

You Decide

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Online:

< <http://cnx.org/content/col10671/1.1/> >

C O N N E X I O N S

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Chapter 1

Introduction

1.1 You Decide, a Lesson in Citizenship and Differing Points of View¹

You Decide, a Lesson in Citizenship and Differing Points of View
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In this unit, you will learn about the rights and responsibilities of an American citizen, as they are found in the Declaration of Independence and the U.S. Constitution. You will use these ideals to judge different points of view. You will then write an essay about how your views are different from others, and present them to the class as part of a panel, kind of like a T.V. talk show.

During this unit, you will also get a chance to do some computer research, record what you have learned using a graphic organizer, and learn how to cite you information using a specific format.

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Figure 1.1

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Figure 1.2

You will work as individuals, as small teams, and as a whole class. Much of your work will be done on computer in the computer lab, so prepare to have fun, learn, and prepare and present your learning to the class.

Lesson 1 - Introduction to Civic Rights and Responsibilities and Documentation Procedures ²

¹This content is available online at <<http://cnx.org/content/m19980/1.1/>>.

²<http://cnx.org/content/m19980/latest/>

Lesson 2 - Rights and Responsibilities in the Declaration and the Constitution ³

Lesson 3 - Rights and Responsibilities in Persuasive Position Papers ⁴

Lesson 4 - Rights and Responsibilities in the Classroom or Playground ⁵

Lesson 5 - Rights and Responsibilities in the Classroom or Playground Panel Discussions ⁶

³<http://cnx.org/content/m19980/latest/>

⁴<http://cnx.org/content/m19980/latest/>

⁵<http://cnx.org/content/m19980/latest/>

⁶<http://cnx.org/content/m19980/latest/>

Chapter 2

Lesson 1

2.1 (Untitled)Lesson 1 - Introduction to Civic Rights and Responsibilities and Documentation Procedures¹

Step 1: As a class, brainstorm the big idea of citizen rights and responsibilities as you know them. They will be written on the board for future reference.

Step 2: Next, we will brainstorm (and record the results on computer) what you already know about the following terms:

- controversy _____
- perspective _____
- stake holding _____
- democratic ideals _____
- public life _____
- taking a position _____
- informed decisions _____
- civic rights and responsibilities _____

Let's share these with the class. Be prepared to talk about any of these!

Step 3²

Step 3: Fill out the first line of your Social Studies Journal with your name and date. When finished use the appropriate link to go to Lesson 1, Step 4.

Journal³

Always Save Before Exiting!

¹This content is available online at <<http://cnx.org/content/m19983/1.1/>>.

²<http://cnx.org/content/m19983/latest/>

³<http://cnx.org/content/m19983/latest/>

Social Studies Journal
Name: Date:
Vocabulary
<ul style="list-style-type: none"> • controversy:
<ul style="list-style-type: none"> • perspective:
<ul style="list-style-type: none"> • stake holding :
<ul style="list-style-type: none"> • democratic ideals:
<ul style="list-style-type: none"> • public life:
<ul style="list-style-type: none"> • taking a position:
<ul style="list-style-type: none"> • informed decisions:
<ul style="list-style-type: none"> • civic rights and responsibilities:
What I Think the Rights and Responsibilities in the Declaration of Independence and the U.S. Constitution are:
Actual key democratic ideals of citizen rights and responsibilities in the Declaration of Independence and the U.S. Constitution:
Slavery, differing points of view:
Quick persuasive position paper:
<i>continued on next page</i>

Elements of a well-written persuasive position paper:
My own persuasive position paper:
What worked for me:
What did not work for me:
Improvements I would make:

Table 2.1

Lesson 1, Step 4⁴ Lesson 1, Step 5⁵ Lesson 2, Step 2⁶ Lesson 2, Step 3⁷ Lesson 2, Step 4⁸ Lesson 2, Step 6⁹ Lesson 3, Step 2¹⁰ Lesson 3, Step 3¹¹ Lesson 3, Step 4¹² Lesson 4, Step 7¹³
 OSPI Scoring Rubric¹⁴ OSPI Writing Examples 1¹⁵ 2¹⁶ 3¹⁷

Step 4: Now, enter the correct definitions for the above vocabulary in your journal as found on a free online dictionary (ex. Dictionary.com). (You may choose one of your choice by opening a new internet link, typing www.google.com¹⁸ in the address box, and doing a search for free online dictionaries.) When finished use the appropriate link to go to Lesson 1, Step 5.

Journal¹⁹

Step 5: It is important to give others' credit for the hard work they have done, just like you deserve credit for your hard work. For this reason, you will now learn how to do basic APA citations using the worksheets provided on the next to pages and the teacher provided book and website citation information. Use the links to go to Step 6.

