



★ ★ MY OHIO ★ ★ ★ ★ ★ ★ ★ ★

*A Closer Look at Local, State and
National Citizenship Activities
through an Ohio Lens*



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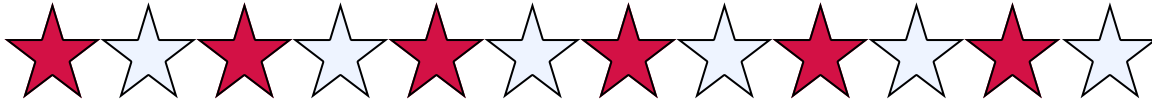
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*Partnering With Teachers to
Bring Citizenship to Life*

For more than 30 years, the Ohio Center for Law-Related Education has been honored to partner with teachers to bring citizenship to life for Ohio students. OCLRE empowers teachers with high quality, inter-active resources that engage and energize your students and are aligned to the Ohio academic content standards.

This valuable resource is the result of a wish expressed by elementary teachers for a single source for citizenship content. The lessons and activities in MY OHIO are created by teachers for teachers and each unit has been reviewed and tweaked by an independent panel of educators. The lessons and activities offered here are easily adapted to other grade levels and learning styles. We hope you will use the information in MY OHIO and make it your own.

The book is divided by grade. Each section contains original lessons and supporting activities. At the front of each unit, you will find teacher background information. At the end of each unit, you will find assessment tools and links to extended resources. And don't forget to look for the colorful icons for each grade to find content unique to Ohio.

The Ohio Center for Law-Related Education pledges to ensure that this workbook remains current and relevant. Following election years, OCLRE will update the materials. As new leaders are elected and laws change, updated information and supporting materials will be available at www.oclre.org/programs_myohio!

The Center is proud to present MY OHIO to teachers and students alike. We are confident your students will learn to become active citizens with these engaging, hands- on lessons!

Sincerely,

Kate Strickland
Executive

Understanding First Amendment Rights



BACKGROUND FOR TEACHERS

First Amendment rights are often taken for granted by students, and even adults in this country. The following activities help students understand what these rights are, how they might affect them personally, and how First Amendment rights have direct application to Ohio. It is important for students to know that these rights were added to the US Constitution in the **Bill of Rights**, because early Americans felt they were so important.

Several activities require small group work. Small groups can be changed for each activity, or have students stay in the same small groups for the entire unit.

KEY CONCEPTS TO BE REINFORCED BY THE TEACHER

- As Americans, we believe we are born with certain rights. Not only is it our responsibility to guard these rights for all citizens, it is the law based on the US Constitution.
 - Without these First Amendment rights, the very tenets of a democracy are in jeopardy.
 - We continue to debate the meaning of these rights, and struggle to determine when the rights of individuals are superseded by the rights of the group. (For current information about First Amendment rights in the news, go to <http://www.freedomforum.org/>) Therefore the Constitution, and especially the Bill of Rights, remains a living document.
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- Students may have pre-formed or limited ideas about these freedoms. They need to understand that freedom of speech reflects many different forms of expression, and the right to petition is more than adding a signature to a document to show support for an issue.

- The population and ethnicity of Ohio is changing. As we continue to live in a global society, it is important for our children to understand that they will live and work with people who may not look like them or come from the same cultural background that they do. It is a citizen's responsibility and the law to respect these differences as part of freedom of religion. This is sometimes difficult for students to understand when they live in an area that is not diverse.
- Some research shows that students at age 11 are most receptive to learning about the respect for differences. They are old enough to understand cultural and religious differences, but young enough to not be heavily influenced by the biases of others.
- The Establishment Clause of the First Amendment prohibits Congress from naming an official religion for the country and also prevents the government from showing preference to one religion above another. This is also referred to as separation of church and state.
- It is important that students understand that the First Amendment is a part of the Bill of Rights, and to be able to identify how these rights apply to them.



INTRODUCTORY ACTIVITY

Use the overview at the www.freedomforum.org site, or other sources about the First Amendment, to have students illustrate and define the five rights guaranteed under the First Amendment. Have five teams each select a right and design a large poster to explain the freedom. Place the completed five posters around the room as a visual reminder of these freedoms.



STUDENT WORKSHEETS INCLUDED

Know Your RAPPS!
The Right to Petition in Ohio
Ohio's Religious History Timeline
A Question about the Motto
The Right to Free Speech in Ohio

SYNTHESIS AND FURTHER DISCUSSION

After students have completed the activities that help define the five rights, take down the posters they created at the beginning of these activities. Reassign students to five teams. What would they change or add to the poster to reflect what they have learned?

