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ABSTRACT

This document contains 24 teacher authored lessons focusing on citizenship and citizenship education. The book is organized by grade level with elementary lessons at the beginning and high school lessons at the end, although several lessons can be adapted to all levels. Each lesson begins with an abstract that gives an overview of the lesson. In addition, the lessons indicate the intended audience, objectives, time and materials required, procedures, evaluation, tips for the teacher, and bibliography. Lessons cover the 19th Amendment, local laws, equal protection of the laws, use of editorial cartoons in the classroom, juvenile law, decision making, evaluation of political campaigns, voting, freedom of speech, and 4th Amendment rights. (RJC)

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PACE I : Programs Advancing Citizenship Education

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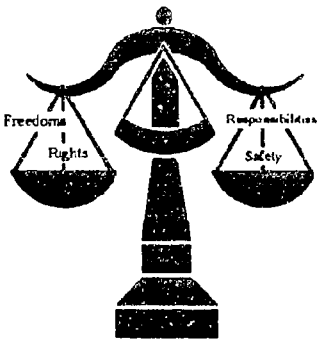

Lesson Plans Written by **PACE** I Participants
Programs **A**dvancing **C**itizenship **E**ducation

Edited by Michael H. Reggio

Sponsored and Published by
Oklahoma Bar Association

FOREWORD

This publication has been written by teachers for teachers. It is published by the Law-Related Education Project of the Oklahoma Bar Association (OBA/LRE). The mission of OBA/LRE is to encourage the development and dissemination of innovative instructional materials which focus on citizenship and what is involved in citizenship education. To this end, OBA/LRE annually sponsors Programs Advancing Citizenship Education (PACE). This week-long institute involves teachers from throughout Oklahoma from various teaching disciplines. At its conclusion, PACE participants develop and field test lessons which are then published and disseminated by the Oklahoma Bar Association. This publication, represents the efforts of twenty-four Oklahoma elementary and secondary educators. More importantly, it represents some of the best instructional material developed by some of the most outstanding educators in Oklahoma. Each lesson has been honed through testing in the classroom. Finally, this publication is the culmination of the OBA/LRE bubble-up philosophy that teachers, those working in the educational trenches, ultimately know what best works and what does not work in the classroom.

WHAT IS OBA/LRE?

The Law-Related Education Program of the Oklahoma Bar Association was established in 1990 to encourage and support educators who wish to develop innovative and creative instructional approaches in citizenship education (law-related education). It is housed at the Oklahoma Bar Center in the Capitol Complex at 1901 N. Lincoln Blvd in Oklahoma City. The Oklahoma Bar Association developed this program with numerous projects which are offered at no charge to educators. A quarterly newsletter is distributed to over 12,000 educators and describes many projects in which teachers can participate. Thousands of lesson plans are distributed free. Free teacher inservices are offered. Arrangements can be made for lawyers and judges to come into the classroom to work directly with students. Free anti-drug programs have been distributed. Hundreds of VHS videos are available for two-week loan. A Resource Library has been established at the Oklahoma Bar Center for use by students and teachers. Annual Awards for Teacher of the Year and School of the Year have been established. National Speakers are brought in to speak to teachers and students. Traveling Exhibits on the Bill of Rights and the Constitution are available to schools on loan. Numerous other projects are in progress. For information on any of these contact Law-Related Education at (405) 524-2365 or (800) 522-8065.

WHAT IS PACE?

PACE, Programs Advancing Citizenship Education, is composed of four components. First, is a week-long summer institute which brings together up to fifty Oklahoma teachers to learn what is law-related (citizenship), why it is important, innovative ways to teach it, as well as to provide LRE materials for classroom use. All expenses, including room and board at a local university, are provided. In addition, a two hundred dollar stipend is awarded to each participant. Both national and state speakers work closely with participants on teaching LRE. The second component is development and classroom testing of participant developed lesson plans. The third component is a spring follow-up institute. Finally, is the publication and distribution of a book of lesson plans to Oklahoma teachers.

PACE participants have been matched with PACE Mentors who are master teachers in law-related education. Mentors work closely with PACE participants in development of subject content and instructional methods. During the

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months after the summer institute, they maintain communication with PACE participants, offering encouragement and consultation in the research and development of projects. Some participants request and receive on-site visits.

PACE PARTICIPANTS

Hundreds of nominations for PACE I participants were received from LRE leaders, State Department of Education, Superintendents, Principals, social studies specialists and others from across Oklahoma. Applicants were nominated by individuals knowledgeable in the field and usually professionally associated with the nominees. Participants were selected from grades elementary through high school and were selected on the basis of: 1) a commitment to developing, testing, and demonstrating innovative approaches or techniques in citizenship education, 2) a willingness to receive training in effective strategies of institutionalization, and 3) a willingness to train other teachers in the use and institutionalization of these new curricula.

For information on becoming a PACE participant, contact Law-Related Education at the Oklahoma Bar Association.

HOW TO USE THIS PUBLICATION

This book of lesson plans is organized by grade level. Elementary grades begin at the beginning and the high school at the end. However, many lessons are adaptable to a variety of grade levels; therefore high school lessons may be adaptable to middle level or elementary grades and vice versa. Each lesson begins with an abstract which gives an overview of the lesson. In addition each lesson has the audience, objectives, time-required, material needed, procedures, evaluation, tips for the teacher, and bibliography broken down into sections so that the reader can more easily preview and use the lesson. Great effort has been made to make these lessons self-contained, and in most cases all necessary materials will be found within the lesson or its appendices.

In addition, each lesson plan's abstract, audience, and time required sections have been copied and placed before the Table of Contents to give a more compact overview of lessons found in this publication. That section is entitled "LESSON PLAN ABSTRACTS, TIMELINES & AUDIENCES EXTRACTS."

ACKNOWLEDGEMENTS

There are many people who have worked diligently for law-related education and on this project, so many in fact that acknowledgement of all would be impossible. Nevertheless, there are a number of people who have been instrumental in this program's success. This project could not have been completed without the support and encouragement of Marvin C. Emerson, Executive Director of the Oklahoma Bar Association. Thanks also goes to Martha M. Snow, Director of Public Information, and Trisha West of the Law-Related Education Department. In addition, recognition goes to OBA Past Presidents the late Neil E. Bogan, Michael Burrage, R. Forney Sandlin, Andrew M. Coats, and Bob Rabon. Also, thanks goes to the Law-Related Education Committee of the OBA and especially to its chair, James E. Golden, Jr. who has worked tirelessly in his support for LRE the past seven years. Finally, this project could not have been successful without the support of teachers all across Oklahoma. They have embraced the Citizenship Program wholeheartedly and have extensively utilized OBA/LRE resources.

Michael H. Reggio,
General Editor

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LESSON PLAN ABSTRACTS, TIMELINES & AUDIENCES EXTRACTS

FREEDOM OF CHOICE DAY (K-12)
Sandy Bahan
Norman Central Mid-High School
Norman, OK

"Freedom of Choice Day" allows students to become aware of opportunities, options, and responsibilities involved in making choices in our democratic society. Such days involve guest speakers related to the theme of the day - eg. 200th Anniversary of the Bill of Rights, election day, Career Choices, community centennial celebration, etc. The school schedule ideally is altered to allow small group discussion sections with at least two speakers. Where possible the day affords an opportunity, through creative scheduling, for students who do not normally have contact during the day to share a unique educational experience. At the same time all faculty can be involved in a classroom exercise that allows them the opportunity to hear speakers and share experiences across the curriculum. This lesson may be utilized at any grade level and will normally impact the whole school.

In most instances "Freedom of Choice Days" should take 2-3 days of total instruction time - one day for preparation, the day itself, and one day of debriefing. The theme may dictate need for additional time at either end. In the attached lesson social studies faculty spent 2-3 days prior to speaker visits preparing students. Debriefing varied from 1-3 days depending on individual instructors.

IT'S NOT FAIR, CHANGE IT: THE 19TH AMENDMENT (1-5)
Ms. Tressia F. Meeks
Ninnekah Elementary School
Ninnekah, OK

Students will be introduced to the U.S. Constitution and will see how an election was before and after the 19th amendment. General Elementary; two days - 45 minutes each.

THE STREET IN FRONT OF OUR SCHOOL: LOCAL LAWS (3-6)
By Emily Wood
Patrick Henry Elementary School
Tulsa, OK

This lesson introduces children to many local laws by considering something very near to them, something which they observe every day. This lesson should help children understand that there are local as well as state and federal laws. In other words, young children are being introduced to the concept of federalism.

This lesson can be done in one or two class periods or longer depending on the number of guest speakers.

COUNTERFEITING CASH: CREATIVE? OR CRIMINAL? (4-8)
Eloise Maxey
Bixby Schools
Bixby, Oklahoma

This lesson plan teaches students why there was a need to have a national currency and why the Secret Service was established to suppress the wide spread counterfeiting of this nation's currency. To do this, a study of the history of money and the threat that counterfeiting has to our economy is undertaken. Methods are suggested that appeal to the child's sense of play.

This lesson can be used at the upper elementary or middle school level. Because of creative thinking, evaluation processes, and options of the lesson, it can be used with a variety of students. It is relevant to social studies, economics, or as a research project for language arts.

This can be done in five class periods or it can be expanded into a nine-week unit.

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JIM CROW OR ME, WHO'S IT GONNA BE: EQUAL PROTECTION (4-6)

Loretta Welch, Ed.D.
Oklahoma City University
Oklahoma City, Oklahoma

After having been taken through a mental walk of the historical and sociological aspects of life for African-Americans in the era of Jim Crow Laws, elementary students are introduced to the story of Linda Brown from Topeka. With incorporation of literature and diary writing into this historical study of human rights, children will vicariously experience Linda's feelings and her family as they take their infamous case to trial. This unit culminates with a elementary level mock trial. It is hoped that experiencing the loss of the case at that level will instill in each child the sense that freedom from social discrimination and psychological abuse cannot be attained without a persistent and diligent struggle. Because of the historical, sociological, and psychological implications, conceptualization of these themes is made possible through the integration of literature, the writing process, and drama. Through these means of personalizing the content the children develop critical thinking skills and the commitment to further human rights.

The unit encompasses four weeks to allow time for teaching historical background, diary writing, peer review of diaries, and creating a mock trial. Whereas the first and last weeks may require an investment of time for teaching the history and doing the trial, the middle two weeks may require no more than ten to fifteen minutes a day.

DISORDER IN THE COURT: LEGAL TERMINOLOGY (4-8)

Eloise Maxey
Bixby Schools
Bixby, OK

This lesson encourages flexible thinking and curiosity. The students will be given a visual brain teaser to stimulate divergent thinking abut courtroom phrases. The students will then write down the common courtroom phrases they discover from the page. This is a fun way to inspire children to know some of the law lingo.

This lesson plan can be used successfully with upper elementary or middle school children in gifted classes or any social studies classes. Language Arts classes would also like it.

CARTOONS IN CLASS...YOU'VE GOT TO BE KIDDING: USING EDITORIAL CARTOONS (5-9)

Lynne B. Moyers
Clinton Middle School
Tulsa, Oklahoma

An editorial or political cartoon visually explains the artist's ideas concerning an issue in law, government, or related issues. A good cartoon makes its statement in just a few words. The message should be clear and the reader should get the point by just glancing at the image. This lesson will teach students how to understand editorial cartoons and thus become more aware of current events.

This exercise was designed for middle level civics, law-related education classes, language arts classes, and history. It can be easily adapted to the lower grades. This lesson can be used in the upper grades in the subjects listed above and could also be used in journalism and newspaper classes.

One to two class periods. The actual creation of the editorial cartoon should take place in one 45-55 minute class period. The students should be allowed to create their cartoon in class, then complete the project at home (or additional class time can be used.)

CONSTITUTIONAL JEOPARDY! (4-12)

Marjorie Hughes
Memorial High School
Tulsa, Oklahoma

The following lesson plan is based on the TV show "Jeopardy." This specific plan can be used to review students knowledge of the Constitution. This exploration will also enhance students' appreciation for the United States

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Constitution while they become familiar with interesting facts about this very important document.

The Jeopardy questions in this lesson were prepared for High School students. Elementary and middle school teachers may wish to design their own questions that match grade level ability. One class period.

INTO WHICH CASTE HAVE YOU BEEN CAST?: INDIA'S CASTE SYSTEM (4-12)

Ann Crocker
West Mid-High School
Norman, Oklahoma

This lesson teaches about the Caste System of Ancient India by grouping students so that they act out roles of the Caste as they complete an assignment. Students experience first hand the lack of equality and fairness that exists in India. At the conclusion of the lesson students compare the caste system with the American class structure. This lesson will stir a lively discussion and lead to student thinking about the inequalities that exist among most societies, including our own.

The basic approach to this lesson -- cooperative learning groups -- could be used at any level from elementary to college. This lesson is designed for high school world history classes, however, it is applicable in geography, civics, critical thinking, economics, law, and U.S. History classes. One or two class periods.

ARE THEY TELLING THE TRUTH?: UNDERSTANDING RESEARCH AND STATISTICS (4-12)

Ms. Ann Kennedy
Douglass High School
Oklahoma City, Oklahoma

Often students read statistics in the newspaper without giving any thought to how the data was gathered or what hidden messages the survey agency may have sent. This lesson will acquaint students with survey research method. After completing this lesson students should be able to write a hypothesis, create a data gathering instrument, and then analyze the data.

This lesson, with minor adjustments, is appropriate for elementary, secondary and university levels. The lesson has been used effectively in high school law, sociology and psychology classes. It has been adapted to meet the needs of history, government and English courses. Two to three class periods will be needed to complete the lesson. This lesson can be adapted into a complete unit requiring outside research.

IT'S NOT MY EGG: PARENTAL RESPONSIBILITIES (6-12)

Bernadette Ward
Lloyd E. Rader Evaluation Center
Sand Springs, OK

The lesson involves the conflict between parents' rights and rights of children involved in cases of physical, emotional or mental abuse. Questions may be raised about constitutional rights involving parental religious rights versus rights of children to life or medical treatment. Other questions could involve the liability of parents for their child's crimes including parents serving time or paying fines. In conducting this lesson, the class may be divided into groups or they could work individually. The central activity will require students to "provide care" for a "child" (a doll, stuffed toy or egg). Logs and schedules along with daily scenarios will be issued to students.