APA Book Format²⁰

APA Website Format²¹

Modified APA Citation Worksheet: Books

- Collect the following information:

- Last name of Author(s): _____
- Initial of first name(s): _____
- Printing Date
 - Year: _____
 - Month (if available): _____
 - Day (if available): _____
- Title of book: _____
- Publication City: _____
- Publication State Post Office Initials: _____
- Publishing Company Name: _____

⁴<http://cnx.org/content/m19983/latest/>

⁵<http://cnx.org/content/m19983/latest/>

⁶<http://cnx.org/content/m19983/latest/>

⁷<http://cnx.org/content/m19983/latest/>

⁸<http://cnx.org/content/m19983/latest/>

⁹<http://cnx.org/content/m19983/latest/>

¹⁰<http://cnx.org/content/m19983/latest/>

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¹⁶<http://cnx.org/content/m19983/latest/>

¹⁷<http://cnx.org/content/m19983/latest/>

¹⁸<http://www.google.com>

¹⁹<http://cnx.org/content/m19983/latest/>

²⁰<http://cnx.org/content/m19983/latest/>

²¹<http://cnx.org/content/m19983/latest/>

- Put the information into the following format:

Bloom, S. and Johnson, L. (2005). The Story of the Constitution (2nd ed.). Arlington Heights, IL: Christian Liberty Press.

Lesson 1, step 6²² Website Format²³

Modified APA Citation Worksheet: Website

Collect the following information:

- Website name: _____
- Website update date:
 - Year: _____
 - Month (if available): _____
 - Day (if available): _____
- Title of the website section you found your information in: _____
- Month, day, and year you found your information: _____
- Website address: _____

1. Put the information into the following format:

WritingHelp-Central (2008). APA style sample reference page. Retrieved on August 10, 2008, from <http://www.writinghelp-central.com/apa-sample3.html>.

Lesson 1, Step 6²⁴ Book Format²⁵

Step 6: Now you will preview the *End of Unit Scoring Rubric*, the *Glossary and Resource List* and the *Unit Expectations Sheet*. When you are done, we will go to Step 7 as a class.

End of Unit Scoring Rubric ²⁶

Glossary and Resource List ²⁷

Unit Expectations Sheet ²⁸

Elementary – You Decide CBA Rubric (*Recommended for 5 th Grade **)

Passing		Not Passing	
GLE (EALR)	4 - Excellent	3 – Proficient	2 - Partial
1			
-			
Min-			
i-			
mal			
<i>continued on next page</i>			

²²<http://cnx.org/content/m19983/latest/>

²³<http://cnx.org/content/m19983/latest/>

²⁴<http://cnx.org/content/m19983/latest/>

²⁵<http://cnx.org/content/m19983/latest/>

²⁶<http://cnx.org/content/m19983/latest/>

²⁷<http://cnx.org/content/m19983/latest/>

²⁸<http://cnx.org/content/m19983/latest/>

<p>5.4.1. Researches multiple perspectives to take a position on a public or historical issue in a paper or presentation. (5th Grade) (EALR 5.4. Creates a product...)</p> <p>5.3.1. Engages others in discussions that attempt to clarify and address multiple viewpoints on public issues based on democratic ideals. (EALR 5.3 Deliberates public issues.)</p> <p>Provides reasons for a possible position but does not state a position.</p>	<p>States a position on a public issue and concludes with a call to action***.</p>	<p>States a position on a public issue.</p>	<p>States a position on a public issue that is unclear.</p>
<p>Provides background on the issue by explaining**:</p> <ul style="list-style-type: none"> • Three or more stakeholders' positions on this issue. <p>Provides background on the issue without explaining any stakeholder's position.</p>	<p>Provides background on the issue by explaining**:</p> <ul style="list-style-type: none"> • Two stakeholders' positions on this issue. 	<p>Provides background on the issue by explaining**:</p> <ul style="list-style-type: none"> • One stakeholder's position on this issue. 	

<p>1.1.2. Evaluates how a public issue is related to constitutional rights and the common good. (5th Grade)(EALR 1.1. Understands key ideals and principles. . .)1.4.1. Understands that civic participation involves being informed about how public issues are related to rights and responsibilities. (5th Grade)(EALR 1.4. Understands civic involvement)</p> <p>Provides reason(s) for the position without any supporting evidence.</p>	<p>Provides reason(s) for the position supported by evidence. The evidence includes: • An explanation of how a right relates to the position on the issue. AND • An explanation of how the common good relates to the position on the issue.</p>	<p>Provides reason(s) for the position supported by evidence. The evidence includes: • An explanation of how a right relates to the position on the issue. OR • An explanation of how the common good relates to the position on the issue.</p>	<ul style="list-style-type: none"> • Provides reason(s) for the position with supporting evidence but WITHOUT relating the position to a right or the common good.
<p>5.4.2. Prepares a list of resources including the title, author, type of source, date published, and publisher for each source and arranges the sources alphabetically. (5th Grade)(EALR 5.4. Creates a product. . .)</p> <p>Lists source(s) but does not include the title, author, type of</p>	<p>Lists three sources including the title, author, type of source, and date of each source.</p>	<p>Lists two sources including the title, author, type of source, and date of each source.</p>	<p>Lists one source including the title, author, type of source, and date of the source.</p>