Ask each team to modify the poster.

On a large Ohio map, have students locate where in Ohio significant First Amendment events took place, based on the information provided in this unit.

EVALUATION

Included at the end of this unit.

RELATED WEB SITES

For more information about the First Amendment rights use these excellent Websites:

<http://www.freedomforum.org>

<http://www.freedomforum.org/packages/first/curricula/educationof/freedom/FirstPrinciples.htm>

www.firstamendmentcenter.org.

www.BillofRightsInstitute.org/

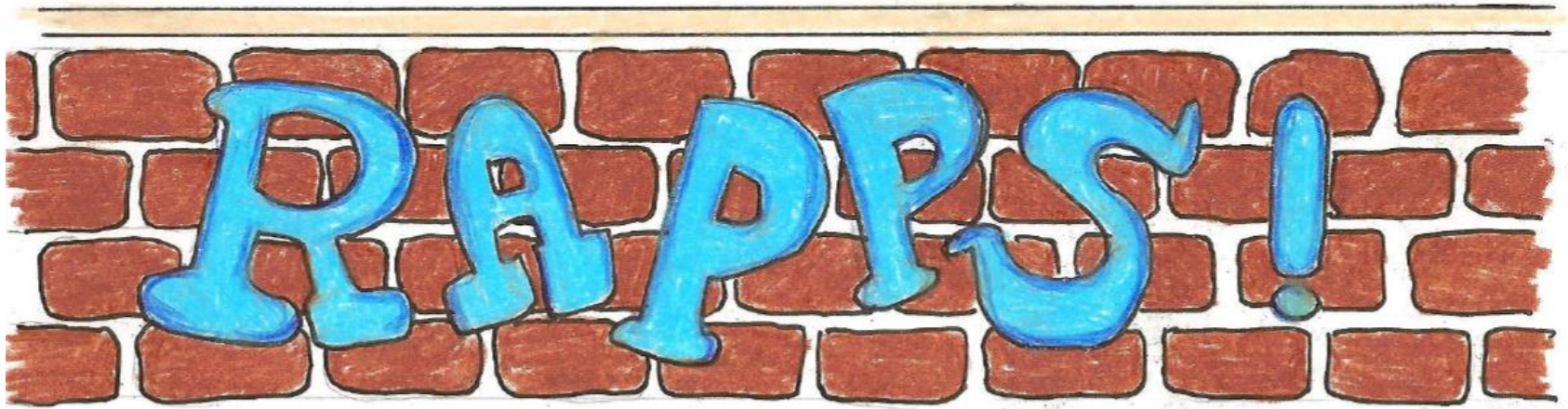
KNOW YOUR RAPPS!

The First Amendment to the Constitution guarantees that all US citizens have the following rights: Freedom of **R**eligion, Freedom of **A**ssembly and **P**etition, Freedom of the **P**ress, and Freedom of **S**peech. Complete the following graphic organizer to show how much you know about these freedoms. The first one has been done for you.



SITUATION	FREEDOM	RESPONSIBILITY
<i>Your school decides to have a rally in the town square</i>	Assembly	School's responsibility to file paperwork and get a permit to send off the science team going to a state competition.
<i>A classmate misses school to observe Yom Kippur, and it is not counted as an absence.</i>		
<i>You write an article for the school newspaper on why award-winning books that contain some swear words should not be banned from the school library.</i>		
<i>You respectfully tell your teacher why you believe an answer you missed on a test is actually correct.</i>		

SITUATION	FREEDOM	RESPONSIBILITY
<i>Because of her beliefs, a student modifies the school uniform to include a head covering and a long skirt to cover her legs</i>		
<i>Your class starts a petition to ask for new sports equipment for the playground.</i>		
<i>A television reporter does a story on your school's test scores.</i>		
<i>You participate in a debate on the benefit of longer homework assignments.</i>		





FREEDOM OF RELIGION IN OHIO TO THE TEACHER

Visibly show students the rich diversity of religions in Ohio.

Create five table tents to be placed around the room. Each table tent will show the percentage of people in Ohio who identify themselves as practicing a specific religion. Label each table tent with the percentage on the outside and the identified religion on the inside. Use the following information.

52 %	Protestant
42%	Catholic
2.6%	Jewish
.8%	Muslim
.8%	Amish/Mennonite
1%	Other

Prior to the activity, use the above percentages to determine how many students in your class would reflect the number of Ohio citizens in each religion.

Brainstorm with the class by asking them in what religions they think Ohio citizens participate. Make a list of the religions on the board. You will likely have to guide students to identify the many denominations under Protestantism as one for this activity.

