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ABSTRACT

Discussed are the origins, objectives, activities, and achievements of a project which developed a book of lessons to teach high school students about the U.S. Constitution. A textbook study and an educational conference revealed the need to develop supplementary curriculum materials to strengthen textbook treatments of the Constitution. The book of lessons was created according to established procedures in curriculum development: (1) conceptualization; (2) creation and evaluation of prototype lessons; (3) creation and evaluation of a complete collection of lessons; and (4) revision of lessons based on field tests and critical reviews. Contributions of teachers, scholars, and curriculum specialists were many and included providing lesson ideas, checking accuracy of material, and contributing knowledge about course organization. The scholars were also involved as critical reviewers of the lessons. Examples of their generally positive reviews are provided. The main achievement of the project was the book of 62 lessons entitled "Lessons on the Constitution: Supplements to High School Courses in American Government and History." Evidence gathered from field test teachers indicates that the lessons are practical and do work. Dissemination activities included 12 workshops and conferences.
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THE FINAL REPORT OF A CURRICULUM DEVELOPMENT PROJECT

ENHANCING EDUCATION ABOUT THE CONSTITUTION IN

HIGH SCHOOL AMERICAN GOVERNMENT AND

HISTORY COURSES

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

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by

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and

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Mershon Center
Ohio State University

March 10, 1983

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ENHANCING EDUCATION ABOUT THE CONSTITUTION IN
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HISTORY COURSES

by John J. Patrick and Richard C. Remy

A project to develop lessons on the U.S. Constitution was conducted at the Social Studies Development Center of Indiana University and the Mershon Center of Ohio State University. The project was administered at the American Political Science Association on behalf of Project '87.¹ It was started in January 1982 and was concluded in March 1983.

This project produced a book: Lessons on the Constitution: Supplements to High School Courses in American Government and History. The book includes 62 lessons for use by high school students. These lessons are designed to supplement standard high school textbooks in American government and history. Each lesson is accompanied by a lesson plan and notes for teachers.

Dr. John J. Patrick of Indiana University and Dr. Richard C. Remy of Ohio State University directed the development of Lessons on the Constitution. They were assisted by twelve high school teachers, who evaluated the lessons through field tests and critical reviews. Four of these high school teachers also helped to develop lessons during the first six months of the project.

This report describes this project to develop lessons on the Constitution. It is divided into five parts: (1) Origins and Purposes of the Project, (2) Activities to Carry Out Project Purposes, (3) Contributions of High School Teachers, Scholars, and Curriculum Specialists to Project Activities, (4) Project Achievements (The Book of Lessons on the Constitution and Various Dissemination Activities), (5) Summary and Conclusion.

1. Origins and Purposes of the Project

This project was part of a nation-wide effort (Project '87) to celebrate the upcoming bicentennial of the U.S. Constitution in 1987. It was one of several activities sponsored by Project '87 to improve education about the Constitution in American schools.

The rationale and goals of this project, which involved development of lessons for use in high school government and history courses, were based primarily on two previous activities sponsored by Project '87: (1) a textbook study and (2) an educational conference.

The Project '87 Textbook Study. To assess the current state of secondary school instruction about the Constitution, Project '87 commissioned a review of textbook treatments of the Constitution. The Project '87 Textbook Study involved analysis of twenty textbooks used widely in secondary school American history, civics, and government courses.² At the high school level, formal education about the

Constitution reaches students primarily through such courses.³ The basal textbooks for these courses are the main indicators of what and how students are taught about the Constitution. This is because the hardbound textbook is the dominant instructional tool in the high school classroom. A single textbook usually is the central instrument of classroom instruction and the main source of knowledge.⁴ Further, in most schools, textbooks are the basis of curriculum planning, course organization, and day-to-day lesson planning. It has been estimated that 80 percent of all curriculum decisions in the nation's schools are made on the basis of a textbook.⁵

The Project '87 Textbook Study found that American secondary school students may not be receiving enough instruction about the Constitution. Coverage of constitutional topics ranged from 7 to 11 percent of the text in history textbooks. The range was from 11 to 23 percent in civics and government textbooks. Thus, coverage of constitutional topics was not excessive. Students who rely on these textbooks will not receive an overdose of instruction about constitutional history and principles of government.⁶

Textbook treatments of the Constitution have several weaknesses, which are discussed in published reports of the Project '87 Textbook Study. The study concluded that the textbooks present a generally accurate but narrow, literal and simplified treatment of the Constitution that does not go much beyond brief descriptions of the origins and structure of the document.⁷ Students who rely on these textbooks have

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little opportunity to know how the Constitution affects the lives of citizens.⁸

The Project '87 Textbook Study revealed the need and opportunity to develop supplementary curriculum materials to strengthen textbook treatments of the Constitution. The need arises from the deficiencies found in the textbooks. The opportunity to enhance education about the Constitution stems from the fact that the better textbooks contain a solid fund of information upon which excellent supplementary materials can be based. The findings of the Project '87 Textbook Study should not be viewed as a denigration of high school American history and government textbooks. Some of the deficiencies uncovered in the texts may result from the limitations of the textbook medium and from the practical need for such books to survey large quantities of factual material covering a broad range of topics. For example, even in the more carefully written texts, there may simply not be space to incorporate detailed analysis of more than a few major Supreme Court decisions.

The natural limitations of textbooks should not be dismaying. A good textbook is only one part (albeit an important part) of an instructional system, which should include supplementary printed materials and various audio-visual media. Thus, the Project '87 Textbook Study concluded that there was a need and opportunity for a curriculum project that would develop a Sourcebook to supplement meager and sometimes deficient textbook treatments of the Constitution.⁹

This conclusion was reinforced by findings from two related studies conducted during 1980-81, which documented the lack of readily available supplementary materials of the type needed. M. J. Turner assessed social studies curriculum materials and projects that dealt with government and law for high school students. Turner found a need for lessons on the Constitution to supplement high school American government and history courses. Turner concluded, "none of the curricula, including those that have been developed by the law-related education projects, focuses exclusively on the Constitution and its themes; the intent of these materials is not to teach about the Constitution."¹⁰ Similarly, a recent assessment by the Agency for Instructional Television (AIT) of more than one hundred films and filmstrips developed for use in secondary schools concluded: "The great majority of instructional media materials available for classroom teaching on the Constitution are poor and unacceptable."¹¹

Conference on Teaching about the Constitution. Various assessments, including the studies mentioned above, were featured at a conference on "Teaching the Constitution in American Schools," conducted at Indiana University, Bloomington, from October 28-31, 1980. Thirty-five educational leaders, from various parts of the United States, were invited to attend the conference, which had two main purposes: (1) to assess the status of teaching about the Constitution in American secondary schools, and (2) to offer recommendations for

needed programs and activities to improve education about the Constitution in schools.