Table 2.2

Lesson 1, Step 6 ²⁹ Lesson 1, Step 7³⁰
 You Decide Glossary and Resource List

- 1) Controversial – multiple conflicting perspectives or opinions.
- 2) Perspectives – point of view of a particular culture, time, group or background.
- 3) Stakeholder – an individual or group with a vested interest related to an issue.
- 4) Democratic Ideals – expressed in the Declaration of Independence: liberty, justice, equality, life, common good, rule by law, pursuit of happiness.
- 5) Public – relating to the community as a whole.
- 6) Position – an individual’s thinking or opinion about an issue.
- 7) Informed Decision – a decision made after looking at different perspectives; based on evidence.
- 8) Rights and Responsibilities – as expressed in the Constitution and Bill of Rights of the United States: Freedom of Speech, Freedom of Religion, Due Process. . .)

Print Resources:

- Founding documents such as the Declaration of Independence, U.S. Constitution and Bill of Rights
- We the People published by the Center for Civic Education
- Newspapers and current news magazines

Electronic Resources:

- PBS.org
- Washington State Secretary of State’s Voter Outreach Through Education program www.vote.wa.gov/outreach³¹
- Public legal Education Website
- Stakeholder websites

Human Resources:

- Stakeholders related to a particular issue
- Washington State Bar
- Politicians – local, county, state, national
- Lobbyists, Judges, Interest Groups, Media, Law Enforcement

Lesson 1, Step 6 ³² Lesson 1, Step 7³³

Unit Expectations

1. In a persuasive paper you will:
 - a. Select one of the two offered public issues and summarize the background information you found on that issue.
 - b. Explain how your selected issue is related to both the right and responsibilities of citizenship.
 - c. Make an informed decision about the issue and support your decision with convincing reasons.
2. You will also:
 - a. Use your graphic organizer to analyze the different points of view on this issue.

²⁹<http://cnx.org/content/m19983/latest/>

³⁰<http://cnx.org/content/m19983/latest/>

³¹<http://www.vote.wa.gov/outreach>

³²<http://cnx.org/content/m19983/latest/>

³³<http://cnx.org/content/m19983/latest/>

- b. Use your paper and your graphic organizer to discuss your point of view using a panel discussion format.

Lesson 1, Step 6³⁴ Lesson 1, Step 7³⁵

Step 7: As a class, you will revisit the class's understandings that were written on the white board, and entered into their journals. Be prepared to discuss how your understanding has changed by writing definitions in your journal. When finished, the lesson will be over! The next lesson explores key democratic ideals, to include rights and responsibilities in the Declaration of Independence and the Constitution. It also asks you to do specific research, and finally asks you to use the APA citation format to cite you sources.

³⁴<http://cnx.org/content/m19983/latest/>

³⁵<http://cnx.org/content/m19983/latest/>

Chapter 3

Lesson 2

3.1 Lesson 2 - Rights and Responsibilities in the Declaration and the Constitution¹

Step 1: Refer to the list on the board what the class knew about the rights and responsibilities of citizens and brainstorm another list about what rights and responsibilities you think are in the Declaration of Independence and the U.S. Constitution, namely the Bill of Rights. Type this new list in your Social Studies Journals. When you are finished, go to Lesson 2, Step 2.

Journal²

Step 2: Open your history book to the appendixes. Locate the Declaration and the Constitution. As teams, locate key democratic ideals of citizen rights and responsibilities and record them individually in their Social Studies Journals. When done, go to Lesson 2, Step 3.

Journal³

Step 3: Using your journal, prepare to join the class in making a class list of these ideals. When finished, go to Lesson 2, Step 4

Journal⁴

Step 4: In your team, select from a provided list a historical era to research. Once your team's research topic is chosen, go to Lesson 2, Step 5.