Middle School to High School U.S. History, Law, Sociology, Psychology, Family Living and Home Economics. Part of class periods for one to two weeks.

DOING CRIME = DOING TIME: JUVENILE CONSEQUENCES FOR BREAKING THE LAW (6-12)

Sue Ward
Lloyd E. Rader Intensive
Treatment Center School
Sand Springs, Oklahoma

This is a one day lesson intended as an introduction to a unit on juvenile law or

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consequences of breaking the law. This lesson is appropriate in Civics, Government, History, and Law, at Middle School through High School. It is especially recommended for use prior to participation in programs such as Operation Aware. One to two class periods are required for this lesson.

DECISION-MAKING: A DOUBLE EDGED SWORD (6-12)

Deena Fleck
Woodward High School
Woodward, Oklahoma

This lesson plan takes your classroom and transforms it to a leadership conference or school Board meeting where the current school administration has asked "your class" to set school policy for the coming school year in the following areas: dress code, conflict resolution, drug-free school environment, and the problems of truancy and absenteeism. Through "mock" small group committee meeting the students will analyze problems, debate current school issues, write town specific policies, and present their findings to the group at large. All members of the class will participate. Research, debate, written communication skills and analysis is used extensively in this simulation.

Middle school through university level. This lesson can be used in any social science class, Business Law class, or any class that uses critical thinking activities. Two to three periods.

DECISIONS! DECISIONS! DECISIONS! - A LESSON ON DECISION-MAKING (8-12)

Judy A. Burns
Longfellow Middle School
Norman, OK

This lesson is for a traditional classroom of heterogenous students from 8th grade to 12th grade. The lesson will take five class periods to complete. Skills developed will be decision-making, comparing and contrasting, debate, distinguishing fact from opinion, and research.

This lesson may be utilized in grades eight through twelve in nearly all liberal arts classes such as Language arts, civics, or social studies classes that deal with decision-making responsibilities. Up to five class periods depending on the level of discussion, writing assignment, or research assignments made.

PROMISES, PROMISES: EXAMINING POLITICAL CAMPAIGNS (7-12)

Alicia C. Sanderson
DeWitt Waller Junior High School
Enid, Oklahoma

Through cooperative learning and brainstorming, this lesson provides a method for students to: 1) determine what are the issues in a state or national political campaign, 2) examine and compare the views of the candidates, and 3) determine whether the promises and plans outlined by the candidates can be achieved within the powers and duties of the office according to the state or national Constitution. This lesson would be an effective introduction to give students an understanding of political parties, the duties of the three branches of government, and the rights and responsibilities of citizens.

Grades seven through twelve. Two to five days depending on class level.

MY VOTE DOESN'T COUNT ANYWAY VS. YOU'RE OLD ENOUGH FOR FIGHTING BUT NOT FOR VOTING (9-12)

Ms. Alice Cook
Edmond High School
Edmond, Oklahoma

This lesson will arouse student interest in becoming an involved participant in the U.S. electoral process. Using cooperative learning situations, students will determine the primary differences between the two major political parties, review voting habits and characteristics of today's voters, discuss the 26th amendment to the Constitution, review the qualifications for voting, and be given an opportunity to register to vote, if of age.

This lesson may be utilized in grades nine through twelve in nearly all social studies classes including Government, U.S. History, Problems of Democracy, etc. Four Class Periods.

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"ONE, TWO, THREE, FOUR, DOES MY VOTE COUNT?" (9-12)
Betty Baker
Sentinel Public Schools
Sentinel, Oklahoma

This lesson plan teaches students the United States' method of choosing their President as set forth in the U. S. Constitution. It shows students that much compromising took place and why direct popular vote was not used. It also brings forth the question that because of our changing society, is there a need for reforming the electoral college system?

This lesson is for American History, Civics, or American Government grades 9 - 12. Allow two to three days, depending on length of class periods and the amount of outside enrichment teacher has available.

WHAT YOU DON'T KNOW CAN HURT YOU: AN AWARENESS PROGRAM OF SUBSTANCE ABUSE (9-12)
Dona McAtee
Laverne Public Schools
Laverne, Oklahoma

This lesson will explain the legal aspects of substance abuse as it relates to students. Local rules and regulations will be discussed to see if they comply with state and federal laws. This lesson will fit nicely with numerous other drug programs.

Social Studies, Civics, 8th through 12th grades. Seven days minimum to 10 days with extra projects.

GENOCIDE, TORTURE, HUMAN RIGHTS: WHERE ARE WE HEADED? (6-12)
Michael H. Reggio
Oklahoma Bar Association
Oklahoma City, OK

This lesson plan will cause students to examine the issue of human rights and especially the issues of the right to life and the right to be free from torture. It is divided into three sections. The first deals with the issue of genocide and shows students how often genocide has been attempted. The second section compares the Declaration of Independence and/or the U.S. Constitution with the 1948 United Nations' Universal Declaration of Human Rights. Finally, the lesson covers the issue of torture and whether torture is ever justified. It incorporates several learning styles including class discussion, debate and group work. It uses impromptu speaking and higher level thinking skills, especially analysis, synthesis, and evaluation. Student groups will take sides of an issue and share their points of view. They must further decide if their personal beliefs are tenable.

This lesson can be used at the middle school, high school, and university level. It is relevant to U.S. History, World History, Government, Civics, and most social studies classes. Because of its valuative nature and group techniques, it is also recommended for special learning environments such as learning disabilities classes. One to two class periods.

SOMEBODY HAS TO PAY FOR IT: 16TH AMENDMENT AND THE INCOME TAX (9-12)
Jim Huff
Capitol Hill High School
Oklahoma City, Oklahoma

Paying taxes to support the federal government has never been a popular citizenship responsibility. Federal taxation is as controversial today as it was in the past. Through class discussions, lectures, note taking, small groups activity, and role playing, students will study a brief history of income tax in the United States. Specific terms, "regressive" and "progressive" taxation theories, and the practical impact of taxes on families will be studied.

Social studies, economics, and sociology classes in grades 9-12. Depending upon how many activities are used, the unit would take from one to four class sessions.

CENTURY 19 - REAL ESTATE DEALS THE AMERICAN WAY: OKLAHOMA INDIANS,

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LAND RIGHTS AND THE CONSTITUTION (9-12)

Ms. Ann Crocker
Norman West Mid High
Norman, Oklahoma

In this lesson students learn that Indians in Oklahoma have had more than one legal battle before the United States Supreme Court. This activity includes cooperative learning, the use of reading primary source material, and group discussion. The documents used can be understood on a very concrete level or abstract level depending on the maturity of the student.

This exercise has been designed for advanced 9th grade Oklahoma History. It could also be used in Government or in the instruction of American History. Depending on the amount of discussion or introduction, this lesson could take one or two class periods.

TO BURN OR NOT TO BURN? THAT IS THE QUESTION: FREEDOM OF SPEECH (6-12)

Marvin C. Battle, M.Ed
Booker T. Washington High School
Tulsa, Oklahoma

This lesson plan can be used to motivate students to study and analyze the first amendment of freedom of speech. Students will read, discuss, complete relative assignments and activities, and ultimately reach their own positions on the issue of flag burning and symbolic freedom of speech.

Middle school through high school. This lesson can be used in any social studies class, especially U.S. History, Government, Constitutional Law, Problems of Democracy, etc.; Business Law, or any class that uses critical thinking activities. Four to five periods.

WHERE DID THEY GET THAT IDEA? THE BACKGROUND OF AMERICAN IDEOLOGY (7-12)

David C. Snelgrove
Jackson Middle School
Oklahoma City, Oklahoma

This unit will be an investigation of the intellectual and social origins of the American Republic and the United States Constitution. Among materials to be used is a set of primary source excerpts from documents important to American ideology as it was expressed in the Declaration of Independence, Articles of Confederation, and United States Constitution including its amendments. These ideas and concepts are drawn from diverse sources and represent the philosophical and historical environment of American ideology.

This lesson may be utilized in grades seven through twelve in nearly all social studies classes that deal with the Constitution or U.S. Government such as U.S. History, Problems of Democracy, Government, etc. One to three days depending on the level of discussion, writing assignment, or research assignments made.

STUDENTS, REPORT FOR RANDOM DRUG TESTS!: RIGHTS OF SEARCH UNDER THE CONSTITUTION (7-12)

Michael H. Reggio
Oklahoma Bar Association
Oklahoma City, Oklahoma

This lesson plan teaches students to look at the concept of privacy and also the conflict between rights and the war on drugs. It looks at the issue of drug testing in the workplace as well in a school environment. It probes the issues such as what is a search, do governmental or safety issues override an employee's privacy interests? Is it reasonable to search without any suspicion that a crime has been or is being committed? Is it appropriate to spot search students using blood or urine tests as a way of keeping drugs out of schools? This lesson looks at search and seizure cases that pertain to drug testing and also, looks closely at the Fourth, Fifth, Ninth, and Fourteenth Amendments. Numerous methods are suggested that appeal to many learning styles, including small group work, large group and class discussion.

This lesson can be used at the middle school, high school, and university level. It is relevant to science classes, U.S. History, World History, Government, Civics, and most social

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studies classes. Because of the valuative nature and group techniques, it is also recommended for special learning environments such as a learning disabilities class. This can be done in one to two class periods depending upon discussion allowed.

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FREEDOM OF CHOICE DAY

Sandy Bahan
Norman Central Mid-High School
Norman, OK

ABSTRACT:

"Freedom of Choice Day" allows students to become aware of opportunities, options, and responsibilities involved in making choices in our democratic society. Such days involve guest speakers related to the theme of the day - eg. 200th Anniversary of the Bill of Rights, election day, Career Choices, community centennial celebration, etc. The school schedule ideally is altered to allow small group discussion sections with at least two speakers. Where possible the day affords an opportunity, through creative scheduling, for students who do not normally have contact during the school day to share a unique educational experience. At the same time all faculty can be involved in a classroom exercise that allows them the opportunity to hear speakers and share experiences across the curriculum.

OBJECTIVES:

As a result of this lesson, students will:

1. be exposed to resource persons and be given possible alternate points of view to invite use of critical thinking skills.
2. demonstrate the use of critical thinking skills.
3. critically look at other points of view and compare them with their own.
4. learn specific facts as related to the theme of the "Freedom of Choice Day."

AUDIENCE:

This lesson may be utilized at any grade level and will normally impact the whole school.

TIME REQUIRED:

In most instances "Freedom of Choice Days" should take 2-3 days of total instruction time - one day for preparation, the day itself, and one day of debriefing. The theme may dictate need for additional time at either end. In the attached lesson social studies faculty spent 2-3 days prior to speaker visits preparing students. Debriefing varied from 1-3 days depending on individual instructors.

MATERIAL NEEDED:

1. Speakers - and materials requested by speakers (ie. overhead projector, microphone and P.A. system, etc.)
2. Appendix One: Sample Letter
3. Appendix Two: Sample Pre-Visit Material
4. Appendix Three: Sample Post-Visit Material
5. Appendix Four: Sample Pre-Test
6. Appendix Five: Sample Logistical Instructions

PROCEDURE:

Use the following guidelines for a "Freedom of Choice Day." Of course, these should be modified to meet the needs of your school. The example forms presented in the Appendices are based on actual forms used when Frank Wilkinson, Executive Director of the First Amendment Foundation,

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was the main speaker at a "Freedom of Choice Day." Frank Wilkinson, 78 years old in 1992, was the last person to go to jail on the misdemeanor charge of refusing to answer questions in front of the House Committee on UnAmerican Activities. He still is active and available as a speaker.

1. Pre-"Freedom of Choice Day" Guidelines:

   a. Establish a time-line for preparation, contacting of speakers, day activities, and follow-up.

   b. Design a computer program or a hand program that will allow you to sort student groups into small sections and/or large sections. Many school districts already have such a program on their computers. Distribute all information regarding room assignments through designated departments - e.g. if it is a day for people speaking on the Bill of Rights, give all student information through the Social Studies Department. Be certain to post information in a central location (preferably several locations).

   c. Contact possible speakers months in advance so that they can rearrange their schedule. Good sources for finding speakers are Speakers' Bureaus in your community, local state and national governmental representatives, and especially, you local or state law-related education director who often will have national contacts that can be brought into the community for little or no cost. A good technique is to have one major and well-known speaker followed by small group speakers who meet individually with 30-60 students.

   d. Develop "pre" and "post" activities and information. This should include a pre-test (see Appendix Four: Sample Pre-test) as well as pre-speaker and post-speaker activities. (See "Appendix Two: Sample Pre-Visit Material" and "Appendix Three: Sample Post-Visit Material.")

   e. Begin follow-up contacts with speakers several weeks prior to the selected date to allow time to adjust for cancellations. Recheck either by phone or by mail approximately 5-7 days before (see Appendix One: Sample Letter).

   f. Ask Student Council, history club, government club, or other school-sponsored club to act as hosts for the guests as they arrive. Have name tags prepared. Give guests packets of information and items from the school (pencils, buttons, etc.).

   g. Ask Home Economics teacher to coordinate refreshments for speakers, eg. water in classrooms, coffee, juice, etc.

   h. Check sound system and lighting in auditorium early enough so that necessary replacements can be made. If planning to video tape, arrange for equipment ahead of time.

   i. Conduct an in-service to brief ALL faculty on the plans for the day.

2. "Freedom of Choice Day" Guidelines

   a. A few days before the speaker is to arrive, pass out to teachers pre-tests and pre-speaker information. (See Appendix Two: Sample Pre-Visit Material; Appendix Three: Sample Post-Visit Material; and Sample Four: Sample Pre-Test). These materials may have been distributed at the in-service, however, to make sure that everyone has them pass them out a second time. Encourage teachers to read over the materials. Have teachers give students the pre-test before pre-visit materials are distributed. Two types of pre-tests and post-tests are encouraged. The first deals with substantive content knowledge and measures how much more students know after the activity. The second samples anonymous opinion changes and measures evaluative effect on students. For example, in the pre-test, students may

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have been asked their opinion on a Supreme Court ruling that permits police to search people on an anonymous tip. The post-test will show whether, after study of the topic, the overall opinion has changed.

b. Make sure students realize the importance of the opportunity to meet and interact personally with some of the speakers. For many, this will make the experience more meaningful.

c. On the day the speakers will present, give all teachers (and students involved with logistics) written instructions concerning room assignments, roll sheets, etc. (See Appendix Five: Sample Logistical Instructions).

d. Make sure all speakers are met by the appropriate students or teachers and that water, coffee, etc. is provided to them.