One of the major recommendations of this conference was to produce and disseminate a book "on teaching about the Constitution that is designed to support existing courses in civics, American history, and American government.... A teacher's sourcebook, containing lessons and activities on the Constitution and designed to fit easily into existing courses, can meet an immediate need."¹²

Given the curriculum assessments and recommendation described above, the mission of this project was to conceptualize, design, and write a book of lessons on the Constitution to supplement standard high school American history and government textbooks. The lessons were to be connected to topics ~~in standard high school textbooks~~. However, they were not to duplicate textbook content. Furthermore, they were not supposed to be a comprehensive survey of constitutional history, law and theory. Rather, the aims were to help fill important gaps in textbook coverage of constitutional topics, enrich current textbook treatments of major subjects, and enliven the curriculum with ideas and information that would be interesting to students in high school history and government courses.

2. Activities to Carry Out Project Purposes

The book, Lessons on the Constitution, was created according to established procedures in curriculum development



that have been used successfully at the Social Studies Development Center, the Mershon Center, and elsewhere.¹³ These procedures involved the following phases of curriculum materials development: (1) conceptualization, (2) creation and evaluation of prototype lessons, (3) creation and evaluation of a complete collection of lessons, (4) revision of lessons in terms of field tests and critical reviews.

Conceptualization of the Project. The conceptualization phase of this project was carried out from January 1-March 31, 1982. During this initial phase of the curriculum development process, project goals and criteria to guide design of materials were established. The scope and content categories of the Sourcebook were described. Teaching strategies and techniques were specified. Plans were made for conducting subsequent project activities.

Professors Patrick and Remy drafted a project conceptualization paper, which was reviewed by the project review panel. This panel of evaluators consisted of Louis Grigar (social studies curriculum specialist), Paul Murphy (historian), Jack Peltason (political scientist), and Mary Jane Turner (curriculum development specialist in law-related education).¹⁴

The panel of reviewers responded positively to the conceptualization paper. Patrick and Remy made a few revisions to satisfy criticisms. The finished conceptualization paper served as a common guide to subsequent curriculum development work for all participants in the project. However, some facets of the conceptualization were modified in the light of evidence

and insights derived from the ongoing work of the project team.

Creation and Evaluation of Prototype Lessons. Creation of several prototype, or sample lessons, in terms of the project conceptualization paper, was the second phase of the curriculum development process. Creation of prototype lessons was done by the co-directors of the project (Patrick and Remy) in association with four high school teachers of American history and American government. This work took place from April 1 to June 5, 1982.

The four high school teachers selected to work with the project were:

- (1) Martha Cornelius of Terre Haute South Vigo High School;
- (2) Vivian Miller of Bloomington High School North;
- (3) Roland Sloan of Kokomo Haworth High School;
- (4) Steve Toth of East Chicago Roosevelt High School.

These four teachers reviewed the project conceptualization paper. They critiqued it and approved the revised draft of the paper as a practical plan to guide the work. They suggested a few minor modifications of the conceptualization, which were incorporated.

Creation of prototype or sample lessons began with three weekend conferences at the Social Studies Development Center during April, May and June, 1982. The first weekend conference (April 23-24) was used to introduce the project to the teachers. Patrick and Remy had asked the four teachers to read several

items in preparation for the meetings. These items had been written by Patrick and Remy and included the project conceptualization paper, six prototype lessons and fifteen lesson ideas. The teachers were asked to evaluate the six prototype lessons and the fifteen lesson ideas. Evaluation forms were provided to structure and standardize these critical reviews.

At the first weekend conference, the four high school teachers were immersed in the ideas of the project through their evaluation of curriculum materials. Then their ideas about the design and content of the lessons were solicited. From this point, the four teachers were ready to contribute to the shaping of the book of lessons on the U.S. Constitution.

In preparation for the second weekend conference, the four high school teachers were asked to create at least two lesson ideas for systematic evaluation by the group. In addition, Patrick and Remy created several additional lesson ideas and two more prototype lessons, which were to be evaluated systematically by the group.

At the second weekend conference (May 14-15), the four high school teachers discussed the group's evaluations of prototype lessons and lesson ideas created by Patrick and Remy. They also reviewed critically lesson ideas created by themselves.

The four teachers generated several additional lesson ideas in preparation for the third weekend conference (June 5). So did Patrick and Remy. These lesson ideas were evaluated systematically. Each teacher also was asked to bring a draft

of one lesson, which was evaluated systematically by the group at the third and final weekend conference.

Outcomes of the three weekend conferences were (1) lesson ideas that had been shaped and approved by the group, (2) eight prototype lessons that had been evaluated and revised to meet criticisms by the group, and (3) a general tentative table of contents for the proposed book of lessons on the U.S. Constitution. The eight revised prototype lessons were usable as models to guide development of additional lessons. All of this work, of course, proceeded in terms of the project conceptualization paper, which had been written, evaluated, and revised during the first phase of the project.

Creation and Evaluation of a Complete Collection of Lessons. From June 14-30, the four high school teachers plus Patrick and Remy were involved in a curriculum materials writing workshop at the Social Studies Development Center. They worked intensively to transform lesson ideas into workable lessons for the book on the U.S. Constitution. As the staff worked together, new ideas were generated and the design of the book of lessons was refined. Thus, the workshop served as both a stimulus to improvement of the format and content of the book of lessons and as a mechanism for production of lessons.

The main outcome of the workshop was a large pool of written lessons. Each lesson included materials for use by students and a lesson plan for teachers. The workshop staff created drafts of 47 lessons. Of course, some of these drafts

were more refined than others. Most required substantial editing and revision to transform them into workable lessons.

From July 1-August 13, Patrick and Remy edited and revised lessons drafted during the curriculum materials writing workshop. The goal was to prepare lessons to be field tested by twelve high school teachers. In addition, Patrick and Remy continued to transform lesson ideas, approved by the group, into finished curriculum materials. This work continued into the autumn months. A total of 60 lessons on the Constitution were completed for the first draft of the project's book.

Field testing of lessons took place during September, October, and November. Following is a list of the 12 field test teachers and their schools.

List of Field Test Teachers

- *1. Martha Cornelius
Terre Haute South Vigo High School
3737 South 7th Street
Terre Haute, Indiana 47802
2. Frederick Drake
Dwight High School
South Franklin Street
Dwight, Illinois 60420
3. Constance Holland
Bloomington High School South
1965 South Walnut
Bloomington, Indiana 47401
4. Dennis Horn
Wabash High School
580 North Miami
Wabash, Indiana 46992
5. Ward Meyers
Terre Haute South Vigo High School
3737 South 7th Street
Terre Haute, Indiana 47802

- *6. Vivian Miller
Bloomington High School North
3901 Kinser Pike
Bloomington, Indiana 47401
7. Jane M. McMeekin
Westerville South High School
303 South Otterbein Avenue
Westerville, Ohio 43081
- *8. Roland Sloan
Haworth High School
2501 South Berkley Road
Kokomo, Indiana 46901
9. J. Mark Stewart
Mifflin High School
3245 Oakspring Drive
Columbus, Ohio 43219
- *10. Steve Toth
Roosevelt High School
4020 Indianapolis Boulevard
East Chicago, Indiana 46312
11. Sandra J. White
Beechcroft High School
6100 Beechcroft Road
Columbus, Ohio 43229
12. William Zeigler
Upper Arlington High School
1650 Ridgeview Road
Columbus, Ohio 43221

*Cornelius, Miller, Sloan, and Toth served as contributors to the creation of curriculum materials during three weekend conferences and the 15-day curriculum development workshop. These activities were carried out during April, May, and June 1982.