*Historical Research List*⁵

Historical Era Research List (Suggestions with Website):

- **Westward Expansion** (<http://edtech.kennesaw.edu/web/westward.html>
<http://www.askkids.com/web?q=what+was+the+westward+expansion&o=0>)
- **Civil Rights** (http://findarticles.com/p/articles/mi_g1epc/is_tov/ai_2419100257
<http://www.infoplease.com/spot/civilrightstimeline1.html>)
- **Colonization** (<http://www.timepage.org/spl/13colony.html><http://www.socialstudiesforkids.com/articles/ushistory/13>)
- **Revolutionary War** (<http://www.socialstudiesforkids.com/articles/ushistory/revolutionarywar1.htm>
<http://www.42explore2.com/revolt.htm>)
- **Enslavement of African Peoples** (<http://www.historyforkids.org/learn/northamerica/after1500/people/slavery.htm>
http://www.africanaonline.com/slavery_colonial_era.htm)

Current Issues (With website suggestions):

¹This content is available online at <<http://cnx.org/content/m19984/1.1/>>.

²<http://cnx.org/content/m19984/latest/>

³<http://cnx.org/content/m19984/latest/>

⁴<http://cnx.org/content/m19984/latest/>

⁵<http://cnx.org/content/m19984/latest/>

- Classroom rules (<http://www.teach-nology.com/worksheets/misc/back/rules/elem/>)
- Playground rules (<http://www.kensingtonschool.org/rules.html>⁶)

Lesson 2, Step 5⁷

Step 5: As a class, discuss the idea of stakeholder viewpoints, focusing on rights and responsibilities and using the issue of slavery found in your history book. Be sure to look for and take notes on differing points of view. Type these points of view in your Journals. When finished, go to step 6.

Journal⁸

Step 6: Open an internet connection and use a search engine to get information on your team's chosen topic from Step 4. Be sure to take notes, identifying at least two different points of view and using the provided note taking worksheet. Be sure to record your source's citation information on the provided citation worksheets. When you are finished, go to Step 7.

*Stakeholder worksheet example*⁹ Stakeholder Worksheet¹⁰ citation¹¹ ¹² worksheet¹³

Modified APA Citation Worksheet: Website

Collect the following information:

- Website name: _____
- Website update date:
 - Year: _____
 - Month (if available): _____
 - Day (if available): _____
- Title of the website section you found your information in: _____
- Month, day, and year you found your information: _____
- Website address: _____

1. Put the information into the following format:

WritingHelp-Central (2008). APA style sample reference page. Retrieved on August 10, 2008, from <http://www.writinghelp-central.com/apa-sample3.html>.

Lesson 2, Step 7¹⁴

Lesson 2, Step 7¹⁵ Stakeholder Worksheet¹⁶ Citation Worksheet¹⁷

Lesson 2, Step 6¹⁸

Stakeholder Worksheet Issue: _____

1ST stakeholder perspective: _____

Reason 1 for this perspective: _____

Reason 2 for this perspective: _____

⁶<http://www.kensingtonschool.org/rules.html>

⁷<http://cnx.org/content/m19984/latest/>

⁸<http://cnx.org/content/m19984/latest/>

⁹<http://cnx.org/content/m19984/latest/>

¹⁰<http://cnx.org/content/m19984/latest/>

¹¹<http://cnx.org/content/m19984/latest/>

¹²<http://cnx.org/content/m19984/latest/>

¹³<http://cnx.org/content/m19984/latest/>

¹⁴<http://cnx.org/content/m19984/latest/>

¹⁵<http://cnx.org/content/m19984/latest/>

¹⁶<http://cnx.org/content/m19984/latest/>

¹⁷<http://cnx.org/content/m19984/latest/>

¹⁸<http://cnx.org/content/m19984/latest/>

Reason 3 for this perspective: _____

2ND stakeholder perspective: _____

Reason 1 for this perspective: _____

Reason 2 for this perspective: _____

Reason 3 for this perspective: _____

3rd stakeholder perspective: _____

Reason 1 for this perspective: _____

Reason 2 for this perspective: _____

Reason 3 for this perspective: _____

Stakeholder Example¹⁹ Citation Worksheet²⁰ Lesson 2, Step 6²¹ Lesson 2 Step 7²²

Step 7: Your notes and today's list on citizen rights and responsibilities found in the Declaration and the Constitution to find similar ideas to share with the class. When this is finished, Lesson 2 will be finished! In Lesson 3, you will be learning the differences between good and poor persuasive position papers. You will also be asked to join in writing a class paper, using one student's graphic organizer from lesson 2, chosen at random.

¹⁹<http://cnx.org/content/m19984/latest/>

²⁰<http://cnx.org/content/m19984/latest/>

²¹<http://cnx.org/content/m19984/latest/>

²²<http://cnx.org/content/m19984/latest/>

Chapter 4

Lesson 3

4.1 Lesson 3 - Rights and Responsibilities in Persuasive Position Papers¹

Step 1: Using your Journal, write a quick persuasive position paper, using your own knowledge of what this might mean and using any topic you choose. When finished, go to Lesson 3, Step 2.