3. Post-"Freedom of Choice Day" Guidelines

a. Have teachers do post-visit lessons with students (see Appendix Three: Sample Post-Visit Material). This may last two or three days, depending upon the instructor and the enthusiasm of the students.

b. After all post-visit activities are completed, pass out the post-tests for students to complete (see Appendix Four: Sample Post-Test).

c. Compile the results to determine the level of cognitive improvement as well as shifts in opinion.

d. Send thank-you notes to EVERYONE (speakers, faculty with special jobs, student council) when the event is over. You will likely need their help in the future. In addition, encourage students to write thank-you notes to speakers.

EVALUATION:

This could take many forms and could be done on a school-wide basis or by individual teachers who are handling the post-visit activities. Grades could be given based on the substantive knowledge post-test. Papers could be assigned detailing information that they gained from the experience. Finally, letters could be written to the speakers, not only expressing gratitude, but also detailing information that they learned.

CLOSURE:

Closure can be done through the activities found in the post-visit materials (see 3a in Procedures above).

TIPS FOR THE TEACHER:

1. Do not attempt this lesson unless you have a supportive administration and a staff that is flexible.
2. The substantive content pre-test should have the student's name on it, while the "opinion" pre-test should be given anonymously.
3. One approach, which was used successfully at my school, was to have one general (and outstanding) speaker at a general assembly and then have a number of speakers to direct small discussion groups. At my school, we had the last person to serve prison time for the misdemeanor for refusing to answer Congressional questions and followed him with small groups led by local lawyers from the bar association.

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APPENDIX ONE: SAMPLE LETTER

October 15, 1990

Dear GUEST:

Thank you for agreeing to help us with our "Freedom of Choice" Day on October 23. Because this coming year will mark the 200th anniversary of the Bill of Rights, Central has chosen to focus on the individual's rights and responsibilities as the theme for Freedom of Choice.

The day officially begins for you at 9:00 a.m. To avoid hassles with parking and with buses we suggest that you plan to arrive after 8:35 a.m. Please park in the spaces reserved for the St. Joseph's Catholic Church, directly east of the main entrance of the school. As you enter the front door, student council officers will direct you to your assigned room.

The student body has been divided into two groups. Each student has then been assigned to small group discussion sections of approximately 25 each. Plan to speak to two separate groups. Each session will last 40-45 minutes. I would suggest you plan to speak for 20 minutes and allow 20 minutes for questions. Our students will have been discussing for several days the issues of freedom of expression, freedom of association, freedom of speech, the right to privacy, and the limits to individual freedom. Therefore these topics will be central to their "what if" questions.

The session will be concluded at 11:00 a.m.

We look forward to your visit on October 23. If you have question please call the school and ask for either myself or our Assistant Principal, xxxxxxx. Again thank you for your participation.

Sincerely,

xxxxxxxxxxx

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APPENDIX TWO: SAMPLE PRE-VISIT MATERIAL

SUGGESTED PLAN TO PRECEDE FRANK WILKINSON

1. DISTRIBUTE questionnaire regarding fundamental freedoms.

2. ASK members of the class to define or identify what it means to be "unAmerican."

3. ATTEMPT to isolate or identify elements that most would agree are specifically "unAmerican."

4. REVIEW with students the primary provisions of the Bill of Rights.

5. ASK if any of these attitudes or actions listed as "unAmerican" are protected by the Bill of Rights. If an "unAmerican" attitude or action is protected by the Bill of Rights, ask students to explain how this can then be judged to be "unAmerican."

6. ASK students questions regarding censorship, membership in groups, freedom of association. For example:

   Why has our government feared movements labeled "communist" in the past?
   When is it appropriate for the government to censor people's beliefs and attitudes, and their actions?
   What would you do if someone questioned your choice of friends?

7. GIVE students handout on Frank Wilkinson. Distribute terms sheet. Have students READ "Pink Lady." Show Video (optional) of Hollywood 10, McCarthy era, Martin Luther King, Jr.'s opposition to the war in Vietnam.

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APPENDIX THREE: SAMPLE POST-VISIT MATERIAL

SUGGESTED LESSON PLAN AS FOLLOW-UP TO FRANK WILKINSON'S VISIT

1. DISCUSS student responses to presentation by Frank Wilkinson. What did they learn? What questions did his presentation raise?

2. DISTRIBUTE or share on the overhead class/school results of the rights questionnaire. In a question-by-question analysis discuss some possible explanations of the trends shown. Are people protective of their rights? Do we seem to place less importance on some rights than on others?

3. DEBATE in an organized, formal setting issues currently before us regarding First Amendment freedoms (See "Handout #2 (Debate Format and Simplified Rules)" from the Oklahoma Bar Association's lesson plan entitled "Creating Fun Through Controversy: Teaching Current Events in the Classroom").

Examples:

Cincinnati trial on pornography/Mapplethorpe photographs.
Censorship of recording groups such as 2 Live Crew.
School dress codes that ban shirts that advertise alcohol.
Denial of membership in clubs such as Shoal Creek in Birmingham.
Banning of books for inmates in prison (Illinois).
Ratings for movies.
Television censorship of programs with sexually, politically, or religiously objectionable content, eg. "Last Temptation . . .," or "Incredible Lightness."

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APPENDIX FOUR: SAMPLE PRE-TEST

WHAT IS YOUR NUMBER ONE FREEDOM?

Check the one that most closely reflects your feelings. Choose only one answer.

1. The Constitution's very best gift to me is:

- ☐ 1. I can say what I want.
- ☐ 2. I can worship as I want.
- ☐ 3. I can read what I want.
- ☐ 4. I can help choose my leaders.
- ☐ 5. I can criticize my leaders.

2. A Supreme Court ruling allows schools to search student lockers without a warrant. I think that this is:

- ☐ 1. fine.
- ☐ 2. o.k., but schools should have probable cause.
- ☐ 3. possibly o.k., but parents should be consulted first.
- ☐ 4. an invasion of privacy.

3. The Supreme Court has ruled school officials can discipline students for offensive language, arguing there are limits to free speech. Do you agree?

- ☐ 1. YES
- ☐ 2. NO

4. You can vote at 18. You can die for your country at 18. But, you cannot drink legally in most states at 18. This is:

- ☐ 1. a violation of your rights.
- ☐ 2. a good law.
- ☐ 3. another example of older people telling younger people how to behave.

5. If forced to pick, which right would you give up first?

- ☐ 1. Right to vote.
- ☐ 2. Right to worship.
- ☐ 3. Right to have a lawyer when you have been arrested.
- ☐ 4. Right to a free press.

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6. If forced to pick, which right would you give up last?

- ☐ 1. Right to vote.
- ☐ 2. Right to worship.
- ☐ 3. Right to have a lawyer when you have been arrested.
- ☐ 4. Right to criticize government.
- ☐ 5. Right to a free press.

7. Have you ever read the Constitution?

- ☐ 1. Yes, in its entirety.
- ☐ 2. Yes, but only parts of it.
- ☐ 3. Yes, but only because I was required to do so in school.
- ☐ 4. I can't remember.
- ☐ 5. No.

8. I know their rights are protected but I think these people may have too much protection: (check as many as apply)

- ☐ 1. Ku Klux Klan
- ☐ 2. pornographers
- ☐ 3. obscene comedians
- ☐ 4. rock musicians
- ☐ 5. communist sympathizers
- ☐ 6. Nazis/white supremacists
- ☐ 7. religious cults
- ☐ 8. immigrants from Asia and Latin America
- ☐ 9. criminals
- ☐ 10. child abusers/molesters

9. Oliver North refused to tell Congress about the Iran-Contra by invoking the fifth amendment to avoid self-incrimination. When I hear someone the fifth, I most likely think he/she:

- ☐ 1. is guilty of something.
- ☐ 2. is exercising his/her rights.
- ☐ 3. is protecting others.

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APPENDIX FIVE: SAMPLE LOGISTICAL INSTRUCTIONS

Attached are class lists for each UNITED STATES HISTORY class assigned to you.

Each student has been assigned to a classroom in _____Hall for the small group discussions on ___subject____.

EXAMPLE: Wood, Tara 27A

27 is the room number in _____.
A means this student will go to the small group discussion first (at 9:00 a.m. and then go to the auditorium at 10:00 a.m.).

Shaw, Walt 1B

1 is the room number in _____.
B means this student will report to the auditorium first (at 9:00 a.m. and then go to Room 1 at 10:00 a.m.).

Please inform each student of their room/assembly assignment. If they forget or if you lose your list - students are posted alphabetically outside the counselors' offices and outside the main office.

REMEMBER - A = small group first, assembly second.
B = assembly first, small group second.

****

ALL STAFF - Room Assignments (staff will be assigned to cover on A/B basis so that they will have an opportunity to hear the speaker in the auditorium and to participate in the small group experiences).

Roll Sheets for the small group sessions will be distributed the day prior to "Freedom of Choice Day." Use these for attendance reporting. Student council will collect the sheets. Students have been informed of their assignments through their U.S. History classes.

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IT'S NOT FAIR, CHANGE IT: THE 19TH AMENDMENT

Ms. Tressia F. Meeks
Ninnekah Elementary School
Ninnekah, OK

ABSTRACT:

Students will be introduced to the U.S. Constitution and will see how an election was before and after the 19th amendment.

OBJECTIVES:

As a result of this lesson, students will:

1. see the voting process in action.
2. be introduced to the U.S. Constitution.
3. see that the U.S. Constitution can be changed.
4. be introduced to the 19th amendment.
5. be able to promote good citizenship through voting.

AUDIENCE:

General Elementary

TIME REQUIRED:

Two days - 45 minutes each.

MATERIALS NEEDED:

1. Markers, crayons, a coloring sheet for each student, ballots, ballot box, construction paper, pencils, poster board.

PROCEDURE:

1. **DAY ONE**

A. Discuss with the class how our country has a set of rules - like their classroom has a set of rules. The country's rules are called the U.S. Constitution.
B. Let the class make up a "Constitution" for their classroom.
C. Display their "Constitution" on poster board in the classroom.

2. **DAY TWO**

A. Pass out a coloring sheet to everyone. Tell the class that because the boys are neater in their coloring, they may use markers. The girls must use crayons. While they are coloring, let them discuss why it is unfair for the boys to use markers and the girls use crayons.
B. Take a break. While the class is out, set up for an election. Put a balllot on only the boys desks. Put the ballot box in front of the class.
C. When the class returns, let the boys vote. (The voting can be on anything, example - what book the teacher will read next.)
D. Let the class discuss again why this might have been unfair.

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E. Discuss elections before the 19th amendment.
F. Explain that our country's Constitution was changed by adding the 19th amendment, and that today women and men can vote.
G. Hold your first election again so that everyone can vote.
H. Make posters on construction paper about equal voting privileges.
I. Ask another teacher if your class can "march" through his/her classroom with posters.
J. Display the posters in the hallway.

TO EXTEND THE LESSON:

A. Take a trip to the county election board for a tour.
B. If a lesson plan is done during an election, use the issues of the candidates as supplement materials.
C. Have students role-play a rally to support the 19th amendment.

EVALUATION:

Ask the students the following questions:

1. What are our country's rules called? (U.S. Constitution)
2. Could women vote when the Constitution was first made? (no)
3. Who could vote? (white males)
4. Can the Constitution be changed? (yes)
5. What amendment stated that women can vote? (19th)

TIPS FOR THE TEACHER:

Here is a copy of the 19th Amendment: The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

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The Street In Front of Our School: Local Laws

By Emily Wood
Patrick Henry Elementary School
Tulsa, OK

ABSTRACT:

This lesson introduces children to many local laws by considering something very near to them, something which they observe every day. This lesson should help children understand that there are local as well as state and federal laws. In other words, young children are being introduced to the concept of federalism.

OBJECTIVES:

As a result of this lesson, students will:

1. Realize that the law is close to all of us at all times.
2. Realize some laws are made by their local government.
3. Learn who makes laws, ordinances, and codes locally.
4. Understand that the national government could not make laws governing each street, etc.

AUDIENCE:

This lesson is for the elementary level, 3rd - 6th grades.

TIME REQUIRED:

This lesson can be done in one or two class periods or longer depending on the number of guest speakers.

MATERIALS NEEDED:

1. Chalk board
2. Paper
3. Pencil
4. Crayons and Markers

PROCEDURE:

1. Have students draw from memory the street in front of their school.
2. Walk to the sidewalk and ask class to observe and see if they forgot anything.
3. On a chalk board do a brain writing exercise with street in front of school in a circle.
4. Ask students to give you words or phrases that describe the street and its use and put each concept in a circle.
5. After the board is full of descriptive concepts draw lines between the ideas that deal with materials, those that deal with the size, those that deal with safety, those that deal with users, etc.
6. List these concepts under a) Use and users, b) Materials and construction, c) Safety.
7. Ask students if they can think of laws that deal with safety and the other categories.
8. Invite someone from the public works department to talk about codes, fair bids,

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storm sewers, etc, and the laws that apply and how these laws are made and enforced.

9. Invite someone from law enforcement to talk about the laws that deal with safety.

10. Invite someone from city planning or zoning to talk about codes, signs, etc.

11. As an entire class make a list of all the laws that effect the street in front of the school.

12. Send thank you pictures and letters to the local officials who visited.

13. Again, emphasize that some laws are made locally, some by the state and some nationally and that there are many local laws.

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COUNTERFEITING CASH: CREATIVE? OR CRIMINAL?

Eloise Maxey
Bixby Schools
Bixby, Oklahoma

ABSTRACT:

This lesson plan teaches students why there was a need to have a national currency and why the Secret Service was established to suppress the wide spread counterfeiting of this nation's currency. To do this, a study of the history of money and the threat that counterfeiting has to our economy is undertaken. Methods are suggested that appeal to the child's sense of play.

OBJECTIVES:

As a result of this lesson, students will:

1. gain better understanding about Article I, section 8, fourth and fifth paragraphs of the United States Constitution.
2. enhance their knowledge of this nation's currency.
3. be exposed to constitutional law and the counterfeiting problem.

AUDIENCE:

This lesson can be used at the upper elementary or middle school level. Because of creative thinking, evaluation processes, and options of the lesson, it can be used with a variety of students. It is relevant to social studies, economics, or as a research project for language arts.

