set off the metal detector and the authorities would not let him take his beloved knife with him on the plane. To be separated from it was like losing part of himself. They told him that the knife was not allowed in the passenger section of an airplane. It was explained to him that they would put it in the luggage compartment. They did not realize that Jojo had no luggage. A kindly stewardess offered to keep it for him.

During the flight, he missed and worried about his knife. Passing through customs frightened him. The kindly stewardess met him at the gate and gave him a package which contained the knife. Even though he was in a strange new place, he had some of his confidence restored. Now he was ready to start his new life in Brooklyn, New York.

Jojo's cousins were waiting at the airport holding a placard with his name on it. His cousins surrounded him and they were able to communicate a little because their mother had taught them a few words of her native language. In his tunic and sandals, Jojo looked very strange to his cousins. They were all wearing jeans, sneakers and t-shirts.

His cousin Bobby asked, "How much luggage do you have?"

Jojo responded, "Just this." He held up the package containing the knife.

Bobby says, "What's in there?"

Jojo proceeds to open up the package and proudly displays his knife. A passing tourist screamed at the sight of the huge blade. A crowd gathers as airport security surrounds Jojo and confiscates his knife.

Jojo is escorted to security headquarters and the police are called. Bobby and the other cousins attempt to explain the situation to the police. But Jojo is arrested and charged with carrying a concealed weapon.

NEW YORK STATE CRIMINAL CODE

New York State Criminal Code states that anyone carrying a concealed weapon is subject to arrest and may be charged with a felony or a misdemeanor depending on the type of weapon, whether or not it is loaded, whether there have been other occasions when a weapon was confiscated and other mitigating circumstances.

ENVIRONMENTAL SCENARIO

Something in the Air?

Samara Banks is a 14 year old girl who lives with her mother Pearl, a 12 year old brother Calvin, an 8 year old sister, Sheronda, and a 5 year old sister, Elizabeth. Samara's mother goes to work everyday.

Samara lives near a paint factory, the biggest employer in her Brooklyn neighborhood. Her mother, Pearl Banks, works at the factory. The factory is an old grey building with two huge smokestacks. The Gardner Paint Factory has been open just about two years. Its owner, Howard Gardner, received a generous federal grant along with bank loans to open this factory. The impact of the factory on the neighborhood has been positive in many ways. The factory provides jobs and health benefits to its workers. Mr. Gardner has adapted the adjacent lot into a community garden and playground. The factory sponsors local clubs including little league and drama clubs. Samara and her siblings participate in some of these activities. Besides providing jobs in the factory itself, the renovations to meet federal and local standards also gave a boost to local businesses. Around the factory a luncheonette and a gas station have opened. There is also a check cashing store on the corner and a local bank is considering opening up a branch with ATM machine. The business of the paint factory has doubled over the past two years. Some of the solvents that they use to make the paint can cause headaches. The paint is in compliance with all federal, state and city regulations. Some of the workers in the pant occasionally get headaches. Sometimes Samara gets headaches. Samara is 5' 2" tall with a dark complexion. She often wears her hair in braids. Her peers consider her to be attractive. Samara is a good student at I.S. 153. She loves going to school, and her teachers are fond of her. Samara has lots of friends and belongs to the Drama Club. She loves to act in the plays. Calvin and Sheronda are also good students at P.S. 109. They both like sports and music. Elizabeth, also loves to go to school, but she is absent frequently and misses her schoolwork. She also misses being with her friends and going on school trips. When Elizabeth was three years old she woke up in the middle of the night with a terrible cough that wouldn't stop. Her mother, Pearl, took her to the emergency room. The doctors in the hospital told Pearl the

Elizabeth had asthma. Pearl said, "She wasn't born with asthma. Why would she get it now?" Doctor Sheerin, the pediatrician on duty, said, "Young children are affected by the contaminants in the air. Asthma develops over time."

"What do you mean contaminants?" Pearl asked.

"They are small particles in the air."

"How do they get in the air?"

"People and businesses do not take care of the environment and release pollutants into the air, Until recently, there were not even laws about polluting the air."

"You mean the big factory where I work could be making Elizabeth sick?"

"How far do you live from the factory?"

"Just around the corner."

"What kind of factory?" asked the doctor.

"We make paint."

"Sometimes the solvents used in paint irritate the bronchial tubes which connect the throat to the lungs. If the irritation is long term this causes the asthma."

"Will she get better?"

"With reduced exposure to the irritants, and proper medication, Elizabeth's asthma can be controlled. She will have to be aware of it for the rest of her life. How about you, do you have any symptoms of health problems?"

"Well yes, a few times I've spat up blood and had headaches." Dr. Sheerin hands Pearl the medication, an inhaler, and instructions. Pearl and Elizabeth leave the hospital. Elizabeth is asleep in Pearl's arms.

Pearl gives Elizabeth the medication immediately and regularly, but the asthmatic episodes continue. They make five more trips to the emergency room in the next three weeks. Pearl has used up her sick days.

Pearl decides to talk to Mr. Gardner about her problem. she calls his secretary and makes an appointment for the next day. Pearl walks into the office and Mr. Gardner greets her.

"How are you, Ms. Banks?"

"I have been ill with asthma in the past few months. My doctor says that it might be caused by contaminant in the air from the paint factory."

"The factory meets all standards required by law, so I do not know why you are sick. I don't think that it is from the factory. Maybe the fact that you smoke cigarettes is what is making you ill"

"I, don't think so Mr. Gardner. I was never sick until the paint factory opened. My children are also suffering from asthma and they do not smoke. That is why I have come to speak to you."

"I am sorry that your children are not well."

"I just wanted to let you know why I have been taking so many sick days. I might have to borrow some sick days from next year, but only if my children or I have to go to the hospital." I am so sorry about your problem, Pearl, but it is not company policy to advance workers on their sick days."

"Well, Mr. Gardner, my family come first and if they get sick I have to take care of them."

"Pearl, you have to do what is best for you, but I want you to know that if you take any more day you will lose your job."

Elizabeth continues to be ill. She misses school even and has to spend several nights in the hospital. Pearl loses her job and applies for unemployment but is denied benefits. During the visit to the unemployment office Pearl has an asthmatic attack and spits up blood. She goes to the emergency room.

On a follow up trip to the clinic Pearl sees an advertisement in the subway for a lawyer. She goes to the lawyer's office and tells her the story of Elizabeth's health problem, her own illness and inability to work. The lawyer advises Pearl of her rights under the Clean Air Act and asks if she wants to sue the paint company. Pearl and Elizabeth bring an action against the paint company.

CLEAN AIR ACT (Revised, 1990)

The Clean Air Act expressly provides that citizens may bring suit against a person or entity alleged to have violated an emission limitation or compliance order ... The Clean Air Act further provides for the awarding of litigation costs, including attorneys' fees, in private actions to enforce provisions.



U.S. Department of Justice

Office of Justice Programs

*Office of Juvenile Justice and
Delinquency Prevention*

Washington, D.C. 20531

TO: Margo - Mail Stop #2
FROM: Scott Peterson OJJD *SP*
RE: LRE Material for the NCJRS Reading Room
DATE: July 29, 1997

Please find enclosed a bound and labeled copy of Community School District 18's - "It's the Law: A Comprehensive Middle School Delinquency Prevention Program". This is a Law-Related Education Training Manual. Additionally, a copy of the completed sixth grade curriculum has been included with the manual.

This Law-Related Educational Material was developed by the Board of Education of the City of New York. This project was funded by a United States Department of Justice-Office of Juvenile Justice and Delinquency Prevention Grant for the period of 1996-1997.

The Grant Number is 95-JS-FX-0046.

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