Journal²

Step 2: Brainstorm, with your team, elements of a well-written persuasive position paper, focusing on content, for use later in the lesson. Put the results in your journal. When finished, go to Lesson 3, Step 3.

Journal³

Step 3: Using your stakeholder notes from lesson 2 and OSPI provided examples and scoring rubrics, you will now look at and identify well-written and poorly written persuasive position papers. Be sure to focus on your list of good quality content for these papers. When we are finished, go to Lesson 3, Step 4.

Journal⁴

OSPI scoring rubric⁵

OSPI writing examples^{1 6 2 7 3 8}

You Decide Rubric

Civics EALR 4.2.1a Participate in civic discussion pertaining to public issues at school and in the local community.

4 – Excellent: constructs an informed decision supported convincingly and explicitly by three or more clear, accurate reasons and/or specific examples.

3 – Proficient: constructs and informed decision supported convincingly and explicitly by two clear, accurate reasons and/or specific examples.

2 – Partial: constructs an informed decision supported by only one clear, accurate reason.

1 – Minimal: makes decision but is not supported, or provides reasons for a decision but does not state the decision.

Social Studies EALR 1.1.1f Create a product that demonstrates understanding of information and responds to central questions; present product to a meaningful audience.

4 – Excellent: Provides detailed background on the issue. Explicitly states and explains the history and/or current relevance of the issue.

¹This content is available online at <<http://cnx.org/content/m19987/1.1/>>.

²<http://cnx.org/content/m19987/latest/>

³<http://cnx.org/content/m19987/latest/>

⁴<http://cnx.org/content/m19987/latest/>

⁵<http://cnx.org/content/m19987/latest/>

⁶<http://cnx.org/content/m19987/latest/>

⁷<http://cnx.org/content/m19987/latest/>

⁸<http://cnx.org/content/m19987/latest/>

3 – Proficient: Briefly summarizes the background of the issue.

2 – Partial: Introduces the issue with little or no background OR background is not explicitly stated.

1 – Minimal: Introduces the issues with only partial accuracy or clarity.

Civics EALR 1.3.1a Identify examples of rights and responsibilities of citizenship.

4 – Excellent: Accurately and explicitly explains how issue is related to three or more rights and responsibilities of citizenship. OR Accurately explains how the issue is related to one right and one responsibility and provides two or more well supported reasons in the explanation.

3 – Proficient: Accurately and explicitly explains how issue is related to one right and one responsibility of citizenship OR two rights OR responsibilities. OR Accurately explains how the issue is related to one right or responsibility and provides two or more well supported reasons in the explanation.

2 – Partial: Accurately explains how issue is related to at least one right OR one responsibility of citizenship. The explanation of the relationship may be implicit.

1 – Minimal: Accurately describes or mentions rights or responsibilities with little or no connection to the issue. Discussion of rights or responsibilities may only be implicit.

Social Studies EALR 1.1.1e Locate data into graphic organizers.

4 – Excellent: Effectively uses graphic organizer to analyze two or more perspectives and their own with three accurate, relevant, and distinct reasons for each. (Completes 6-9 boxes and 3 for their own perspective.)

3 – Proficient: Effectively uses graphic organizer to analyze two or more perspectives and their own with two accurate, relevant, and distinct reasons for each. (Completes 4-5 boxes and 2 for their own perspective.)

2 – Partial: Effectively uses graphic organizer to analyze two perspectives with two accurate, relevant, and distinct reasons for each. (Completes 4-5 boxes total.)

1 – Minimal: Ineffectively uses graphic organizer. (e.g. reasons are inaccurate.) (Completes 1-3 boxes total.)

Journal ⁹ OSPI Writing Examples 1¹⁰ 2¹¹ 3¹²

Student Response 1

Do you think that animal research for medical purposes should be regulated? Have you ever asked yourself, “What role do animals play in saving lives?” and “Why do we need animals in research?” Animal research is a controversial topic among many Americans and has multiple sides. Some animal activists might say that it is cruel to animals and that it should be prohibited, but the scientists who are researching them would say that animal research is crucial to the progress in the world of medicine, and so it should not be regulated any more that it already is. I also believe that animal research is very important to the medical world, and without it we wouldn’t know many of the things we know today. People’s lives are being saved because of the information collected by doing animal research.

Most animals used in research are used to discover new treatments for injuries and diseases and to find ways to prevent diseases. These are the two most used animals: rats and mice, which are bred specially to mimic human conditions. Because of this similarity, scientists are finding cures for more diseases faster and saving more lives. Animal research is a huge part o progressing in medicine, and without it, we would not know nearly as many things about genetic physiology and medicine as we do now.