TIME REQUIRED:

This can be done in five class periods or it can be expanded into a nine-week unit.

MATERIALS NEEDED:

1. Appendix One: Twenty Questions
2. Appendix Two: Maxey Play Money
3. Appendix Three: Word Find
4. Appendix Four: Crossword Puzzle
5. Appendix Five: Answers to Twenty Questions
6. Appendix Six: Money Bingo
7. Appendix Seven: Answers to Word Find, Crossword Puzzle, and example of Money Bingo.
8. United States Constitutions
9. Reference books
10. Guest speaker (optional)

PROCEDURE:

1. Set up a "Money Makes the Word Go Around" learning center with government pamphlets, library books, puzzle sheets, corn, old coins and paper money, beads, etc. Print some fake money to use as incentive for students' right answers. (I call mine Maxey Money; see Appendix Two: Maxey Play Money). Establish a mark on part of the fake money that you can later use to declare it counterfeit. When the counterfeit money is taken away from the students later without giving them anything in exchange, a

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lesson will be learned.

2. Using reference books and the library, have the students research the answers to "Twenty Questions" (Appendix One). Discuss with the students the early history of barter and money. Tell the students that before we had the Constitution, many different kinds of money were used from state to state. Indians would barter with furs,corn, and beads. Relate how this led to an adoption of a national currency. (Remember to use your funny money for participation in the discussion.) Have the children find in the Constitution where Congress is given the power to make money (Article One, Section Eight). Tell how and where paper money is made. Let the students pretend to be a money engraver and create a money design using Appendix Two: Maxey Play Money as an example. Collect the designs and display. A principal or other school personnel might be a judge. Funny money makes excellent prizes for best designs!

3. Have a "white-elephant" auction. Let the children use their "funny money" to bid for items. At this time, take away from the students the money you had marked as counterfeit. Discuss how they feel and how the law is. Have them write about their feelings. Emphasize the need for law enforcement to prevent people from counterfeiting money.

4. Discuss recognizing a counterfeit bill and what to do when you receive one (see answer #20 in Appendix Five). Go over all answers to Twenty Questions Handout using Appendix Five as a guide. Remember that counterfeiting is a federal crime and carries heavy penalties!

5. Bring in a guest speaker from the Secret Service, the local law enforcement department, or the FBI to answer questions and give information.

6. Give children Appendix Three: Word Find to help review vocabulary. Answers can be found in Appendix Seven.

7. Hand out Appendix Four: Crossword Puzzle and have students complete as a review of what has been covered. Answers will be found in Appendix Seven. Allow students to create their own WORD FIND or CROSSWORD.

8. Make Money Bingo cards by using the model found in Appendix Six: Money Bingo. Run off as many pages as you need from the blank copy. Then copy numbers on your cards at random with a marker. Remember to use numbers from 1-15 for M, numbers 15-30 for O, numbers 31-45 for N, numbers 46-60 for E, and numbers 61-75 for Y. After you have made a set of cards, it is a good idea to laminate them. Then you could use water-based markers to play the game. When you are finished they could be erased and the cards could be used over and over again.

CLOSURE:

This lesson could be left open-ended to allow students a chance to explore the learning center, participate in class discussions, hear guest speakers, and perhaps take a field trip to a mint or a bank. Have the students reflect upon the unit as a whole, then write a letter to you telling what they really liked about the unit. Another fun thing would be to have a mock trial to see if you were guilty of counterfeiting.

EVALUATION:

Ongoing evaluation can be made through teacher observation of students' activities. Monitoring of answers to class discussions is essential to determine if the students are getting the information.

TIPS FOR THE TEACHER:

One of the great strengths of this lesson is that it is interdisciplinary. It can involve science, mathematics, and economics as well as language arts.

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APPENDIX ONE

TWENTY QUESTIONS

Directions: Using reference books, answer the following questions about money.

1. What is meant by "barter" and why do we not use it anymore?

2. What does the saying "not worth his salt" mean in reference to money, and what modern word come from this saying?

3. "Talent," in Roman days, had noting to do with entertainment. What did it mean?

4. Where was the first paper money printed?

5. Why did the people of the above country stop using paper money?

6. What is Gresham's Law and what does it mane?

7. Money is a means of exchange. You use it to get goods and services. Name four types o money, all beginning with the letter "C".

8. What bureaus of the Treasury are responsible for making paper money? for coins?

9. What act established the dollar as our unit of currency?

10. According to legend, who was the model for the Indian Head Penny? Who was the model for the Buffalo Nickel?

11. Who are the three non-presidents pictured on our paper money and what are the denominations of the bills?

12. What is a "star" bill?

13. Why do people use credit cards?

14. How do credit cards help when traveling in different countries?

15. Explain how computers are involved with money today nd how they will be involved with money tomorrow.

16. How is the telephone used to move money?

17. What year was our national currency adopted?

18. Why was the United States Secret Service established? When?

19. What is the highest denomination of paper money now being printed?

20. If you receive a counterfeit bill, what should you do?

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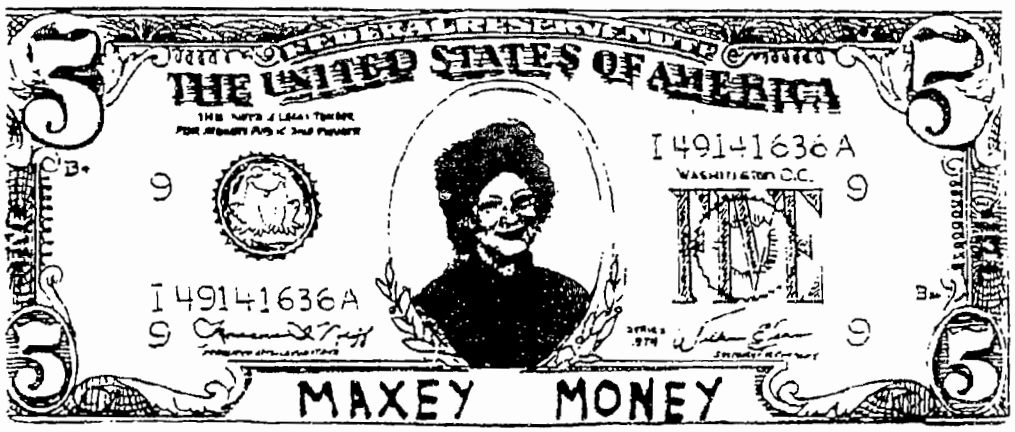
APPENDIX TWO: MAXEY PLAY MONEY



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APPENDIX THREE: WORD FIND

F B O O E Z Z H R X Z N K J H A B W J D

C U C H E C K S J L D H E Z B H F J L K

O L X T C N D Y Y C N E R R U C D B T B

N P I U E Q Z W D X D O L L A R O M Y I

S D M J P T J E S H B U I A I S V E W F

T E Z H A J O N I N N P B S B C N S L D

I N Q X R Q L O C Q Q C W E C O F T H Q

T O W C A U R C S G P O E A M Y L H S J

U M X R G W F A Y B C U L E K E R G E V

T I S L R D L I C O C N C F C H O I T R

I N N I A T A Y N R C T I U S Q C R A L

O A R E P A P T E M R E T S T Y R F T Z

N T K L H M I A S V J R R I U A E O S H

Q I H B K N T Q K C Z F A R N M D L D T

X O R I E I H T K O P E L E I S I L E V

D N J N V G D B P I V I L T E M T I T V

A Z T E L V I J I N H T I R Y D D B I S

W A P I X E M Q L S N Z B A P W Y C N U

L F C L A W P T N E L A T B Q K I Z U P

Y J N T G E I G H T H A K W I Z I V L Q

CURRENCY	DOLLAR	COUNTERFEIT
CREATIVE	DENOMINATION	BILL
MONEY	BARTER	SALT
TALENT	PAPER	COINS
CHECKS	CREDIT	UNITED STATES
CONSTITUTION	BILL OF RIGHTS	ARTICLE
EIGHT	ONE	PARAGRAPH
CONTINENTAL		

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APPENIX FOUR:

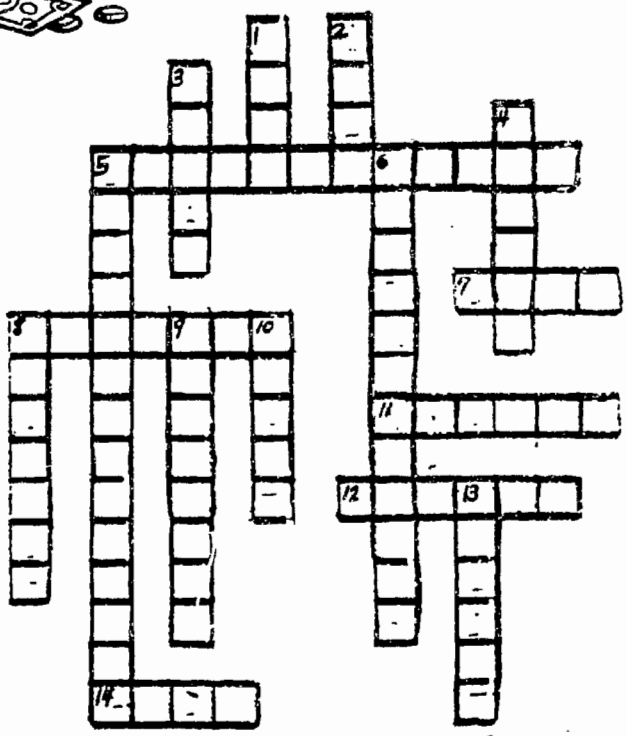
CROSSWORD

ACROSS

5. The government was given the power to make money by the ...
7. another name for money
8. a part of the constitution
11. a precious metal
12. to trade goods
14. a valuable metal

DOWN

1. a place to make money
2. used for money in ancient Rome
3. another name for cash
4. a bill
5. the making of phony money
6. The country where we live
8. The continent where we live
9. another name for money
10. number after seven
13. 6,000 denarius



Handout #4

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APPENDIX FIVE: ANSWERS TO TWENTY QUESTIONS

1. Barter is the trade of goods for goods, e.g., exchanging sheep for tools. One reason why it is no longer used is that it would be too cumbersome to carry around everything you would need to make an exchange. (Other answers may be correct.)
2. Rome, like many other countries, used salt for money. From this practice, we get the word "salary."
3. One talent equaled 6,000 denarius, but the measure was not a unit of currency.
4. It was first printed in China, under the rule of Kubiai Khan.
5. It was so easy to print more money that inflation (too much money in circulation) became widespread, and the paper money lost all value.
6. Sir Thomas Gresham, the founder of English Royal Exchange, said, "Bad money derives out the the good." By this he meant that out of two coins, one valuable and one debased (having lower value than shown), people will spend the debased coin and save the good one. Therefore only bad coins will be in circulation.
7. Coins, currency (paper money), check, credit cards.
8. The Bureau of Engraving and Printing makes paper money. The Bureau of the Mint makes coins.
9. The Coinage Act of 1792 fixed the dollar and based our money on a decimal system.
10. The 12-year-old daughter of the chief engraver of the mint was the model for the penny. Black Diamond, a bison at the New York Zoological Garden, was the model for the nickel.
11. Hamilton is pictured on the $10 bill, Franklin on the $100 bill, and Chase on the $10,000.
12. When an imperfection is spotted on a bill, the bill is destroyed and a new one that has a star before the serial number instead of a letter is issued.
13. Credit cards are safer and more convenient than cash (consider other answers).
14. By using credit cards, a person doesn't have to change his or her money into the foreign currency (more answers possible).
15. Banks use computers to keep track of accounts. Credit card customers are billed through computers. Eventually checks may not be used at all. Credit cards that can be read by computers connected to the bank will be the way to pay for goods and services.
16. A person will call, using his or her own computer code, to inform the bank to transfer money from his or her account to the person or company who sent him or her a bill.
17. Our national currency was adopted in 1863.
18. The United States Secret Service was established to suppress the wide-spread counterfeiting of the nation's currency on July 5, 1965.
19. The $100 bill is the highest denomination now being printed.
20. If you receive a counterfeit bill:
    Do not return it to the passer.
    Delay the passer if possible.
    Telephone the police or the United States Secret Service.
    Note the passer's description, the description of any companion and the license number of the vehicle used.
    Write your initials and the date on the bill.
    Handle the bill as little as possible to preserve any fingerprints and place it in a protective cover.
    Surrender the bill only to the police or the U.S. Secret Service.