Each field test teacher was sent a packet of 15 lessons, which could be linked to topics treated during the first eight to ten weeks of his/her course in American history or government.

However, only two teachers had the same 15 lessons in their packets. The items in the packets of 15 lessons sent to the other ten teachers varied. Thus, more than 25 different lessons were sent to these 12 field test teachers. The number of lessons used with students by each teacher ranged from five to twelve. Each teacher also evaluated the content of each of the fifteen lessons in his or her packet.

On November 4-5, Patrick and Remy met with four field test teachers in Columbus, Ohio, to discuss strengths and weaknesses of the lessons. An evaluation conference involving the other eight field test teachers was held in Bloomington, Indiana, on November 12-13. Teachers discussed their experiences with the lessons and made recommendations about how to revise them.

Another facet of the evaluation of lessons involved the project's panel of four reviewers: Louis Grigar, Paul Murphy, Jack Peltason, and Mary Jane Turner. Each of these four reviewers evaluated thirty lessons. A total of 45 lessons were evaluated by these four critics.

Finally, directors of Project '87 arranged to have 22 historians and political scientists review various items in the first draft of the book of 60 lessons on the Constitution. Thus, 49 of the 60 lessons in the first draft of the project's book were reviewed by at least one scholar. Twenty-three of the lessons were reviewed by at least two scholars.

Revision of Lessons in Terms of Field Tests and Critical Reviews. From December 1982 until March 1983, Patrick and

Remy revised the book of lessons on the Constitution. They responded to weaknesses in lessons uncovered by field tests and critical reviews.

Four of the total of sixty lessons in the first draft of the book were revised substantially to overcome shortcomings of one kind or another. For example, the lesson on the principle of judicial review was reorganized to facilitate learner comprehension. This problem was noted by field test teachers. Furthermore, a few misleading statements and factual errors in the first draft of this lesson were identified by reviewers. These problems were corrected in the revised version of the lesson.

Seven lessons were dropped from the current draft of the book. Some of these lessons were flawed conceptually. Others were difficult to use because of complexity or lack of direct connection to the high school curriculum.

Nine new lessons were created in response to suggestions by critics. For example, several reviewers wanted a lesson about the pros and cons of the proposed Equal Rights Amendment; so a lesson was added to Chapter IV about this issue. A lesson treating the development of state constitutions, from 1776-1783, was added to Chapter II. This is one of eight other examples of new lessons added to the book to accommodate recommendations derived from reviewers.

Most of the lessons were revised slightly to eliminate ambiguities, awkward sentences, or minor errors.

Fifteen of the lessons were not criticized at all. Thus, there was no need to revise them.

In general, the critical reviews confirmed the value of the lessons developed by this project. Field test teachers reported that most of the lessons were useful supplements to their high school government and history courses. Reviews by scholars indicated that most of the lessons were sound conceptually and factually.

3. Contributions of High School Teachers, Scholars, and Curriculum Specialists to Project Activities

High school teachers, scholars, and specialists in curriculum development have collaborated to create this project's book of lessons on the U.S. Constitution. Each group made particular contributions to this project.

Roles of High School Teachers, Scholars, and Curriculum Specialists. High school teachers provided essential insights from their experiences in classrooms. They helped to generate practical ideas for lessons, and to refine lessons under development, so that they might be useful means for teaching and learning of high school students. The teachers were especially helpful in selecting topics for lessons that would fit high school curricula in American government and history, in making suggestions about instructional procedures, and in judging the complexity and readability of lessons, so that they would be neither too easy nor too difficult.

Scholars in history and political science provided valuable comments about the content of lessons. They checked

the accuracy of the materials and suggested sources that might be used to improve lessons under development. The scholars made important suggestions about how to strengthen the organization of several lessons. Finally, they identified several factual errors which were corrected during the "revision phase" of the project.

Specialists in curriculum development contributed knowledge about the organization of high school courses, standards of achievement, and priorities in selecting and sequencing content. In particular, they offered suggestions derived from their experiences as developers and evaluators of curriculum materials in the social studies.

The co-directors in charge of developing the book of lessons in this project (Professors Patrick and Remy) are experienced curriculum developers. Furthermore, they have been school teachers and educators of teachers. Professor Remy is a scholar in political science, who has also written textbooks and other curriculum materials in civics and government for use in high schools, middle schools, and elementary schools. Professor Patrick is a scholar in social studies education, who has also written textbooks and other curriculum materials in history, civics and government for use in high schools, middle schools, and elementary schools.

As co-directors of this project to develop lessons on the Constitution, Patrick and Remy were responsible for managing the contributions of various individuals. Furthermore, they had the primary responsibility for writing the lessons

and creating the final product, Lessons on the Constitution: Supplements to High School Courses in American Government and History.

However, the co-directors (Patrick and Remy) depended upon the contributions of high school teachers, scholars, and colleagues in curriculum development. In particular, critical reviews of project materials--provided by high school teachers, scholars, and colleagues in curriculum development--were very important aids to the completion of this project. Following are summaries of the critical reviews provided by each group of contributors.

Summary of Critical Reviews by Teachers. Critical reviews and ratings of particular lessons on the Constitution were provided by high school teachers. These reviews and ratings were based on the teachers' use of several lessons with their high school history or government students. Furthermore, the teachers reviewed the first draft of the book, which included sixty lessons.

In general, teachers' reviews were positive. Twelve teachers, who participated in the field test of the materials, completed various evaluation activities and forms. Their final evaluations were submitted in response to a form: "Guide to Overall Evaluation of the Sourcebook." Copies of these forms submitted by the twelve teachers are presented in the Appendix to this report. One item asked for their general evaluation of the book of lessons. Possible responses were: "very positive, positive, negative, very negative, uncertain."

Every field test teacher (twelve in all) responded "very positive." (See page 5 of the twelve copies of the evaluation forms, which are included in the Appendix to this report.)

The twelve teachers were asked to rate various aspects of the content and presentation of the lessons. They recorded their responses on the attached evaluation forms. (See pages 1 and 2 of the evaluation forms in the Appendix.) The table below summarizes the teachers' responses.