One of the reasons that I think that it should not be regulated more is because the animal researchers are already strictly bound to the three R’s: refinement, reduction, and replacement. This rule helps to restrict un-needed testing and animal research so that the scientists use what is only absolutely necessary. If there is going to be any pain involved in the testing, then the scientists have to use an anesthetic to numb the animals being tested. The animals are treated extremely well in most labs, and there are very specific procedures that the researchers have to obey in order to be allowed to use the animals. Admittedly, not all scientists obey the rules, and I think that instead of narrowing the progress in animal research by adding more rules, the federal government should more strictly enforce the ones that are already put in place.

I think that based on this information I can make an informed decision about the research: I strongly believe that without animal research we would be very far behind in medical studies, and the few animals

⁹<http://cnx.org/content/m19987/latest/>

¹⁰<http://cnx.org/content/m19987/latest/>

¹¹<http://cnx.org/content/m19987/latest/>

¹²<http://cnx.org/content/m19987/latest/>

being used for research are saving many lives, so I do not think it should be regulated any more than it is now.

Journal¹³ OSPI Scoring Rubric¹⁴ OSPI Writing Examples 2¹⁵ 3¹⁶

Student Response 2

A lot of people say the Pledge of Allegiance everyday. Do some people think the pledge should be different? Yes. In fact quite a bit of people don't like our pledge because it says UNDER GOD! I am going to write about different things about or pledge.

A pledge is a promise. You can say "I pledge not to tell this secret." The sentence meant "I promise not to tell this secret. Saying a pledge is very important to one's country.

Allegiance is loyalty to one's country. Allegiance is very important because if people weren't loyal then this country would be worse.

Did you know the pledge was different at first? Well it was. It used to go like this "I pledge Allegiance to my flag of the United States of America and to the Republic for wich it stands one nation with Liberty and Justice for all." "The" and "Under God" were added later.

A certain group of people changed the pledge and never even asked to change the pledge. People don't like our pledge right now because they don't believe in God or they don't like the words. I like the pledge the way it is, but I don't think people should have to something they don't want to say. That is the end of my Writing.

Lesson 3, Step 4¹⁷ Journal¹⁸ OSPI Scoring Rubric¹⁹ OSPI Writing Examples 1²⁰ 2²¹

Step 4: As a class, participate in writing a persuasive position paper based on a randomly chosen student graphic organizer, again focusing on appropriate writing.

Step 5: As a class, compare their class-written finished persuasive position paper to the OSPI graphic organizer and give suggestions for improved writing. This will finish Lesson 3. Lesson 4 will ask you to decide between classroom rules and playground rules as a subject for your own research and persuasive position papers. This should be fun as you will have a chance to form your own opinion!

¹³<http://cnx.org/content/m19987/latest/>

¹⁴<http://cnx.org/content/m19987/latest/>

¹⁵<http://cnx.org/content/m19987/latest/>

¹⁶<http://cnx.org/content/m19987/latest/>

¹⁷<http://cnx.org/content/m19987/latest/>

¹⁸<http://cnx.org/content/m19987/latest/>

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²¹<http://cnx.org/content/m19987/latest/>

Chapter 5

Lesson 4

5.1 Lesson 4 - Rights and Responsibilities in the Classroom or Playground¹

Step 1: Be prepared to answer the following question: Why do we have rules in school? I will write a few of your class's answers on the white board. Next, you will help brainstorm a list of good school rules and bad school rules, which will also be recorded on the whiteboard.

Step 2: I will write the words "Playground Rules or Classroom Rules" on the board. As a class, be prepared to vote on the one you want to research and write about.

Step 3: Using the provided stakeholder point of view papers and blank graphic organizers, you will fill out the first two lines of the graphic organizer. When finished, go to Lesson 4 Step 4.

First Playground Position Paper²

Second Playground Position Paper³

First Classroom Position Paper⁴

Second Classroom Position Paper⁵

Blank Position Paper Graphic Organizer⁶

Playground Rules for Art Freiler School (edited for length and content)

In order to have a safe playground with fair rules that all students (and supervisors) understand, we have developed the following playground games and rules. These are the only games and rules that are allowed at Art Freiler School.

Black Top Games	Field Games/Equipment	Covered Canopy
Apparatus	Football	Backgammon
Basketball	Handball Baseball	Board Games
Four Square	Kickball	Cards
Switch	Soccer	Checkers
Tetherball	Tag	Chess

¹This content is available online at <<http://cnx.org/content/m19988/1.1/>>.

²<http://cnx.org/content/m19988/latest/>

³<http://cnx.org/content/m19988/latest/>

⁴<http://cnx.org/content/m19988/latest/>

⁵<http://cnx.org/content/m19988/latest/>

⁶<http://cnx.org/content/m19988/latest/>

Table 5.1Blacktop Games/Equipment Rules:

1. One grade level at a time. Grade level number will be posted on or near the apparatus so that students know which grade level is permitted on the apparatus each day.
2. Tag is not to be played on or near the apparatus
3. Students are not to sit on frame around apparatus
4. Jumping off the apparatus is not allowed at any time.
5. No Rough Play will be tolerated on apparatus or during games
6. The 6 Pillars, responsibility, respect, trustworthiness, citizenship, fairness, caring, should be honored at all times.