After the labels have been placed around the room, direct the correct percentage of students to move to each label. (For example, if you have 30 students in your classroom, have 15 of them move to the 52% label.)

Then have each group of students guess (by consensus) which religion they represent. After each group has guessed, have them open the table tent to determine if they are correct.

Were they surprised by the results?

Do they think the Ohio percentages reflect their local community?

What other religions might be included in the "other" category? (Buddhism, Taoism, Hinduism, and so on.)



(NOTE: According to the web site, www.city-data.com/states/Ohio-Religions.html 6.2 million Ohioans or 55.1% do not count themselves in any religion. The statistics above reflect only those citizens who declare themselves as practicing a religion.)

It is important to stress with students that our culture in Ohio benefits by having a variety of religions and ethnicities in the state.

What are some of the advantages?

With the right we have to belong to any religion, we have the responsibility to respect each individual's religious choice. Why is it important that we respect people's religious beliefs that are different from our own?

How is this different from some other countries?

How has Ohio's history embraced differing religions?

How could our life be different if we didn't have freedom of religion?

Use the following time-line activity to help students understand that Ohio has a history of religious freedom, and has fostered the development of different religions.



OHIO'S RELIGIOUS HISTORY TIMELINE



Construct a time line that has evenly spaced intervals of time and label them.

Use the following information for the time line.

*Early 1700's (use the date 1720), the Shakers, Amish, and Quakers moved to Ohio for religious freedom

1751, the first Catholic settlement in the Ohio territory (among Huron Indian tribes near Sandusky)

1788, the first Protestant church established in Marietta

*Early 1800's (use the date 1820) more Protestant denominations (including Presbyterians, Methodists, Baptists, and Episcopalians) moved into Ohio

1836, the Mormons founded their first permanent place of worship in Kirtland

1836, German immigrants established a major Jewish community in Cincinnati (3rd largest in the country)

1927, first Muslim mosque in Ohio is erected in Cleveland

*(Items 2 and 4 did not happen in an exact year. Because you need to construct evenly-spaced time intervals, a specific year has been selected for you.)

Extension: Design a symbol for each event to include on your timeline. Place the symbol above the label.

What other events in Ohio history were occurring around these dates that would be related?



THE TROUBLE WITH A MOTTO



Vocabulary you will learn in this article:

Establishment Clause
American Civil Liberties Union (ACLU)

Separation of Church and State

A nine-year-old boy from Cincinnati thought Ohio should have an official state motto. He campaigned for three years with the state legislature to adopt the motto, *With God all things are possible*, and in 1959, he was successful. The legislature passed into law, and then-governor, Michael DeSalles, signed the bill that made this Ohio's state motto. The motto is used on state stationery, tax forms and some reports.

In the 1990's, some people began to question whether this motto violated the First Amendment right of freedom of religion. Early American leaders felt strongly that there should not be an official religion of the United States, nor should government promote one religion over another. This is called the Establishment Clause, and guarantees that the *church* (all religions) and the *state* (all governments) shall be separate. Many people came to this country because they wanted to choose their religion, and not have the government decide their religious choice.

In 1997, then-governor George Voinovich decided to place a bronze sign outside the Ohio State House with the state motto on it. A Protestant minister from Cleveland went to the American Civil Liberties Union (ACLU) because he objected to the state motto and the bronze sign. He felt it violated the separation of church and state. (The ACLU is an organization that defends the rights of individuals as guaranteed under the Constitution of the United States.)

- In 1998, the ACLU took the State of Ohio to U.S. District court in Columbus, because they felt the state motto was unconstitutional. The motto is a direct quote from the New Testament Bible. The judge ruled that the motto **is** constitutional because the words did not reflect the beliefs of Christians alone.
- In 2000, the ACLU appealed the case, and it went to a panel of three U. S. Circuit judges. These judges said that the motto **did** violate the U.S. Constitution because it appeared the Ohio government favored one religion by using a Biblical quote.
- In 2001, the full U.S. Circuit Court of Appeals in Cincinnati disagreed with the panel of judges. They ruled that the motto **did not** violate the Constitution, as long as the state did not credit the New Testament of the Bible when using the motto.
- The ACLU chose not to take the case to the Supreme Court, so the Ohio motto remains *With God all things are possible*.

Now is your chance to be a newspaper reporter. Reporters need to take good notes, and get the facts to their readers. They often do not have much space to tell the story they are reporting. Use the format below to make notes about the information you read about the state motto. Keep it brief, but make certain you have the important points of the information.



WHO

WHAT

WHEN

WHERE

WHY