FIELD TEST TEACHERS' EVALUATION OF LESSONS	
Scoring: Strongly Agree 4 3 2 1 Strongly Disagree	
Feature Rated	\bar{X} Score*
<u>Content of Lessons</u>	
1. Content is significant*	4
2. Content is valid (accurate)	4
3. Content fits curriculum	4
4. Content is fresh	3.8
5. Content is interesting, stimulates curiosity	3.6
<u>Presentation of Content</u>	
6. Lessons and lesson plans include clear statements of purposes	3.9
7. Lessons and lesson plans are coherent and well-organized	4
8. Lessons are at appropriate level of difficulty	3.4
9. Questions, exercises, and other learning activities are appropriate aids for teachers and students	3.5
10. There is a sufficient variety in kinds of lessons in the book	3.5
11. Lessons encourage active learning--the application of knowledge to completion of various kinds of cognitive tasks	3.5

* N is 12 for Items 1, 2, 4, and 5 and 11 for all other items.

The teachers wrote comments on the evaluation forms about strengths and weaknesses of the lessons. These comments were very useful guides to improvement of lessons during the "revision phase" of the project. The teachers also wrote general evaluational comments on page 5 of the forms that are included in the Appendix. Following are representative examples of these comments.

"There is very little wrong with the sourcebook. The foregoing suggestions are all of minor nature."

--J. Mark Stewart

"Excellent material."

--Bill Zeigler

"I am overwhelmed at the amount. At the beginning I wouldn't have believed so much could be put together. Most of it is interesting; much is original. I will certainly make use of it in my classes."

--Vivian Miller

"Diversity and accuracy of the information is most impressive."

--Marty Cornelius

"Your group is to be commended for doing an exceptional job. The lessons that I have used have strengthened the units."

--Ward Meyers

"This is a great idea and will help both experienced and inexperienced teachers enhance student understanding of the Constitution."

--Fred Drake

"I highly commend the authors and developers. This will be a very useful book and it is very well done. It was my pleasure to work with it. Thanks for the opportunity."

--Dennis Horn

"I've enjoyed using the lessons. I intend to talk my supervisor into reproducing classroom sets."

--Steven Toth

One field test teacher, William Zeigler, wrote an extremely positive letter about the lessons to Richard Remy. See the copy of this letter in the Appendix. Two other field test teachers, Vivian Miller and Fred Drake, wrote letters to John Patrick, which praised the lessons developed in this project. (See the Appendix for copies of these letters.)

In general, the field test teachers strongly endorsed the organization, design, and substance of the book of lessons. It seems that the project's book of lessons served to enhance education about the Constitution in the high school history and government courses of our field test teachers.

It is important to note that the field test teachers are very experienced. All of them have been teaching for more than ten years. One has a Ph.D. in political science from Indiana University. Another one is working toward a Ph.D. in history at the University of Illinois.

Summary of Critical Reviews by Scholars and Curriculum Specialists. Various lessons on the Constitution were evaluated by 22 scholars in history and political science and by four curriculum specialists in the social studies. Jack Peltason (political scientist) and Paul Murphy (historian) each reviewed 30 lessons. A total of 45 different lessons were reviewed by these two scholars. Louis Grigar and Mary Jane Turner (curriculum specialists) each reviewed 30 lessons.

Two other curriculum specialists in the social studies, Mary Hepburn of the University of Georgia and Frederick Risinger, of Indiana University, also reviewed portions of the book of lessons.

In general, the reviews were very positive. Of course, each reviewer noted some factual errors or other flaws. However, in most cases, these defects were readily correctable.

Paul Murphy, Professor of History at the University of Minnesota, had no major objections to any of the lessons which he reviewed. He especially lauded lessons about the Whiskey Rebellion, the Louisiana Purchase and the case of Ex parte Milligan. Of course, Paul Murphy provided several valuable criticisms of particular paragraphs or sentences of various lessons. However, Paul Murphy did not criticize the structure of any of the history lessons in the book.

Murphy said: "You and Richard Remy have done an impressive job of getting together constitutional material.... Much of the material I looked at earlier on. I think in most all cases it is stronger than it was previously. Good 'fine tuning' has occurred."

Jack Peltason, a political scientist and President of the American Council on Education, also appraised sample lessons and the first draft of the project's book. He was asked to react specifically to thirty lessons that dealt primarily with the subject matter of government courses. Jack Peltason had serious reservations about only three of the thirty lessons that he examined carefully. One of these lessons was revised.

The other two were dropped from the revised version of the book of lessons.

Peltason made only minor criticism of most lessons that he reviewed. He made no criticism of three of the lessons.

Peltason said, on August 23: "You are off to a great start." This was a summary statement that followed his review of 15 lessons. On November 19, after evaluating 15 more lessons and examining the completed draft of the project's book, Peltason said: "You have made real progress."

Twenty additional scholars in history and political science reviewed selected lessons. A few of them also examined generally the complete first draft of the book of lessons. Most agreed with the positive views of Murphy and Peltason. Here are several examples:

"May I say, first of all, that I think that, by and large, it is a splendid job.... My congratulations to the compilers on their judicious and illuminating selections and comments."

--Richard B. Morris
Professor of History
Columbia University

"Patrick and Remy have produced a real tour de force which should be extremely useful to secondary school teachers."

--Ronald M. Labbe
Head, Department of Political
Science
The University of Southwestern
Louisiana

"I think your authors have done a wonderful job. The materials are both accurate and interesting and seem to provide a good basis for student discussion."

--Walter Dellinger
Professor of Law
Duke University

"In response to your request for comments on the Patrick and Remy sourcebook, I find the examples quite good and the explanations adequate."

--Joan Jensen
Department of History
New Mexico State University

"In response to your memo of September 22, I have reviewed the materials for the sourcebook on teaching the Constitution and have found it basically well done."

--Robert Steamer
Professor of Political Science
University of Massachusetts

"Now to the sourcebook. I like the concept, and I find it well written for the high school level, at least as I imagine that level to be. The material simplifies without oversimplifying or distorting. The criticisms I have are specific rather than general.... I am favorably impressed by what I've read. I think it will meet a valuable need."

--Judith A. Baer
Assistant Professor of
Political Science
State University of New York
at Albany

"I enclose some comments on Patrick and Remy, A Sourcebook on the U.S. Constitution. In general I am delighted with the sample you sent."

--Peter Hoffer
Associate Professor of History
The University of Georgia

"Speaking of the sourcebook on the Constitution, I would have only a few suggestions. In general, I was impressed by its excellence. It seems to me to be practical and functional."

--Gerald Nash
Professor of History
The University of New Mexico

"I have reviewed the materials you sent me from the secondary school history and government sourcebook being developed for Project '87. They look accurate to me.... The materials give me the impression that the sourcebook will be an interesting and valuable resource for secondary school teachers

of history and government."