Apparatus:**5.1.1 Cliff Climber**

1. Students can only go in one direction.
2. The chain is only for use by the climber to climb.

5.1.2 Cork Screw

1. Student should only go in one direction
2. No more than two students on the corkscrew at a time
3. No jumping off of the corkscrew
- 4.

General Guidelines

1. You must have a courteous tone at all times. No yelling, name-calling or accusatory tones.
2. Pieces of the game should only be used for their designed purpose.
3. Unsportsmanlike conduct will result in losing board game privileges for a week.
4. All those who are playing a game are responsible for putting it back in its box and returning it to the yard duty supervisor.

Lesson 4, Step 3⁷Graphic Organizer⁸**MotheringDotCommune Playground Stakeholder Viewpoint**

“Children are not allowed to slide on their bellies”“Students must stay off muddy grass”“Children must be actively ‘doing something’ and not just walking around”“Students must play in groups and not alone”“A child may only bounce on the ‘bouncer’ 25 times before his turn is over”“ ‘Digging sticks’ can only be as long as the child’s shoe”“I can understand having rules that are about safety and respecting others’ rights, like the ‘no throwing acorns’ rule, but I think this list is overly restrictive. Recess should be about taking a break, letting off steam, and doing what is needed to relax, not about even more rules and instructions about how to play.”“Like the rule about ‘doing something’ or staying in a group - some children may just need to wander aimlessly or sit alone and may not appreciate a rule telling them that is not allowed. No one gets hurt when one child decides to use his recess time to just take a walk around the playground or read by himself.”“I don’t understand how someone could get seriously hurt from sliding on her belly. Anyone who goes down a slide like that knows they might fall the one-foot distance off the end, and I’m sure they are fine with that. My daughter has preferred to slide that way since she was 2, and could always catch herself so she

⁷<http://cnx.org/content/m19988/latest/>

⁸<http://cnx.org/content/m19988/latest/>

didn't fall." "I think children should be allowed to get dirty at the playground. Maybe they can be required to wipe their feet or bring a spare outfit to change into, but a little dirt never hurt anyone." "And the rules about 'only 25 bounces' and 'sticks can't be longer than your shoe' - who is going to monitor this? Are the supervisors going to stand around counting and comparing? And what if one kid has really big shoes - is it fair to give him a bigger stick just based on that?" "I think recess can't truly be recess unless it's largely unstructured. Do other schools have rules like these?"

Lesson 4, Step 3⁹

Graphic Organizer¹⁰

Classroom Rules??? By Bill Page

"No," I do not post classroom rules and, "Yes," I oppose doing so. My classroom rules are implicit, and like it or not, so are everyone else's (the explicit ones notwithstanding). My kids either know or learn the limits, boundaries, expectations and tolerance levels by experiencing normal, routine, and continuous classroom dynamics and functions. I cannot believe that whoever started the "post your rules" rule thought that an eighth grader who has been in school at least nine years would need to start from scratch in each class, each year, with such rules as "Come Prepared," or "Come on time."

Do you really think your students do not know what it takes to get you angry? Upon what occasions you stride to the back of the room? How you feel about late assignments? What it takes to get "kicked out?" The meaning of various facial expressions, voice inflections or posturing? When you were a student, did you not know, outside of their being posted, the behaviors your teachers required, expected, tolerated or demanded? If you need to know something, might it be better to be told at a time when it is meaningful, immediate and specific, so that clarification could be made? How often are the "rules" violated due to lack of knowledge of them?

It has been my experience that kids use the rules like jail house lawyers more often than they do for understanding. My kids in the "reform school" played the "rules game" beautifully; "Yes", I know you said eight o'clock but you didn't say "central time." I can't help it if the clock was wrong. Forty minutes isn't "late," you didn't specify the lateness standard. (Remember the well-known politician who needed clarification on what 'is' is.) Kids at every level play the game with lies, half lies, rationalizations, pity and excuses, excuses, excuses. Are you going to post rules about that too?

Graphic Organizer¹¹

Lesson 4, Step 3¹²

Gary Hopkins' **Classroom Rules** Position Paper

Starting the school year on the right foot includes establishing classroom rules that will last the whole year through. Most experienced educators say the key to creating classroom rules is to keep those rules few and simple – and to establish up front the consequences if the rules are broken.