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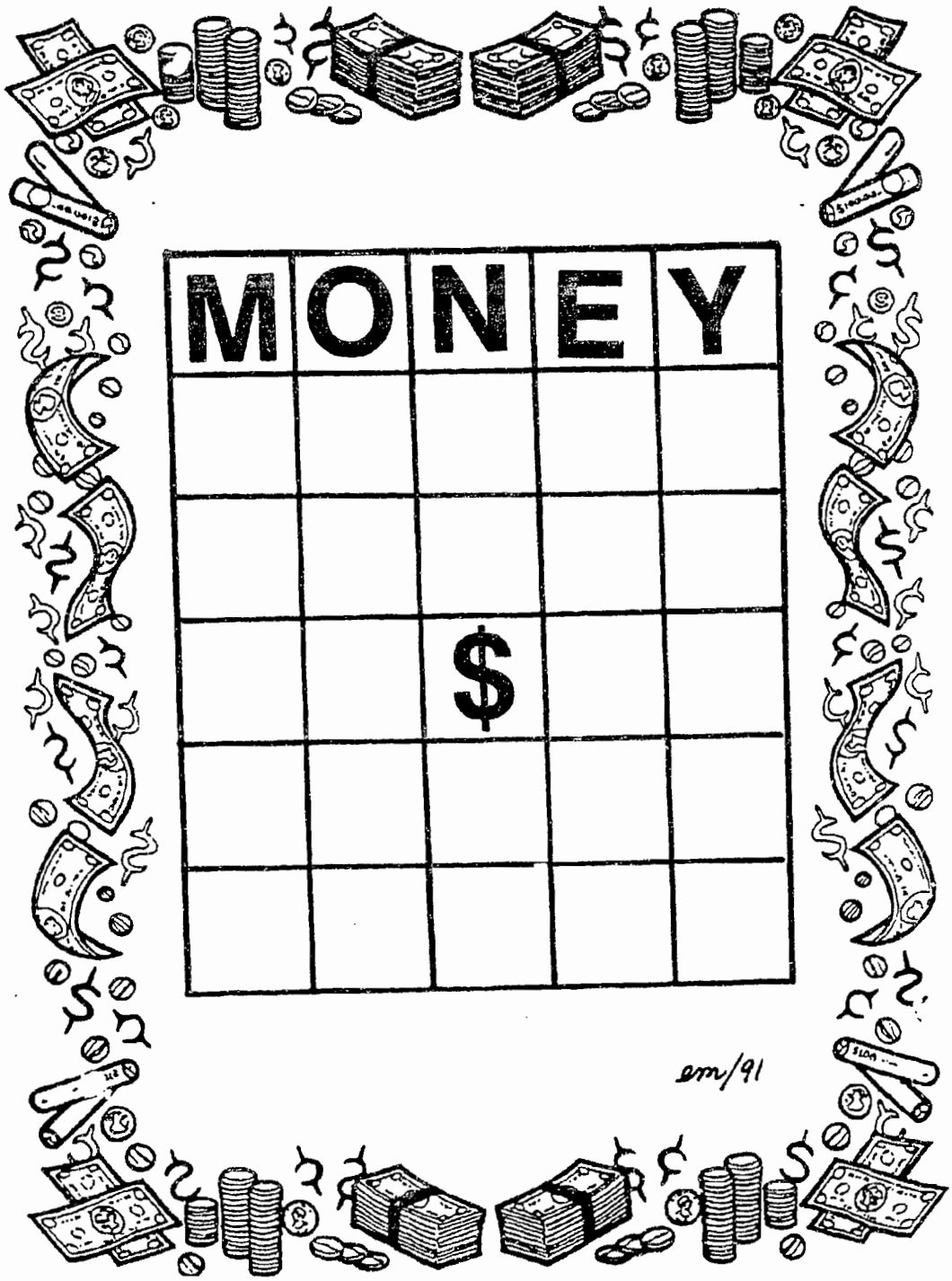
APPENDIX SIX: MONEY BINGO



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APPENDIX SEVEN

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. . . . . . . . . . . . . . . . . . . .
C . C H E C K S . . . . . . . . . . . .
O . . . . . . . Y C N E R R U C . . . .
N . . . . . . . . D O L L A R . . Y .
S D . . P . . E . . . . . . . . E . .
T E . . A . . N . . . . . . . N S . .
I N . . R . . O . . . C . . . O . T . .
T O . . A . . . S . . O E . M . . H S .
U M . . G . . A . . C U L . . . . G E .
T I . . R . L . . O C N C . . . . I T .
I N . . A T . . N R . T I . . . C R A .
O A R E P A P T E . . E T . . . R F T .
N T . . H . I A . . . R R . . . E O S .
. I . . . N T . . C . F A R . . D L D .
. O . . E I . . . O . E L E . . I L E .
. N . N V . . . . I . I L T . . T I T .
. . T E . . . . . N . T I R . . . B I .
. A . . . . . . . S . . B A . . . . N .
L . . . . . . T N E L A T B . . . . U .
. . . . . E I G H T . . . . . . . . .
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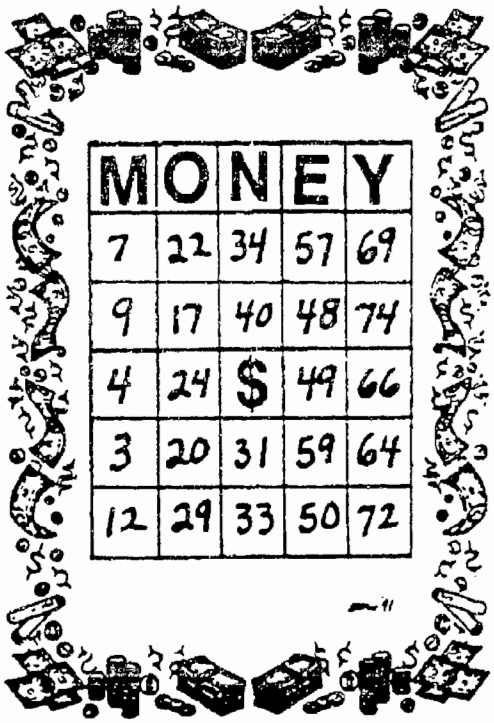
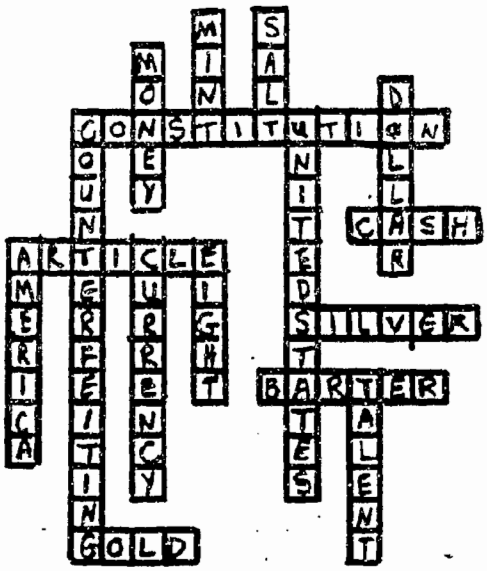
EXAMPLE OF GAME CARD





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JIM CROW OR ME, WHO'S IT GONNA BE: EQUAL PROTECTION

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ABSTRACT:

After having been taken through a mental walk of the historical and sociological aspects of life for African-Americans in the era of Jim Crow Laws, elementary students are introduced to the story of Linda Brown from Topeka. With incorporation of literature and diary writing into this historical study of human rights, children will vicariously experience Linda's feelings and her family as they take their infamous case to trial. This unit culminates with a elementary level mock trial. It is hoped that experiencing the loss of the case at that level will instill in each child the sense that freedom from social discrimination and psychological abuse cannot be attained without a persistent and diligent struggle. Because of the historical, sociological, and psychological implications, conceptualization of these themes is made possible through the integration of literature, the writing process, and drama. Through these means of personalizing the content the children develop critical thinking skills and the commitment to further human rights.

OBJECTIVES:

As a result of this lesson, students will:

1. learn that divergent interpretations of the Constitution can have inhumane and devastating effects on the quality of life that citizens, particularly minorities, are allowed to have.
2. evaluate Jim Crow Laws, the "separate but equal doctrine" (Plessy v. Ferguson), and the 1954 Brown case.
3. develop an appreciation for those who, by virtue of their race, have been denied "equal protection of the laws" (14th Amendment).

AUDIENCE:

This unit is intended for upper elementary grades (4-6) in either self-contained classrooms or team-taught departmentalized situations where social studies and language arts teachers can plan accordingly.

TIME REQUIRED:

The unit encompasses four weeks to allow time for teaching historical background, diary writing, peer review of diaries, and creating a mock trial. Whereas the first and last weeks may require an investment of time for teaching the history and doing the trial, the middle two weeks may require no more than ten to fifteen minutes a day.

MATERIALS NEEDED:

1. Appendix One: Rating Sheet

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2. It would be to the teacher's advantage to locate some books/literature on the cases: *Brown v. Board of Education*, *Plessy v. Ferguson*, and Jim Crow Laws. The Brown case is not difficult to obtain because it appeared in the New York Times on Tuesday, May 18, 1954, and can be copied at most city/university libraries.
3. Roll of Thunder Hear Me Cry, by Mildred Taylor, is suggested as the primary resource for depicting life for African-Americans in the pre-Brown era (1930s) under tyranny of Jim Crow Laws.

PROCEDURE:

1. In the first week, the historical aspects of the unit are taught along with the concept of Equal Protection of the Laws found in the 14th Amendment. It would be helpful to include media (books, articles, filmstrips, etc.) to enhance the teacher's introduction of these concepts.

The following is some background information. *Plessy v. Ferguson* is the 1986 case of an African-American man who challenged segregation practices by attempting to sit on the white-only car of a public transportation system. The court ruled that Plessy was not entitled to such rights because African-American (colored) people were provided "separate, but equal" facilities. By the 1950s African-American people began to protest that their facilities were not equal. African-American schools, for example, were grossly inferior physically (building, furniture, etc.) and instructionally (books were the white people's outdated supply). Preparation of African-American teachers were also inferior because the similar conditions were found at African-American colleges. Hearing the case of Linda Brown along with four other such cases, the Supreme Court, in 1954, held that the treatment of African-Americans was not equal and abolished the "separate but equal" concept. The "equal protection of the laws" clause of the 14th Amendment served as the basis for this landmark decision. This general background information must be shared with the children in the first week of the unit.

Whereas information/materials on Plessy, the Brown Case, and the 14th Amendment should not be hard to find, it may be difficult to come across things related to Jim Crow Laws. That is why the book, Roll of Thunder, is suggested. This Mildred Taylor book is widely acclaimed for upper elementary age children and should, therefore, be accessible. The following is a brief synopsis of the Jim Crow story:

Although freedom was made available for the African-American people after the Civil War, the reality of freedom in their day-to-day lives was experienced only by a fortunate few. The reason for this is that the goal of white people in that period was to keep African-Americans economically dependent on whites. (This is clearly described in the Roll of Thunder book.) Whites accomplished their suppression of African-Americans through Jim Crow Laws. It was, in fact, the Brown case that brought about the demise of many of these cruel and unjust laws.

The term "Jim Crow" came from a white, black-faced entertainer named "Daddy" Rice. Rice created minstrel music, and he made famous a song entitled "Jim Crow" which supported the practice of segregation. The Jim Crow Laws did not differentiate between classes of African-Americans. It was not only drunken or misfit African-Americans that were subjected to these laws; morally respected African-American people were subjected to this tyranny. African-Americans were held lower than the most degenerate whites, and even degenerate whites could dominate and intimidate African-American men, women, or children.

Examples of these laws as practiced not only in the 1800s, but also in the mid-1900s, include: 1) streetcar/bus conductors not allowing African-Americans on a white-only car; 2) theater managers not allowing African-Americans to see a movie, or

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ushering African-Americans to a balcony separate from whites; 3) hoodlums in a park shouting obscene words at passing African-Americans. 4) African-Americans never being allowed to play in public parks/playgrounds; 5) African-Americans being refused to enter practically all white establishments including restaurants, gasoline stations, etc.; 6) having separate entrances to building and drinking fountains for African-Americans; and 7) African-American school children being turned away from schools reserved for whites when they are in the African-American child's neighborhood and offer quality education with resources superior to that which is provided for the "colored children."

Students should be encouraged to use the library and conduct personal interviews with older African-Americans that experienced Jim Crow laws. Children can be encouraged to search for stories and other examples of inhumane treatment to share with the class. They can then be urged to explore whether some mistreatment of African-Americans and minorities is still going on today: I) What kinds of things are being done? 2) How are the injustices revealed? and 3) Why is this happening? In this way the unit can be personalized and made relevant for today!

2. The second week requires each child to assume the identity of Linda Brown prior to taking her case to court. A five-day diary is to be written by each "Linda," expressing a different aspect of her life as a child on a day-to-day basis. At the end of the second week, each child is to take home the diary, revise it, and type (or neatly print) the diary into a bound book. (Before the weekend the teacher will have given each child a number to code his/her book so it will be anonymous.)

3. At the beginning of the third week, the books are to be returned to school in bound form. They are then laid out in a designated part of the room. The class is to read the anonymous "Linda Brown" diaries and write down comments about each. They will, ultimately, rate the diaries from most descriptive/illustrative to least. Since reading and rating the diaries is done on an individual basis in the third week, very little of this week's class time is required by the unit.

4. On the first day of week four, the teacher collects the children's rating sheets and informs the class which numerically coded diary (which child) was rated as having the most descriptive depiction of life as Linda Brown knew it. The author of that diary is then invited to portray Linda or one of her parents in the mock lower court trial which will be created and rehearsed by the class to be performed for other classes at the end of the week. Each class member will be able to have an important role. Beside the judge, plaintiffs, witnesses, attorneys, jurors, bailiff, etc., a child will be given the important role of portraying the court clerk. His/her job will be to run an audio tape recorder, and to carefully pause the recorder between speakers. Witnesses can represent both sides of the issue. They may include School Board members, the Superintendent of Topeka Schools, white people of the community (adults/children), African-American adults/children affiliated with the school for African-American children, etc. Although the plaintiffs are doomed to lose this case, children are aware (having been taught this in the first week of the unit) that the Browns, and four other such cases from across the nation, ultimately won this battle in a 1954 Supreme Court landmark ruling! The defeating mock trial enables the children to experience some dialogue and emotional duress that the Brown's must have felt in the early stages of this ordeal.

EVALUATION:

Because this is an integrated unit of study, evaluation can take many forms. The first week of study is the instructional fact-gathering stage. It would not be difficult to create a test that would assess student knowledge of content. However other types evaluation are available. Some might include:

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1) children's understanding of an African-American person's feelings can be ascertained by an holistic evaluation of the diaries; 2) By having the diaries coded, the teacher can read them along with children during the third week, and record a grade that indicates the child's understanding, use of critical thinking, etc.; 3) diaries could also be used in the area of language arts to note the child's adequacy in sentence structure, sequencing of ideas, etc., which should be reflected in the revision process required for publishing into a bound form; and 4) the students can be holistically evaluated on their class interactions during instruction, supplemental projects, and involvement (attitude/participation) in the mock trial; 5) a summative essay can also be required so that each child can express knowledge and feelings about the unit as a whole.

CLOSURE:

It is suggested that the performance(s) of the trial be video taped for follow-up discussion and analysis by the class. Children will initially be caught up in the fun and embarrassment of seeing themselves "act" on the TV screen! After a first showing for pleasure, the tape should be played again for contemplation. In this showing it would be profitable to stop the tape and discuss pertinent topics/themes as they arise. For example, an actor in the courtroom might refer to Jim Crow Laws in defense of his client. The tape could be stopped at that point for review and discussion of those laws and their impact on the century that followed. In this way, content that was introduced four weeks before is now brought to culmination. By this time students have both cognitively and affectively dealt with concepts and are now ready to draw some conclusions. In accordance with the goals of this unit, it is hoped that each child will have made a personal commitment to further human rights. It is important that children see that safeguarding human rights can and should be practiced right where they are. They are neither too young, nor too incapable of turning over the "hidden" rules of Plessy and Jim Crow in their everyday lives. The time to start is NOW!