--C. Neal Tate
Chairperson, Department of
Political Science
North Texas State University

In general, the reviews by scholars were very positive. Only three of these twenty-two reviewers submitted negative evaluations of the project's work. The three negative evaluators reviewed a total of five of the sixty lessons in the first draft of the book of lessons on the Constitution.

Even these negative reviews are not undisputed. For example, Harold Platt, Professor of History at Loyola University, reviewed one lesson, III-2, and disliked it. He claimed that the issue in the lesson was discussed in a biased manner. He said: "The debate is unfairly slanted; the example is poorly chosen." By contrast, Jack Peltason and Paul Murphy judged this lesson to be acceptable. Murphy said, in his letter of September 7, 1982, that "your 'new federalism' unit (III-2) is very well done--well balanced, thoughtful and provocative." Both Peltason and Murphy offered criticisms of this lesson to help refine it. Neither of them, however, thought that the lesson was flawed fundamentally.

The four curriculum specialists in social studies, who reviewed the project's lessons on the Constitution, concurred generally with the positive views of the historians and political scientists. Here are examples of their comments:

"The quality of the sample lessons is generally very high."

--Mary Jane Turner
Staff Associate
Social Science Education Consortium

"I was impressed with the lessons. I read them all in their entirety and individually before doing the evaluations. Overall, they were very good...."

--Louis Grigar
Program Director for Social
Studies
Texas Education Agency

"These are outstanding lessons."

--Frederick Risinger
Coordinator for School Social
Studies
Indiana University

"The style of the background information and text in many sections is lively and likely to be of high interest. Chapters on the Constitutional Convention and the Louisiana Purchase are good examples.... I am aware that to try to bring the issues to life requires breaking away from the 'hallowed halls' and 'famous forefathers' treatment of the Constitution! The authors and teacher-team have done that quite well."

--Mary Hepburn
Professor of Social Science
Education
University of Georgia

These curriculum specialists provided many helpful suggestions for improvement of the lessons. Most of these suggestions were incorporated into the revised version of the book of lessons on the Constitution.

4. Project Achievements

The main achievement of this project was development of a book for high school teachers of courses in American government and history. This book is titled: Lessons on the Constitution: Supplements to High School Courses in American Government and History. It includes 62 lessons for use with high school students. Each lesson is accompanied by a lesson plan and notes for teachers.

The project also developed a "Sampler" as an aid to dissemination of the book of lessons. This "Sampler" is a packet of materials that introduce Project '87 and the project to develop lessons on the Constitution. This packet also includes five sample lessons, which are representative of the various kinds of instructional materials in the book of lessons on the Constitution.

Another type of achievement concerns appearances by the project co-directors at teacher workshops and conferences or conventions for social studies educators. Patrick and Remy have participated in five workshops and conferences since September 1982 to discuss education about the Constitution with teachers and to present sample lessons from their project. They are scheduled to participate in seven workshops and conferences from April to December 1983.

Following are descriptions of the project's book, Lessons on the Constitution, and the involvement of Patrick and Remy in various dissemination activities, such as workshops and conferences.

The Project's Book of Lessons. The book, Lessons on the Constitution, consists of five chapters and an Appendix.

Chapter One, "Introduction for Teachers," describes the remainder of the book. The rationale and goals of the book are discussed. Guidelines are presented for using the lessons in high school courses.

Chapter Two, "Origins and Purposes of the Constitution," includes 12 lessons for students with lesson plans and notes for teachers.

This chapter includes 12 lessons, which treat the concept of constitution--its origins and purposes in American civilization. The meaning of constitutional government is emphasized and constitutional law is distinguished from other kinds of laws and rules.

Main ideas of the state constitutions written during the War for Independence are treated, as are the Articles of Confederation. Various opinions about the Articles of Confederation are presented in excerpts from primary sources of the years from 1783-1787.

These lessons also deal with certain aspects of the Constitutional Convention and the subsequent contest over ratification. Finally, ideas of proponents and opponents of the Constitution of 1787 are included.

Here is a list of the lessons in Chapter Two.

- II- 1. What Is a Constitution?
- II- 2. Anatomy of Constitutions
- II- 3. State Constitutions, 1776-1780
- II- 4. The Articles of Confederation (First Constitution of the United States)
- II- 5. Opinions about Government under the Articles of Confederation, 1783-1787
- II- 6. Washington's Decision to Attend the Constitutional Convention
- II- 7. Decisions about the Presidency at the Constitutional Convention, 1787
- II- 8. Decisions about the Constitution at the Massachusetts Convention, 1788
- II- 9. Decisions about the Bill of Rights, 1787-1791

- II-10. Ideas from the Federalist Papers
- II-11. Ideas from Papers of the Anti-Federalists
- II-12. Timetable of Main Events in the Making of the Constitution, 1781-1791

Chapter Three, "Main Principles of Government in the Constitution," includes 15 lessons for students with lesson plans and notes for teachers. This chapter treats basic principles of the Constitution, such as federalism, separation of powers, checks and balances, and judicial review. Emphasis is placed on constitutional means of granting and limiting power. These lessons challenge students to find and interpret ideas in the Constitution. They also provide practice in building a vocabulary of constitutional terms that citizens should know. Finally, the lessons raise issues and questions about the Constitution, which have concerned many citizens.

Here is a list of the lessons in Chapter Three.

- III- 1. The Principle of Federalism
- III- 2. One Proposal to Change Modern Federalism
- III- 3. What Does the Constitution Say about Federalism?
- III- 4. Key Terms for Understanding Federalism
- III- 5. Separation of Powers and Checks and Balances
- III- 6. The Veto Power: A Weapon in the System of Checks and Balances
- III- 7. What Does the Constitution Say about Separation of Powers and Checks and Balances?
- III- 8. Key Terms for Understanding Separation of Powers and Checks and Balances
- III- 9. The Principle of Judicial Review
- III-10. How Should Judges Use Their Power?

- III-11. Key Terms for Understanding the Judicial System
- III-12. Constitutional Rights and Liberties
- III-13. Opinions about Civil Liberties and Rights
- III-14. What Does the Constitution Say about Civil Liberties and Rights?
- III-15. Key Terms for Understanding Civil Liberties and Rights

Chapter Four, "Amending and Interpreting the Constitution," includes 15 lessons for students with lesson plans and notes for teachers. This chapter treats formal and informal means of constitutional change. Constitutional interpretation and change began with the first meeting of Congress and has continued ever since that time. The lessons in this chapter provide examples of issues associated with constitutional change in the form of proposed amendments and decisions by the executive, congressional and judicial branches of government.

Here is a list of the lessons in Chapter Four.