So what will those rules be? Many teachers involve students in creating their classroom rules. (That's what this article's ten activities are all about!) Surprisingly, many teachers report, whether you involve the students or not, you will likely end up with very similar rules. After all, students really want – and thrive in – a classroom environment in which they know the limits and feel safe, and that's what setting rules is all about.

If you are really stuck for the kinds of rules that might be appropriate for students at your grade level, see some suggestions on the Classroom Rules and Classroom Rules – Elementary Level Web pages.

The consequences for breaking a classroom rule are at least as important as the rule itself. Every teacher must create consequences with which they are comfortable (or follow set school procedures). One teacher's list of consequences for breaking classroom rules follows:

First time: Name on board. Warning. Second time: Student fills out a form that asks them to identify the rule they've broken and what they plan to do to correct the situation. (Teacher keeps the form on file.) Third time: Isolation from class/team. Fourth time: Call home to parents. Fifth time: Office referral.

⁹<http://cnx.org/content/m19988/latest/>

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¹¹<http://cnx.org/content/m19988/latest/>

¹²<http://cnx.org/content/m19988/latest/>

Lesson 4, Step 3¹³ Graphic Organizer¹⁴
 You Decide Graphic Organizer

Issue: Name:			
	Position	Reason 1	Reason 2
Reason 3			
StakeholderPerspective			
StakeholderPerspective			
StakeholderPerspective			
My Perspective			

Table 5.2

Lesson 4, Step 3¹⁵ Lesson 4, Step 4¹⁶ Lesson 4 Step 5¹⁷ Lesson 4 Step 6¹⁸ Journal¹⁹

Step 4: As partners, you will interview each other, recording the responses on the third line of the graphic organizer. When you are finished, go to Lesson 4, Step 5.

Graphic Organizer²⁰

Step 5: Fill out the fourth line of your graphic organizer with their own position and reasons. When this is done, go to Lesson 4, Step 6.

Graphic Organizer²¹

Step 6: Using the completed graphic organizer and your list of elements of good persuasive position papers (in your journals), write your own persuasive position paper. When this is finished, go to step 7.

Graphic Organizer²²

Journal²³

Step 7: Print and turn in papers for evaluation. Be prepared to tell the class what you know about panels and panel discussions. I will write your responses on the board for use in Lesson 5, where you will be sharing their position with the class in the form of panel discussions.

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²³<http://cnx.org/content/m19988/latest/>

Chapter 6

Lesson 5

6.1 Lesson 5 - Rights and Responsibilities in the Classroom or Play-ground Panel Discussions¹

Step 1: Watch this short video showing students and a teacher involved in a panel discussion. When finished, exit the video and go to Lesson 5, Step 2.

Panel Video²

Lesson 5, Step 2³

Step 2: Help the class brainstorm what you think a good panel discussion should look and sound like, then read the provided short paper on the same subject. When finished, go to Lesson 5, Step 3.

Panel Paper⁴

What is a panel discussion?

- A panel discussion is when a group of “experts” answer questions from an audience after the panel’s viewpoint on a particular subject is introduced.
- They are different from team presentations. In a team presentation, the group presents agreed-upon views; in a panel discussion, the panel presents different views.
-
- Also in team presentations, usually speakers stand as they speak; in panel discussions, usually speakers sit the whole time.
- In panel discussion each speaker prepares separately, the other speakers hear one another for the first time during the panel discussion.
- At the end, the panel moderator should summarize the discussion and thank the panel members.

Lesson 5, Step 3⁵

Step 3: Choose 3 or 4 other students who have the same position as you. Be prepared to briefly present your viewpoint and a couple of reasons why you have that viewpoint, to the rest of the class. Be prepared to answer questions from the rest of the class, or me.

Step 4: When the panels are finished, the class will vote on which viewpoint is sounds the best by using the rights and responsibilities chart produced in lesson 1.

Step 5: Rate this unit. Using your Journal, let me know what worked for you, and what did not work. Let me know any improvements you would make. Thank you for your valuable input. I hope you learned a lot and had some fun along the way! When you are done, save and end the program.

¹This content is available online at <<http://cnx.org/content/m19989/1.1/>>.

²<http://cnx.org/content/m19989/latest/>

³<http://cnx.org/content/m19989/latest/>

⁴<http://cnx.org/content/m19989/latest/>

⁵<http://cnx.org/content/m19989/latest/>

Journal⁶

⁶<http://cnx.org/content/m19989/latest/>

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- | | |
|--|---|
| C constitution, § 1.1(1) | § 5.1(19), § 6.1(23) |
| D decide, § 1.1(1)
declaration, § 1.1(1) | P persuasive, § 1.1(1)
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| G godsey, § 1.1(1), § 2.1(3), § 3.1(11), § 4.1(15), | Y you, § 1.1(1) |

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You Decide

A Lesson in Citizenship and Differing Points of View

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