TIPS FOR THE TEACHER:

During the first week, you will be teaching the concept of "equal protection of the law" found in the fourteenth amendment. Have the students look up this clause in their constitutions or have a edited copy of it for them to read. This is a good time to get students used to looking up things in the Constitution.

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APPENDIX ONE: RATING SHEET

_____ # OF DIARY

_____ EXCELLENT (1) - Many detailed descriptions of the problems Linda experienced as an African-American child.

_____ GOOD (2) - Some detailed descriptions of the problems Linda experienced as an African-American child.

_____ FAIR (3) - Only few detailed descriptions of the problems Linda experienced as an African-American child.

_____ # OF DIARY

_____ EXCELLENT (1) - Many detailed descriptions of the problems Linda experienced as an African-American child.

_____ GOOD (2) - Some detailed descriptions of the problems Linda experienced as an African-American child.

_____ FAIR (3) - Only few detailed descriptions of the problems Linda experienced as an African-American child.

_____ # OF DIARY

_____ EXCELLENT (1) - Many detailed descriptions of the problems Linda experienced as an African-American child.

_____ GOOD (2) - Some detailed descriptions of the problems Linda experienced as an African-American child.

_____ FAIR (3) - Only few detailed descriptions of the problems Linda experienced as an African-American child.

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DISORDER IN THE COURT: LEGAL TERMINOLOGY

Eloise Maxey
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ABSTRACT:

This lesson encourages flexible thinking and curiosity. The students will be given a visual brain teaser to stimulate divergent thinking abut courtroom phrases. The students will then write down the common courtroom phrases they discover from the page. This is a fun way to inspire children to know some of the law lingo.

OBJECTIVES:

As a result of this lesson, students will:

1. develop an understanding of the concept and process of analysis, synthesis and evaluation through puzzle solving.
2. develop flexible thinking and curiosity.
   understand and appreciate court-related language.
4. develop divergent thinking and visual literacy.

AUDIENCE:

This lesson plan can be used successfully with upper elementary or middle school children in gifted classes or any social studies classes. Language Arts classes would also like it.

TIME REQUIRED:

Fifteen to thirty minutes.

MATERIALS NEEDED:

1. Appendix One: Disorder in the Court
2. Writing pencils or pens.

PROCEDURE:

1. Lead a discussion about the language used in and around a court room.

2. Distribute copies of "Appendix One: Disorder in the Court." Ask students to use their imaginations and locate the different "figures of speech" illustrated in the handout. They can write the answers on the back of the handout or on a separate sheet of paper.

3. The phrases illustrated are (approximately from top to bottom):

   a. hung jury
   b. pronouncing sentence
   c. pleading the fifth
   d. filing a suit
   e. charging the jury
   f. grounds for appeal (a peel)
   g. hearing a case
   h. cross-examination
   i. waiving their rights (waving right hands)
   j. the defense rests
   k. taking the stand
   l. summing up

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EVALUATION:

Check their answers with the key (found in procedure #3 above) and score as you like.

TIPS FOR THE TEACHER:

Have students pair up and work together. This is an excellent follow-up activity to use after an extensive mock trial unit. The children might like to illustrate their own "figures of speech.'

BIBLIOGRAPHY:

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APPENDIX ONE: DISORDER IN THE COURT

DISORDER IN THE COURT ★☆

BY ROBERT LEIGHTON

"Your honor, we will attempt to show that, although this courtroom appears to be in total chaos, everything going on here is directly related to normal courtroom parlance. For example, that man at the lower right is *approaching the bench*. We will prove that there are 12 further court-related phrases illustrated herein (some of them phonetically). Now, if it please the court, we would like to call our first witness, an expert puzzle solver."

DECEMBER 1991 GAMES

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CARTOONS IN CLASS...YOU'VE GOT TO BE KIDDING: USING EDITORIAL CARTOONS

Lynne B. Moyers
Clinton Middle School
Tulsa, Oklahoma

ABSTRACT:

An editorial or political cartoon visually explains the artist's ideas concerning an issue in law, government, or related issues. A good cartoon makes its statement in just a few words. The message should be clear and the reader should get the point by just glancing at the image. This lesson will teach students how to understand editorial cartoons and thus become more aware of current events.

OBJECTIVES:

As a result of this lesson, students will:

1. evaluate editorial cartoons.
2. create their own editorial cartoons.
3. analyze editorial cartoons to learn about current events and issues.
4. use personification in creativity.

AUDIENCE:

This exercise was designed for junior high or middle school civics, law-related education classes, language arts classes, and history. It can be easily adapted to the lower grades. This lesson can be used in the upper grades in the subjects listed above and could also be used in journalism and newspaper classes.

TIME REQUIRED:

One to two class periods. The actual creation of the editorial cartoon should take place in one 45-55 minute class period. The students should be allowed to create their cartoon in class, then complete the project at home (or additional class time can be used.)

MATERIALS NEEDED:

1. Blank paper - (provided by the teacher if possible for the sake of uniformity),
2. Colored pens and/or pencils (if coloring is desired),
3. Black felt tip pen or "drafting pen",
4. Appendix I: Cartoon Symbols
5. Appendix II: You Complete The Cartoon
6. Teacher provided editorial cartoons (optional).

PROCEDURE:

1. Before having students create their

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own editorial cartoons, provide some background information. Have students bring editorial cartoons from the newspaper or news magazines to class. Select some of the best samples and let the students interpret them (either by gluing the cartoons on to construction paper or by using an opaque or overhead projector).

2. Familiarize students with some of the symbols that are used in editorial cartoons by handing out "Appendix I: Cartoon Symbols" and asking students to try to describe for what these symbols stand. (a. donkey = Democrat Party; b. dove = peace; c. elephant = Republican; d. blindfolded statue = Lady of Justice; e. man with tall hat = Uncle Sam representing the United States; f. surprised man = John Q. Public, a citizen; g. dragon = China; h. warrior = war; i. man with world head = world citizen) Then ask students to create some additional symbols.

3. Hand out "Appendix II: You Complete the Cartoons" and have students complete by finishing the one or two blank boxes at the end of each "partial" cartoon. Then have students discuss these with the whole class.

4. If possible, bring in some editorial cartoons (covering up the existing captions) and ask students to provide captions.

5. Either individually or in groups, have students create their own editorial cartoon on at least one of the following:

a. The Bill of Rights
b. A current political situation or election
c. An historical event
d. School rules
e. Local government, state government, or national government
f. international politics

6. After the students finish their editorial cartoons, have class members interpret and discuss each other's cartoons. Then have each student discuss and explain his/her cartoon.

7. Emphasize the concept of personification, that is the taking of an ordinary object and giving it personal characteristics, eg. the image of a man with a world for a head.

EVALUATION:

Cartoons will be evaluated on:

1. Subject matter and how it relates to the finished product
2. Creativity and originality
3. Overall use of new and existing symbols
4. Students use of personification

CLOSURE:

Ask the following questions:

1. What did you learn from completing this exercise?
2. Was it difficult for you to find a topic? Why or why not?
3. Do you understand the different symbols used in editorial cartoons? Explain.
4. Do you understand personification? Did you use personification in your cartoon? Why or why not?
5. How can cartooning help make the study of civics or law related education more interesting?

TIPS FOR THE TEACHER:

1. Make sure students know that being an artist is not required for this project. For example, students can: a) Draw his/her own cartoon figures; b) Trace cartoon figures from comic books, newspapers, etc.; c) Cut out pictures from magazines and "paste up" the cartoon, or d) Draw simple cartoon figures or stick figures.

2. This lesson provides a lot of materials for the teacher's bulletin boards or the areas outside the classroom. If the teacher has access to a laminating machine, it is suggested that the cartoons be laminated and perhaps put on the walls in the hall for other students to see.

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3. Sometimes the teacher needs to help students with ideas and creativity.

4. Encourage students to look at editorial cartoons on various levels of government: school, local, state, national, and international.

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APPENDIX ONE: CARTOON SYMBOLS
(page 1)

Jeremy Jackson

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APPENDIX ONE: CARTOON SYMBOLS
(page 2)

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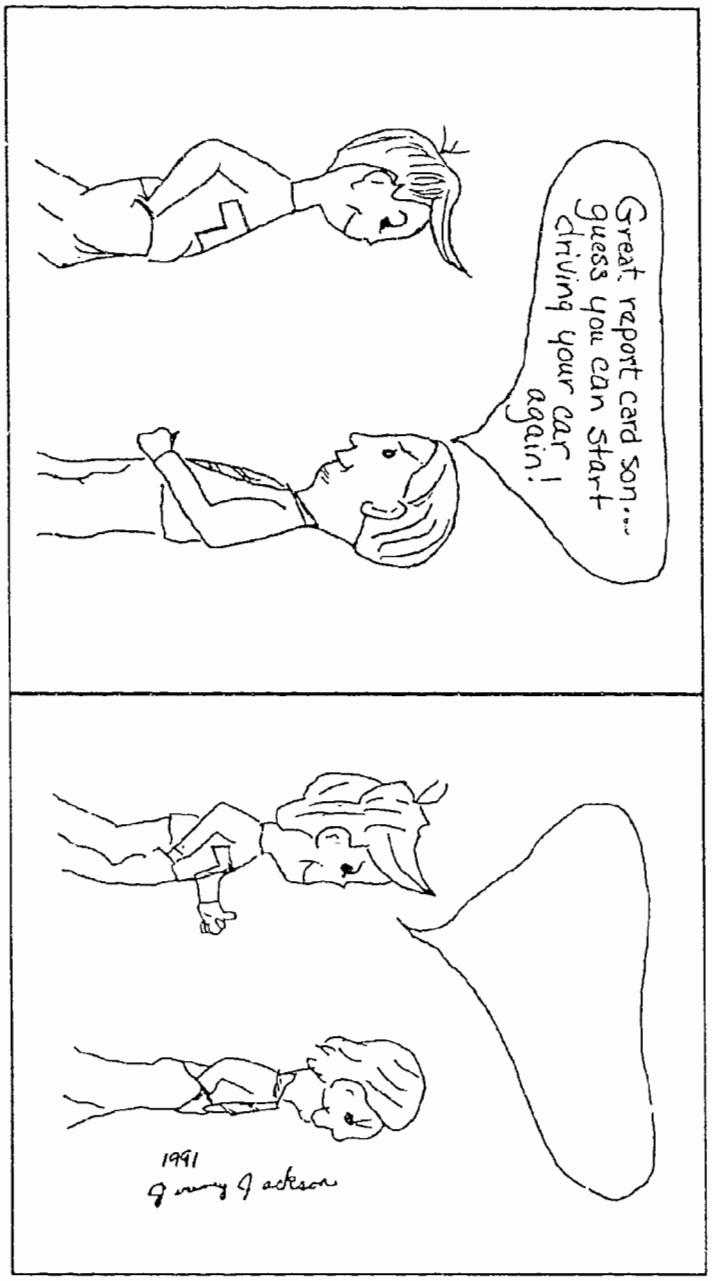
APPENDIX TWO: YOU COMPLETE THE CARTOON (page 1)



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APPENDIX TWO: YOU COMPLETE THE CARTOON (page 2)

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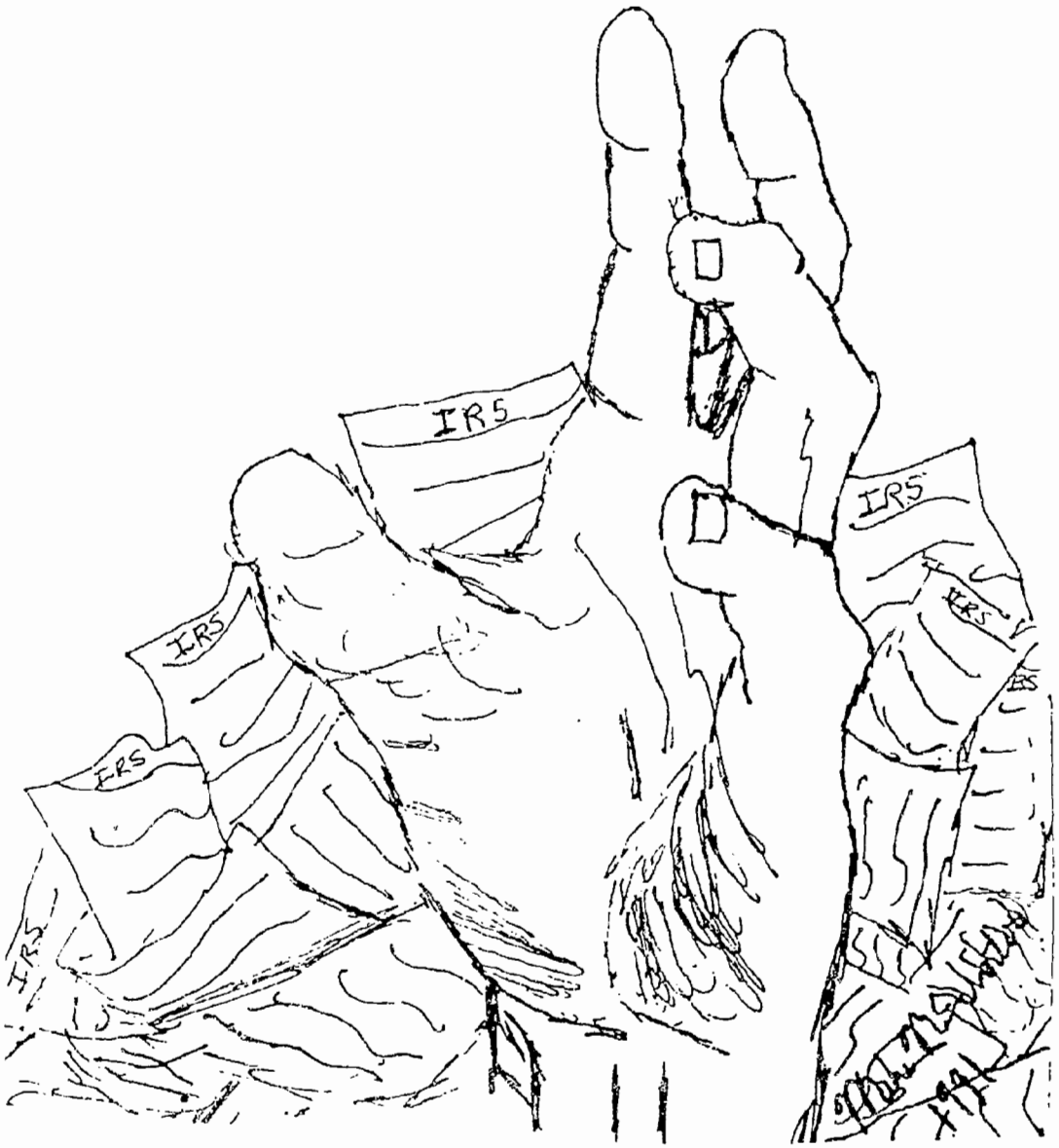
APPENDIX TWO: YOU COMPLETE THE CARTOON (page 3)