- IV- 1. Purposes of Amendments
- IV- 2. Passage of the Twenty-Sixth Amendment
- IV- 3. The Equal Rights Amendment: You Decide
- IV- 4. A New Constitutional Convention: Another Way to Amend the Constitution
- IV- 5. The Origin of Political Parties
- IV- 6. The Supremacy of Federal Law: Washington's Decision to Put Down the Whiskey Rebellion
- IV- 7. Stretching the Constitution: Jefferson's Decision to Purchase Louisiana
- IV- 8. The Court and Development of the Commerce Power
- IV- 9. Two Responses to a Constitutional Crisis: Decisions of Buchanan and Lincoln about Secession

- IV-10. Pathway to Judgment: Near v. Minnesota
- IV-11. Overruling Precedent: The Flag Salute Cases
- IV-12. The Court's Use of Dissent
- IV-13. Constitutional Rights in a Time of Crisis, 1941-1945
- IV-14. The Limits of Presidential Power: Truman's Decision to Seize the Steel Mills
- IV-15. You Be the Judge: The Case of Camara v. Municipal Court of San Francisco, 1967

Chapter Five, "Digests of Landmark Supreme Court Cases," includes 20 lessons for students with lesson plans and notes for teachers. Worksheets to guide students in their use of cases are included with each digest. Thus, these materials can be used as lessons. However, they also can be used as reference materials, because they are convenient sources of information and ideas that can supplement classroom lectures, discussions or student research activities. Several of the lessons in Chapters Two-Four might also be used as reference materials, rather than as lessons.

Here is a list of the lessons in Chapter Five.

- V- 1. Marbury v. Madison (1803)
- V- 2. McCulloch v. Maryland (1819)
- V- 3. Dartmouth College v. Woodward (1819)
- V- 4. Gibbons v. Ogden (1824)
- V- 5. Charles River Bridge v. Warren Bridge (1837)
- V- 6. Dred Scott v. Sandford (1857)
- V- 7. Ex parte Milligan (1866)
- V- 8. Munn v. Illinois (1877)
- V- 9. Plessy v. Ferguson (1896)

- V-10. Northern Securities Company v. United States (1904)
- V-11. Muller v. Oregon (1908)
- V-12. Schenck v. United States (1919)
- V-13. Schechter v. United States (1935)
- V-14. United States v. Curtiss-Wright Export Corp. (1936)
- V-15. Brown v. Board of Education (1954)
- V-16. Gideon v. Wainwright (1963)
- V-17. Reynolds v. Sims (1964)
- V-18. Miranda v. Arizona (1966)
- V-19. Heart of Atlanta Motel v. United States (1964)
- V-20. United States v. Nixon (1974)

The lessons in Chapters Two-Five are organized in an easily followed, practical format. Each lesson includes materials for students (white pages) and lesson plans and notes for teachers (yellow pages). It is expected that teachers will duplicate and distribute copies of the student materials to members of their history and/or government classes.

The lessons in Chapter Two-Five provide teachers with numerous alternatives in supplementing their textbooks. There are many more lessons in the book than can be used by one teacher during an academic year. Different teachers are likely to make various selections from the pool of 62 lessons in this book.

The 62 lessons are designed to supplement textbook material on the Constitution. Content that is treated adequately in most standard textbooks is not used as subject matter in the lessons. For example, standard textbooks include ample

discussions of the "Great Compromise" at the Constitutional Convention. Thus, there is no lesson in the book about the "Great Compromise" concerning representation in Congress. By contrast, most textbooks include little or nothing about decisions at the Constitutional Convention that formed the office of President. Thus, this book includes a lesson (II-7) about decisions that created the office of President at the Constitutional Convention.

The lessons are designed to help teachers deal more effectively with topics that are rooted in American history and government courses. They do not call upon the teacher to depart significantly from course objectives and content. Rather, lessons are organized and presented to help teachers link them to the content of commonly used textbooks.

An "Appendix" to the book of lessons includes a copy of the U.S. Constitution. It may be used as a source of information in conjunction with the lessons in this book. However, students in high school history and government courses are likely to have access to copies of the Constitution in their classrooms. Each of the American history and government textbooks includes a copy of the Constitution; in most textbooks, annotations or explanations are presented with the document. Thus, it seems unlikely that teachers will need to duplicate and distribute to students the copy of the Constitution, which appears in the "Appendix" of the book. However, this copy of the Constitution may serve teachers as a conveniently placed reference tool. Thus, it may assist them in their use of the project's book on the Constitution.

The "Appendix" also includes a series of notable quotations that offer various perspectives and insights about the Constitution. These quotes can be used to spark and illuminate discussions or to exemplify main ideas in a lecture. Teachers might stimulate a discussion by writing one or two quotes on the chalkboard and asking students to explain and appraise them.

Dissemination Activities. Patrick and Remy have been invited to participate in twelve workshops or conferences to disseminate their curriculum materials on the Constitution. Following is a list of five dissemination activities, which were carried out from September 1982 to March 1983.

(1) Harrison School District, Colorado Springs, Colorado, September 28, 1982. John Patrick conducted an in-service education workshop for junior and senior high school social studies teachers. The project to develop a book of lessons on the Constitution was discussed. Sample lessons were demonstrated.

(2) Grand Junction, Colorado, September 30, 1982. John Patrick conducted an in-service education workshop for junior and senior high school social studies teachers. The project to develop a book of lessons on the Constitution was discussed. Sample lessons were demonstrated.

(3) Law-Related Education Conference at Crown Point, Indiana, October 12, 1982. John Patrick participated as a speaker in a conference for high school teachers, which was sponsored by the Indiana Department of Public Instruction.

He presented information about Project '87 and the project to develop a book of lessons on the Constitution.

(4) Annual Convention of the National Council for the Social Studies (NCSS), November 25, 1982, Boston. Patrick and Remy spoke about their project on the Constitution, presented sample lessons, and distributed a "Sampler" of materials about the project. This was one of the best attended programs at the NCSS Convention. More than 90 people were in the audience.

(5) Upper Arlington Public Schools, Upper Arlington, Ohio, February 15, 1983, Mershon Center. Richard C. Remy conducted a day-long workshop for all junior and senior high school social studies teachers on how to use the book of lessons to supplement instruction in American history. Upper Arlington is considered one of the top two or three school districts in the State of Ohio.

Following is a list of six dissemination activities, which are scheduled during the period from April to December 1983.

(1) Rocky Mountain Regional Conference of the National Council for the Social Studies, April 8, 1983, Denver. John J. Patrick was invited to conduct a session on improving education about the Constitution in high schools. He will distribute a "Sampler" of materials about the project to develop a book of lessons on the Constitution.

(2) Great Lakes Regional Conference of the National Council for the Social Studies, April 14, 1983, Indianapolis. Patrick and Remy are scheduled to speak about their project on the Constitution. Sample lessons will be distributed.