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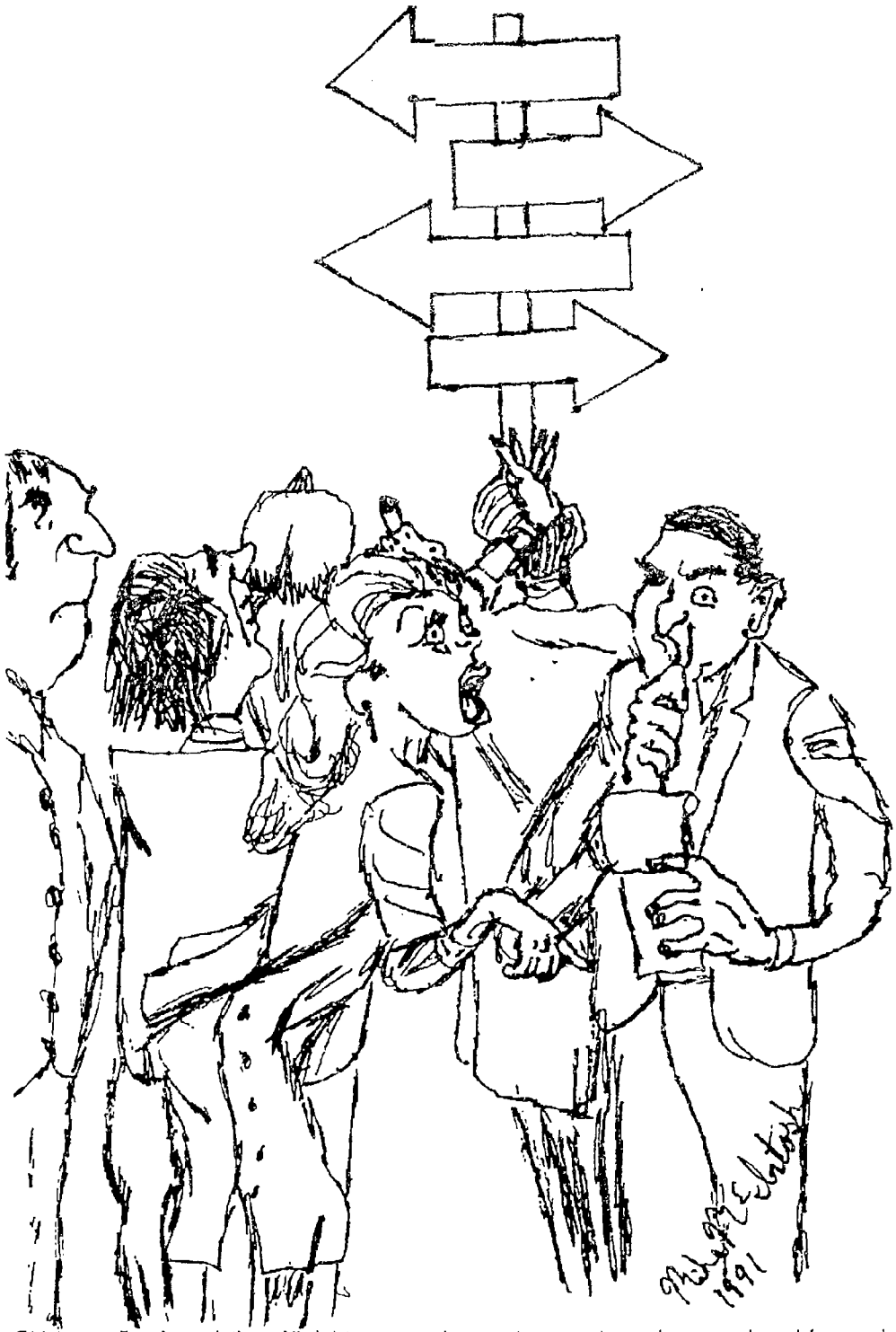
APPENDIX TWO: YOU COMPLETE THE CARTOON (page 4)



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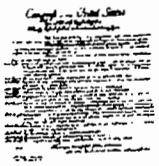
CONSTITUTIONAL JEOPARDY!

Marjorie Hughes
Memorial High School
Tulsa, Oklahoma

ABSTRACT:



The following lesson plan is based on the TV show "Jeopardy." This specific plan can be used to review students knowledge of the Constitution. This exploration will also enhance students' appreciation for the United States Constitution while they become familiar with interesting facts about this very important document.

OBJECTIVES:

As a result of this lesson, students will:

1. improve ability to work in groups.
2. review previous learned material.
3. improve legal vocabulary.
4. increase constitutional awareness.

AUDIENCE:

The Jeopardy questions in this lesson were prepared for High School students. Elementary and middle school teachers may wish to design their own questions that match grade level ability.

TIME REQUIRED:

One class period.

MATERIALS NEEDED:

1. Teacher-made "Jeopardy" transparency game board and cover pieces (See Attachment One), at least twenty-one chapter questions, paper, pens or pencils, timer.

PROCEDURE:

1. Players:

A. The teacher will read chapter questions for groups to answer in writing.
B. The class should be divided into groups of five to six players in each group.
C. Each group should have one captain who will record the group's answers on paper.
D. A scorekeeper should be selected who will keep track of all of group scores.

2. Rules:

A. The first group will select a question from the gameboard that they would like to answer. That question is then covered up with a coin or round circle. Typically, the twenty-point questions are the easiest while the one hundred point questions are the most difficult.
B. The teacher will then read the selected questions for <u>all</u> groups to answer. The group members are allowed to discuss the question among themselves. At the end of the time allowed (typically 30 seconds), the team captain will write down the group's answer on a piece of paper in ink.
C. Starting with the group who selected the questions, the teacher will go around the room clockwise and check the groups' responses aloud. Those groups who

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answer the question correctly, will be given the appropriate number of points for that given question. If a group answers incorrectly, they receive zero points. No group can lose points as in the TV game.

D. The next group in clockwise order selects the next question.

E. The scorekeeper will keep score for each group for everyone to see on chalkboard.

F. When all questions have been answered on the board (or when class time runs out) it is time to play final Jeopardy! Final Jeopardy consists of a very difficult question in which each group may wager points in order to win. The teacher may wish to have a different Final Jeopardy question for each class.

G. If the group answers the Final Jeopardy question correctly, they receive the wagered amount of points. If they answer incorrectly, they lose the wagered amount.

H. Each group may know the other groups' point totals before Final Jeopardy, but may not know how many points each group is wagering on the Final Jeopardy question.

I. Each group must submit their written wagered amount to the scorekeeper before the Final Jeopardy question.

J. The group with the most points at the end of Final Jeopardy wins.

EVALUATION:

This explosive game ends after all questions have been asked including the final jeopardy question. The scorekeeper tallies all points and students with the highest number of points win the game. Because the questions in this particular lesson plan are concerned with general facts about the Constitution, they can be used at any point during the study of the Constitution. Jeopardy is an excellent tool to motivate students to learn more about the Constitution or any subject matter selected by the teacher.

BIBLIOGRAPHY:

"Constitution Of The United States."

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APPENDIX ONE: Twenty Point Questions

1. How many amendments are there to the Constitution? (27 [This is not a misprint. The 27th passed in 1992])

2. How many articles are there in the Constitution? (7)

3. What amendment grants voting rights to citizens 18 years of age? (Twenty Sixth Amendment)

4. What are the first 10 amendments to the Constitution called? (Bill of Rights)

APPENDIX TWO: Forty Point Questions

1. When was the Bill of Rights ratified? (December 5, 1791. They were adopted because some states refused to approve the Constitution unless a Bill of Rights was added.)

2. What amendment protects American citizens against unreasonable searches and seizures? (Fourth Amendment)

3. What rights are protected by the first amendment to the Constitution? (Freedom of Religion, Speech and the Press; Rights of Assembly and Petition)

4. Where was the Constitutional Convention held? (Philadelphia, PA)

APPENDIX THREE: Sixty Point Questions

1. What two delegates to the Constitutional Convention became U.S. Presidents? (George Washington and James Madison)

2. Who was called the "Father of the Constitution"? (James Madison. Madison earned this title because he was a leading member of the Convention and wrote a record of the delegates debates.)

3. How many delegates signed the Constitution? (39)

4. What citizens' rights are protected by the Sixth Amendment? (The rights to a fair and speedy trial)

APPENDIX FOUR: Eighty Point Questions

1. Who actually "wrote" the Constitution? (Governor Morris)

2. When was the Constitution signed? (September 17, 1787)

3. Where is the original Constitution displayed? (In the National Archives Building in Washington, D.C.

4. How many of the delegates at the Constitutional Convention actually signed the Constitution on September 17, 1787? (39)

APPENDIX FIVE: One Hundred Point Questions

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1. What state did not send representatives to the Constitutional Convention? (Rhode Island. Rhode Island didn't send representatives because it did not want the Federal Government to interfere with Rhode Island affairs.

2. Which three leading delegates refused to sign the Constitution? (Elbridge Gerry, George Mason, and Edmond Randolph refused because they objected to the powers that the Constitution gave the Federal Government.

3. Who was the oldest delegate to the Constitutional Convention? (Benjamin Franklin)

4. Which branch of government is addressed in Article II of the Constitution? (Executive branch)

APPENDIX SIX: Final Jeopardy Question

1. What are the first seven words of the Preamble to the Constitution of the United States? (We the People of the United States)

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ATTACHMENT 1: JEOPARDY GAME BOARD

BLUE	RED	GREEN	BLACK
20	20	20	20
40	40	40	40
60	60	60	60
80	80	80	80
100	100	100	100

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INTO WHICH CASTE HAVE YOU BEEN CAST?: INDIA'S CASTE SYSTEM

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ABSTRACT:

This lesson teaches about the Caste System of Ancient India by grouping students so that they act out roles of the Caste as they complete an assignment. Students experience first hand the lack of equality and fairness that exists in India. At the conclusion of the lesson students compare the caste system with the American class structure. This lesson will stir a lively discussion and lead to student thinking about the inequalities that exist among most societies, including our own.

OBJECTIVES:

As a result of this lesson, students will:

1. Summarize the contributions made by the Aryans to the culture of India.
2. Distinguish between the classes of the Indian cast system.
3. Define caste, reincarnation, Karma.
4. Have empathy for the challenges of people in groups other than our own.
5. Make comparisons between the caste structure of India and the class structure of the United States.
6. Evaluate own cultural value systems.

AUDIENCE:

The basic approach to this lesson -- cooperative learning groups -- could be used at any level from elementary to college. This lesson is designed for high school world history classes, however, it is applicable in geography, civics, critical thinking, economics, law, and U.S. History classes.

TIME REQUIRED:

One or two class periods.

MATERIALS NEEDED:

1. Handout #1: HINDUISM IN ANCIENT INDIA ca. 2500 BC - 535 AD
2. Handout #2: Overview of The Caste System of Ancient India
3. Handout #3: GROUP ACTIVITY - The Caste System of Ancient India
4. Handout #4: Assignment Sheet
5. Handout #5: Caste Headbands
6. Five name cards for each group, Handout #5: Caste Headbands
7. String or yarn for name cards.

PROCEDURE:

Prior to this lesson the teacher should provide background about the history of India and the emergence of the Caste System. Students should be familiar with the economic and geographical problems which exist in India, as well as religious obstacles.

2. At the beginning of the lesson explain to students that they will work in groups of 4 or 5. You may need to explain the concept of cooperative learning groups.

3. Explain that this lesson is about the history of the caste system in India.

4. Establish ground rules. a) Once they are

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assigned to a group they may not change groups. b) Unless instructed otherwise there is to be no talking during the exercise. c) They are to read their assignment sheets silently and not share information with other group members unless instructed to do so. d) Explain that as a part of this lesson it is important that each person wear a name card on their forehead. They will not be told what is written on their name card. They many not remove the name card until told. They may not look at what is written until told to do so. They may not tell any other person what is on their name card.

5. Now have students get in their groups. I randomly select who will be placed in each caste group. I tie the name cards (Handout #5: Caste Headbands) so that they are tight enough to hold, yet loose enough not to cut off circulation.

6. Distribute Handout #1: HINDUISM IN ANCIENT INDIA ca. 2500 BC - 535 AD and Handout #2: Overview of The Caste System of Ancient India.

7. Allow a few minutes to read the handouts. You may wish to read them aloud.

8. Ask for one volunteer from each group. Send the volunteers out of the room so that they cannot hear what is about to happen. Reassure them that they will be brought back inside within a few minutes.

9. Explain to the class that they will participate in a role play of the caste system. The people who have left the room are Untouchables and should be completely ignored when they reenter the room. Each person in the groups will represent a caste system. They must not tell another person what is written on their name card, but should treat them appropriately. They will be given an assignment sheet, one per group. On person in their group will record the group answers. Every person in the group will receive the same grade.

10. Distribute Handout #3: GROUP ACTIVITY - The Caste System of Ancient India and tell students to read it silently.

11. Tell them that after they have finished reading their handout, one person from their group is to come to the front of the room and collect Handout #4: Assignment Sheet for the group.

12. Send for the "Untouchables." Before they enter the room place a name card on them using Handout #5: Caste Headbands. Once they enter the room ignore them.

13. Tell students to begin. They must follow instructions on their sheet. It may take a few minutes for them to accept that they are to treat each other in such drastically different ways. Within a couple of minutes everyone should move away from the Untouchables and begin to ignore them.

14. After 15-20 minutes end the exercise.

CLOSURE:

Students are likely to be frustrated by the restrictions of this exercise. It is important to allow them to discuss their feelings about being treated differently by their peers.

Use the questions on the last handout for the debriefing exercise. Allow all students to express their analysis of class structures as well as their feelings about the prejudice involved in the class structure system.