(3) Minneapolis Public Schools: In-Service Day, April 22, 1983. Richard Remy has been asked to conduct a session on the lessons for all 11th and 12th grade social studies teachers in the Minneapolis Public Schools. The Social Studies Supervisor in Minneapolis has also indicated he would like to distribute the book of lessons to Minneapolis teachers as soon as they are available.

(4) Civic Education Conference at Queen's University, Kingston, Ontario, April 25, 1983. John J. Patrick is the keynote speaker for this conference. He will disseminate information about Project '87 and the project to develop a book of lessons on the Constitution.

(5) Conference on Teaching about the Constitution, tentatively scheduled for July 6-13, 1983, in the Federal Republic of Germany. Patrick and Remy have been invited to speak about their book of lessons on the Constitution to a conference involving educators from the United States and several European countries. The sponsor of the event is the International Communications Agency (ICA) of the U.S. Government.

(6) Series of Teacher Workshops on Law-Related Education, tentatively scheduled for September-December, 1983, conducted by Carolyn Pereira, Director of the Constitutional Rights Foundation, Chicago, Illinois. These workshops for social studies teachers will feature materials taken from the book of lessons on the Constitution developed by Patrick and Remy. John J. Patrick was invited by Carolyn Pereira to participate in the selection and adaptation of lessons on the Constitution

to be used in these workshops. This activity is contingent upon the receipt of funding by the Constitutional Rights Foundation to conduct the workshops for teachers.

(7) State Social Studies Supervisors Association (SSSA), November 23, 1983, San Francisco. The Program Committee of SSSA has asked Patrick and Remy to conduct a 2½ hour workshop on the lessons at their national meeting in November. This is a significant dissemination opportunity. SSSA consists of individuals who have supervisory responsibility for social studies curriculum and instructional programs in schools and school districts across the country. SSSA has over 700 members holding such titles as director, department head or chairperson, curriculum coordinator, consultant, supervisor, specialist or assistant principal. The letter of invitation from Caroline Penn said: "As this is a unanimous request from the Social Studies Supervisors Association Board, we are hopeful that you will be able to fit us into your busy schedule." (A copy of this letter of invitation is in the Appendix.)

Summary and Conclusions

A project to develop a book of lessons on the Constitution was carried out at the Social Studies Development Center and the Mershon Center from January 1982 to March 1983. The project involved collaboration among high school teachers, scholars in history and political science, and specialists in curriculum development. The final product of this project was a collection of 62 lessons for high school students with

lesson plans and notes for teachers. These materials were designed to supplement standard textbooks used in high school American government and history courses.

The book of lessons on the Constitution was created according to established procedures in curriculum development. The project was conceived in response to assessments of needs identified by systematic studies of textbooks and other curriculum materials. Furthermore, a major recommendation of a Project '87 conference on teaching about the Constitution was to develop a book of lessons for high school courses in American government and history. The project involved a conceptualization and planning phase, a lesson design and writing phase, and a field test and evaluation phase. High school teachers were involved centrally in the project to generate, appraise, create, and test in classrooms lessons on the Constitution. Scholars were involved as critical reviewers of content, so that the lessons would be accurate.

Professors John Patrick and Richard Remy managed the project activities and assumed final responsibility for the writing of lessons. They also engaged in various dissemination activities to expose high school teachers and other social studies educators to the work of the project.

The evidence gathered from field test teachers and consultants indicates that this project's book of lessons on the Constitution fits the criteria established in the project conceptualization paper. Furthermore, evidence gathered from field test teachers suggests strongly that these materials

are practical teaching tools; most of the lessons seem to work. Of course, the acid test of the book of lessons on the Constitution will come only after it is published and used extensively by many different teachers in various classrooms across the country. The evidence gathered to date suggests that this collection of lessons has potential to pass the critical test of any curriculum materials, which is effective use by the target populations of teachers and students.

The project co-directors have carried out the mission of this project as set forth in the project proposal and conceptualization paper. We believe that other goals ought to be pursued by other curriculum developers desiring to improve pre-college education about the U.S. Constitution. For example, this project did not establish the goal of developing lessons that cover every major period of U.S. history. If careful assessments of instructional needs in the schools indicate this to be a significant goal, then another project might attend to it. This project did not have the goal of developing materials for the middle school history and civics courses. This might be the mission of another project. We hope that several modules, units, handbooks, etc., might be developed in terms of various goals and plans to serve different purposes in pre-college education about the Constitution. No single package of curriculum materials is likely to satisfy all the significant needs in pre-college education about the Constitution. We have never claimed that our book of lessons is a definitive or comprehensive collection of educational

materials. However, evidence gathered through field tests shows that this project's book of lessons on the Constitution has great potential to meet some of the significant educational needs of teachers and students in high school history and government courses.

Notes and References

1. Project '87 is a joint effort of the American Historical Association (AHA) and the American Political Science Association (APSA). It is dedicated to commemorating the bicentennial of the United States Constitution, occurring in 1987. It has three interrelated phases, scholarship and scholarly exchanges on the Constitution, the teaching of the Constitution in precollege and higher education, and public awareness and appreciation. These are now in different stages of progress. During the next several years, Project '87 will become heavily involved in the development of a wide variety of curriculum materials. Dr. Sheilah Mann of the APSA is Director of Project '87. Dr. Cynthia Harrison is Deputy Director.

2. The Project '87 Textbook Study was conducted by John J. Patrick and Richard C. Remy. Two related reports were written: (1) "Treatment of the Constitution in Secondary Level American History Textbooks" by John J. Patrick and (2) "Treatment of the Constitution in Civics and Government Textbooks" by Richard C. Remy. See H. Mehlinger (ed.), Teaching about the Constitution in American Secondary Schools, pp. 89-128.

3. Charles J. White, "Mandates on the Constitution," H. Mehlinger (ed.), Teaching about the Constitution in American Secondary Schools, pp. 63-88.

4. J. P. Shaver, O. L. Davis, Jr., and S. W. Helburn, "The Status of Social Studies Education: Implications from Three NSF Studies," Social Education 43 (February 1979):151-52.

5. Karen B. Wiley, The Status of Pre-College Science, Mathematics and Social Science Education: 1955-1975, Vol. 3 (Boulder, Colorado: Social Science Education Consortium, 1977), pp. 80-81.

6. John J. Patrick, "Treatment of the Constitution in Secondary Level American History Textbooks," and Richard C. Remy, "Treatment of the Constitution in Civics and Government Textbooks," H. Mehlinger (ed.), Teaching about the Constitution in American Secondary Schools, pp. 90-94; 110-113.

7. Ibid., pp. 92-102; 111-125.

8. Political socialization research as well as results from the National Assessment of Educational Progress provide evidence of student deficiencies in knowledge of and attitudes toward the Constitution. See Karen S. Dawson, "What Youth Know and Believe about the Constitution," H. Mehlinger (ed.), Teaching about the Constitution in American Secondary Schools, pp. 29-44.

9. Richard C. Remy, "Treatment of the Constitution in Civics and Government Textbooks," p. 125.

10. Mary Jane Turner, "Treatment of the Constitution in School-Based Non-Traditional Programs," H. Mehlinger (ed.), Teaching about the Constitution in American Secondary Schools, p. 139.

11. Secondary School Television/Film Programming on the United States Constitution, A Concept Paper prepared by the Agency for Instructional Television and Project '87, Bloomington, Indiana, August 1981, p. 12.

12. H. Mehlinger (ed.), Teaching about the Constitution, p. 149.

13. J. Shaffarzick and D. Hampson (eds.), Strategies for Curriculum Development (Berkeley, California: McCutchan Publishing Corp., 1975).

14. Paul Murphy is Professor of History at the University of Minnesota. Murphy has written extensively on U.S. constitutional history. Peltason is President of the American Council on Education. He is a noted political scientist who has written extensively about the meaning and interpretation of the Constitution. Louis Grigar is Program Director for Social Studies of the Texas Education Agency. He is a national leader in social studies education. Mary Jane Turner is a Staff Associate of the Social Science Education Consortium. She is an expert in law-related education.

APPENDIX

This is an Appendix to the final report of a curriculum development project: Enhancing Education about the Constitution in High School American Government and History Courses.

These items are included in this Appendix.

- (1) Twelve Evaluation Forms, from Each of the Project's Field Test Teachers
- (2) Letters to Project Co-Directors from Three Field Test Teachers
- (3) Two Letters Pertaining to Project Dissemination Activities



Social Studies Supervisors Association
of the
National Council for the Social Studies

March 4, 1983

Dr. Richard Remy
Mershon Center
199 W. 10th Avenue
Columbus, Ohio 43201

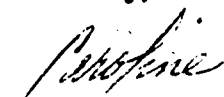
Dear Richard:

The Executive Board of the Social Studies Supervisors Association met last month to plan the program for November, 1983. Our theme will revolve around Academic Freedom and Advocacy for Social Studies.

One of the possibilities we discussed was a presentation of your Project 87. We would like you to present your project in a workshop setting from 9:15 to 11:45 a.m. on November 23, 1983 in San Francisco! As this is a unanimous request from the Social Studies Supervisors Association Board, we are hopeful that you will be able to fit us into your busy schedule.

I look forward to hearing from you.

Sincerely,


Caroline Penn

CP:gk

UPPER ARLINGTON HIGH SCHOOL
1650 RIDGEVIEW ROAD
UPPER ARLINGTON, OHIO 43221
(614) 488-3106

D. W. SHELBY
PRINCIPAL

November 15, 1982

F. S. GABELMAN
ASSISTANT PRINCIPAL
G. A. MERFEL
ASSISTANT PRINCIPAL
B. J. PIERCE
ASSISTANT PRINCIPAL

Richard Remy
Mershon Center
199 West Tenth Avenue
Columbus, Ohio 43201

Dear Dick:

I must confess that when I received the materials from the Sourcebook, along with my detailed instructions, preview obligations, and time commitment, I was less than overjoyed with my participation as a pilot teacher. Even after previewing my fifteen lessons, and teaching five lessons, I was not overly impressed with the materials.

After meeting November 4, my impression of the Sourcebook on the U.S. Constitution and Project '87 changed dramatically. You and John conducted a meeting when the pilot teachers were asked to offer both positive and negative comments about the materials. At no time were you anything less than positive in response to the criticisms. Your belief in the project and your enthusiasm for the lessons prompted me to immediately read and evaluate the remaining lessons in the Sourcebook.

Dick, you and the other participants in the project have created an excellent and exciting Sourcebook for teachers. These materials will be used in a variety of courses and will provide a better understanding and appreciation of the Constitution. You, Jim, and the materials have had a dramatic impact on me and how I will approach the teaching of the Constitution. I am sure this will carry over to my students, so you have accomplished your goal: better materials - better teaching - and a better appreciation of the Constitution.

I would also like to thank you for allowing me to participate in the project; and if I can ever do anything to assist you, please don't hesitate to ask!! The very best to you, John, and Project '87.

Constitutionally yours,

Bill Zeigler

Bill Zeigler

BZ/lb

BEST COPY AVAILABLE

John -

Thank for asking me to work on the project.
I learned a lot from the experience. Thank Remy for me
the next time you're talking to him, You're both
good teachers.

Sincerely,

Vivian M.

Fred Drake
RR 2
Dwight, Illinois 60420

Dr. John J. Patrick
Indiana University
Social Studies Development Center
Bloomington, Indiana 47405

Dear Dr. Patrick:

Thank you for your recent letter regarding the conference meeting times on November 12 and 13. If it is no inconvenience, it will not be necessary to reserve an overnight room for me. Lynn Nelson has offered to let me stay at his home that evening. I hope I am notifying you in time to cancel the reservation.

In regard to the 7:30 Friday evening meeting, I may have some difficulty arriving on time. My school does not dismiss until 3:30 and the drive to Bloomington is around 4 and 1/2 hours from Dwight. Also, I believe there is a time difference in November between Bloomington and Illinois. I am currently trying to circumvent this possible problem by arranging for a personal leave day for November 12. If I cannot arrange the leave, I will let you know.

I have read the materials and utilized a couple of the lessons in my classes. The lessons certainly are well-packaged, clear, and thought-provoking. I look forward to the November meeting.

Sincerely,

Fred Drake
Fred Drake

BEST COPY AVAILABLE

UPPER ARLINGTON CITY SCHOOLS

HASTINGS JUNIOR HIGH SCHOOL

1850 HASTINGS LANE

UPPER ARLINGTON, OHIO 43220

D.N. KANTNER
PRINCIPAL

February 21, 1983

PAT LANCE
ASSISTANT PRINCIPAL

Richard Remy
Robert Woyach
Mershon Center for Development of
Social Sciences
199 W. 10th Avenue
Columbus, Ohio 43210

Dear Dick and Bob,

Thank you for the outstanding inservice provided for our American History teachers on February 15. A follow-up evaluation of your presentation brought such comments as:

"The best in 17 years!"
"Practical and excellent!"
"Enthusiastic presentation!"
"Excellent!"
"Well-organized!"
"Useful."

May I reiterate to you my thanks for your considerable efforts in choosing materials, preparing, and presenting a very fine program. We also appreciated, very much, the snacks, coffee, and tea. The arrangements for parking stickers helped the day run much smoother.

Your many services to our school district have helped to improve and enhance our social studies program. Again, thank you.

Sincerely,

Shirley -

Shirley Hoover, Coordinator
Social Studies Department
UPPER ARLINGTON CITY SCHOOLS

*Thanks, Bob for
coming out when you
felt so terrible!*

copies: Dr. James Lantz
Pat Gabelman
Ed Orazen
Doug Kantner