Stress the significance of economics and the role it plays in keeping an established class system.

EVALUATION:

1. Have the students draw a chart comparing the class system of the United States and India.
2. Using the discussion questions on handout #4, assign a short essay addressing one of the topics.

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HANDOUT #1: HINDUISM IN ANCIENT INDIA ca. 2500 BC - 535 AD

Epic Age: A period of time from 1000 to 500 BC

Aryans: A group of people from Central Asia who migrated into North India around 1200 BC They were responsible for the Vedas.

Caste System: A form of social organization.

Monism: The belief that God and human beings are one.

Reincarnation: From the Sanskrit word samsura, meaning cycle of births and deaths. One's next birth is determined by the karma of previous births.

Dharma: The fulfillment of one's moral duty in this life so that the soul can make progress toward deliverance from punishment in the next life.

Karma: Deed or action. The law of Hinduism which states that whatever actions one does, those actions will bear fruits either in this life or in some future life.

Hinduism: Religion of the Hindus based originally on the Vedas.

Vedas: Large body of oral literature, preserved orally and in texts, sacred to the Hindus. Contains the prayers, chants, and sacrificial details, incantations and other musings and meditations of the Aryan people.

Upanishads: Body of the sacred literature composed between 800 and 400 BC Several of the most important, influential, and subtle concepts of Hinduism are articulated in the Upanishads.

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HANDOUT #2: Overview of The Caste System of Ancient India

UPPER CLASS

BRAHMAN: Included both priests and Scholars

KSHATRIYAS: Included both rulers and warriors

MIDDLE CLASS

VAISYAS: Included merchants, traders and farmers

LOWER CLASS

SUDRAS: Consisted of peasants bound to the land

OUTCASTES: Also known as the Untouchables

In approximately 1500 BC a group of people known as the Aryans invaded India. The Aryans were a nomadic people and brought many new ideas to India, including their religion. Their religious beliefs were derived from the Vedas, a collection of their sacred writings of knowledge.

The caste system began in India after the Aryans invaded and established their own rules for governing the society. The Aryans prohibited marriages between their own people and people of the cultures they conquered.

During the Epic Age four classes of people emerged in India. They included the subgroups outlined in the chart of the caste system. The Untouchables were considered such a low group that they were never mentioned or acknowledged within the society.

Each caste had a specific place in society. They socialized, ate, married, worked and worshipped within their own caste. They would never consider marrying or working outside their caste.

Over time each of the five subgroups, or castes became subdivided into over 3,000 castes.

The Indians believed that they could attain a higher caste position by leading a good life. This belief was derived from the Hindu religious teachings of reincarnation. They also believed that they could be reincarnated into the body of an insect if they did not lead a good life in their current position.

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HANDOUT #3: GROUP ACTIVITY - The Caste System of Ancient India

After reading the handout titled "Overview: The Caste System of Ancient India" you are to discuss the handout with the members of your group.

Each person in your group should be wearing a name card, placing him or her into a specific Indian caste. You should treat the people in your group as if they are actually members of that caste.

THE BRAHMAN is the most important person in your group. Agree with anything s/he says. Do anything s/he tells you to. This is the wisest person in your group. Because s/he is so intelligent, any answer s/he gives is acceptable.

THE KSHATRIYA is the most important person in your group. Ask the Kshatriyan to protect you from the other groups in the room who may try to invade your group and steal your answers. Also, as the Kshatriya to keep the Untouchables out of your group.

THE VAISYAS is in an important caste, but, not nearly as important as the others already mentioned. Tell the Vaisya to record the answers on your assignment sheet. This is his job. The Vaisya may try to give you answers, however, they will be wrong, so laugh off anything s/he says.

THE SUDRAS have little importance to your group. Ignore anything the Sudras says. When the Brahman has finished expounding his profound knowledge and the Vaisya has recorded it, tell the Sudra to hand in the assignment sheet. Otherwise pretend s/he doesn't exist.

THE UNTOUCHABLES should be completely ignored. Do not talk to them nor should you acknowledge their presence in any way. If they come near you move away quickly so that you are not contaminated.

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HANDOUT #4: ASSIGNMENT SHEET

NAME_____

PART I. Answer the following questions:

1. In the caste system which group of people fit into the Upper Class society?

2. What professions do the members of the upper class hold?

3. What is the name of the middle class?

4. What professions do the middle class work in?

5. How could one enter a higher caste?

6. If one's karma is bad what might happen?

7. The vedas is a collection of work from what group of people?

8. At what time in history did the caste system dominate the society of India?

9. From what two sources is the Hindu religion based?

10. What rule did the Aryans have about marriage?

PART II. DISCUSS THE FOLLOWING QUESTIONS WITHIN YOUR GROUP. Remember to follow the guidelines established in handout #2.

1. If you had lived during the Epic Age, how difficult do you think it would have been to follow the strict rules of the caste system?

2. Do you think people questioned the system? Why or why not?

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3. Why do you suppose the class distinctions were so harsh?

4. How is the class/caste system of Ancient India like the class system of the United States? How is it different?

5. In our society do we treat people differently who are born into different economic situations? Defend your answer.

6. In the United States we are influenced strongly by Christian customs and teachings. Are any of these customs like those of the Hindu? Explain.

7. In American society do we have different standards for members of different groups? Do we apply laws the same to people in different classes? Give examples to defend your answer.

8. How have the teachings of the Hindus influenced our society?

9. The Hindus believed in reincarnation/ What is your opinion of this concept? Is it conceivable that you could have lived a previous life, perhaps as an animal?

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Handout #5: Caste Headbands

1. Cut each caste band straight across. Attach yarn to the ends of each. Allow enough string to tie securely around the students head. Make enough caste bands for each group.

2. Place students into groups of 5. Tie a caste band around the head of each member. Make certain that the band is secure, but not too tight. Students should not be told to which caste they have been assigned.

UNTOUCHABLE

VAISYA

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SUDRA

KSHATRIYAS

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BRAHMAN

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ARE THEY TELLING THE TRUTH?: UNDERSTANDING RESEARCH AND STATISTICS

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ABSTRACT:

Often students read statistics in the newspaper without giving any thought to how the data was gathered or what hidden messages the survey agency may have sent. This lesson will acquaint students with survey research method. After completing this lesson students should be able to write a hypothesis, create a data gathering instrument, and then analyze the data.

OBJECTIVES:

As a result of this lesson, students will:

1. Be able to write a hypothesis
2. Gather data
3. Develop a survey instrument
4. Be able to tabulate results of a survey
5. Analyze data

AUDIENCE:

This lesson, with minor adjustments, is appropriate for elementary, secondary and university levels. The lesson has been used effectively in high school law, sociology and psychology classes. It has been adapted to meet the needs of history, government and English courses.

TIME REQUIRED:

Two to three class periods will be needed to complete the lesson. This lesson can be adapted into a complete unit requiring outside research.

MATERIALS NEEDED:

1. Appendix One: Mapping Example
2. Handout One: Developing a Hypothesis
3. Handout Two: Sample Survey
4. Handout Three: Survey Results

PROCEDURE:

1. BRAINSTORM MAPPING:

A. Before students can write their own questionnaires or surveys they need to select a topic. Brainstorms are an effective means of "waking up" sleeping minds. Using this method will encourage students to consider causes and effects of societal problems, current issues in the news, inter-personal conflicts, historical dilemmas, etc.

1) Brainstorm: Select a general area, for example, "First Amendment Rights." On an overhead or chalkboard draw a circle and writ the general topic inside the space. Next have students brainstorm topics and issues. Place main issues on lines drawn directly from the circle. Place sub-issues or issues

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related to main issues on lines connected to the issue with which it is related. (See Appendix One: Mapping Example) This activity can be done individually or in small groups.

2) Class Discussion: Now that students have had time to think freely about the topic ask them about their responses. You may find that someone has said something that seems out of place. Explore this with the students: they may have a perspective on the issue than do you.

B. Developing hypotheses

1) Writing a Hypothesis:

a. From the brainstorm mapping session, select one topic for the purpose of demonstrating the development of a hypothesis. Explain what is a hypothesis and the purpose of developing one.

b. Distribute "Handout One: Developing A Hypothesis" or show it on the overhead. Have students complete column 2, writing a hypothesis for each statement. This will allow them to practice writing a hypothesis before formulating their own.

c. Check students' answers to see that they understand what is a hypothesis.

2) Use of Hypotheses by Interest Groups

a. Explain to students that professionals who write survey questions have to be careful that their questions are free of bias. Point out to students that there are situations where surveyors may be trying to prove a certain point and may purposely word questions so that they achieve desired results. For example, lobbying groups in Congress do research to show congresspersons why they should vote the way they want. Ask students if they would question research brought to them by the National Rifle Association that shows that there is not relationship between citizens having guns and violent crime. Explain that students must be able to recognize a prejudicial question and interpret its results accordingly.

b. Explain that all questions have stated and implied variables. Explain that variables are parts of relationships that exist within the hypothesis. This is an important step since many students find it difficult to understand that the wording of a question may assume a certain prejudice or value. For example, in the hypothesis, "Poor people are more likely to become criminals than rich people" the variables are "poor people" and "rich people". Each term carries with it a value based upon individual beliefs.

c. Assign students to complete the variables column of handout #1. This will allow students to identify how variables influence the outcome of a question. They should identify implied and stated variables.

3) Writing Hypotheses

a. Have each student write three questions about a topic of interest. It should be one that they can develop into a questionnaire or survey. Allow 3 to 5 minutes for this.

b. After they have written their questions tell them to turn the questions into three separate hypotheses.

2. Developing The Data Gathering Instrument

A. Doing a Sample Survey

1) Distribute copies of the sample survey. Have each student complete Handout Two: Sample Survey.

2) Divide students into groups of five or six. Have them analyze the data from the sample surveys through the use of Handout Three: Survey Results.

3) Compare and contrast each groups' findings through group or class discussion.

B. Developing their own survey.

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1) Now students should be ready to develop their own survey. Students should select or be assigned a topic. (You may wish to assign a brainstorm diagram of the topic.)

2) Assign students to develop a survey, using questions which will allow them to gather necessary data, as well as general information. For example, they may want to find out the person's name (optional), sex, age, grade level (if questioning their peers), income status, race, etc. This extra information will be useful in analyzing the data. For example, if the gender of the respondent is known, students would be able to analyze who is in favor of eliminating the sale of guns. Surveys should be distributed by students to a minimum population (at least 25) to be surveyed. Often it is easier for copies of the survey to be distributed to other classes, completed anonymously, and then gathered by the student responsible for the survey.

EVALUATION:

A. Tabulating the responses

Have students tabulate responses based upon varying factors such as gender, age, economic status, work experience, etc. Distribute copies of the handout #3. Students should tabulate the results of their surveys.

B. Analyzing and Synthesizing Data

At this point have students, in groups, analyze the data based upon their tabulations. They may offer suggestions as to why the statistics lean in certain directions.

C. Evaluating the Hypothesis

Keeping in mind that a hypothesis is an educated guess, it is reasonable to assume that the surveys will prove the hypothesis wrong. Have students evaluate their hypothesis with the survey results to detemine how results compare to the hypothesis. If the hypothesis is proven incorrect then have the students explain how and why. Generally, this can be done by having students write a conclusion to the research results.

TIPS FOR THE TEACHER:

1. Instead of a survey, have students make a questionnaire with open ended questions and personal interviews.
2. Unless you are teaching this lesson to upper high school or college level students eliminate the variables section. This can become too complicated.
3. Consider doing this lesson as a semester project. Given adequate time students can really make a difference with the surveys. For example, at our school students used the results of one survey to show administrators that a history course in Black History would be popular and purposeful in the curriculum.
4. Don't limit survey participants to students in the school. Local businesses, corrections facilities, news media, and patrons are usually accommodating to student requests.
5. Encourage students to allow participants to remain anonymous. Many questions will not be answered honestly if people fear that someone will find out how they answered.
6. Censor the questions. If students are given free reign to ask personal questions, without considering possible repercussions, the survey could have disasterous results.
7. Insist that surveys be answered on a volunteer basis only.
8. Invite a statistician or demographer to speak to your classes.

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HANDOUT ONE: DEVELOPING A HYPOTHESIS

QUESTIONS	HYPOTHESIS	VARIABLES
example: Do Americans have more rights than people in other nations?	a. Americans have more rights than people in other nations b. Americans have the same rights as people in most nations	"rights" "people" "nations"
1. Does the Constitution give women the same rights as men?		
2. Should abortion be a right guaranteed in the Constitution?		
3. Is flag burning symbolic speech?		
4. Should guns be banned?		
5. Should a child be allowed to read her Bible at school?		
6. Does the death penalty violate a convict's rights?		
7. Should surogate mothers be allowed to keep "their" babies?		
8. Is it o.k. for parents to spank their children?		

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HANDOUT TWO: SAMPLE SURVEY

NAME:_____ GENDER:_____

RACE:_____ AGE:_____

Select one of the following for each question asked:

SA = strongly agree A = agree U = undecided
D = disagree SD = strongly disagree

___ 1. In times of war, the government should be allowed to censor the press.

___ 2. The press should be allowed to act responsibly, and censor itself, without government interference.

___ 3. Denying medical treatment to children because of their parents' religious beliefs is not guaranteed in the First Amendment.

___ 4. Freedom of Religion is the most important freedom in the Constitution.

___ 5. Freedom of Speech is the most important freedom in the Constitution.

___ 6. The Supreme Court was wrong when it interpreted privacy as a Ninth Amendment freedom.

___ 7. Students should have the same First Amendment rights as adults.

___ 8. Voluntary Bible reading should be allowed at lunch time in the public schools.

___ 9. The Constitution should be amended to ban flag burning as a form of symbolic speech.

___ 10. If the government listens to a drug dealer's phone calls to his overseas supplier, his First Amendment rights are being violated.

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HANDOUT THREE: SURVEY RESULTS

TOPIC:_____

TITLE:_____

NUMBER OF PERSONS SURVEYED:_____

MALES:_____ FEMALES:_____

RESPONSE CHOICES:

SA = strongly agree A = agree U = undecided
D = disagree SD = strongly disagree

ANALYSIS BASED UPON: GENDER
QUESTIONS:

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

9._____

10._____

TABULATIONS:

	SA	A	D	D	SD
M					
F M					
F M					
F M					
F M					
F M					
F M					
F M					
F M					
F					

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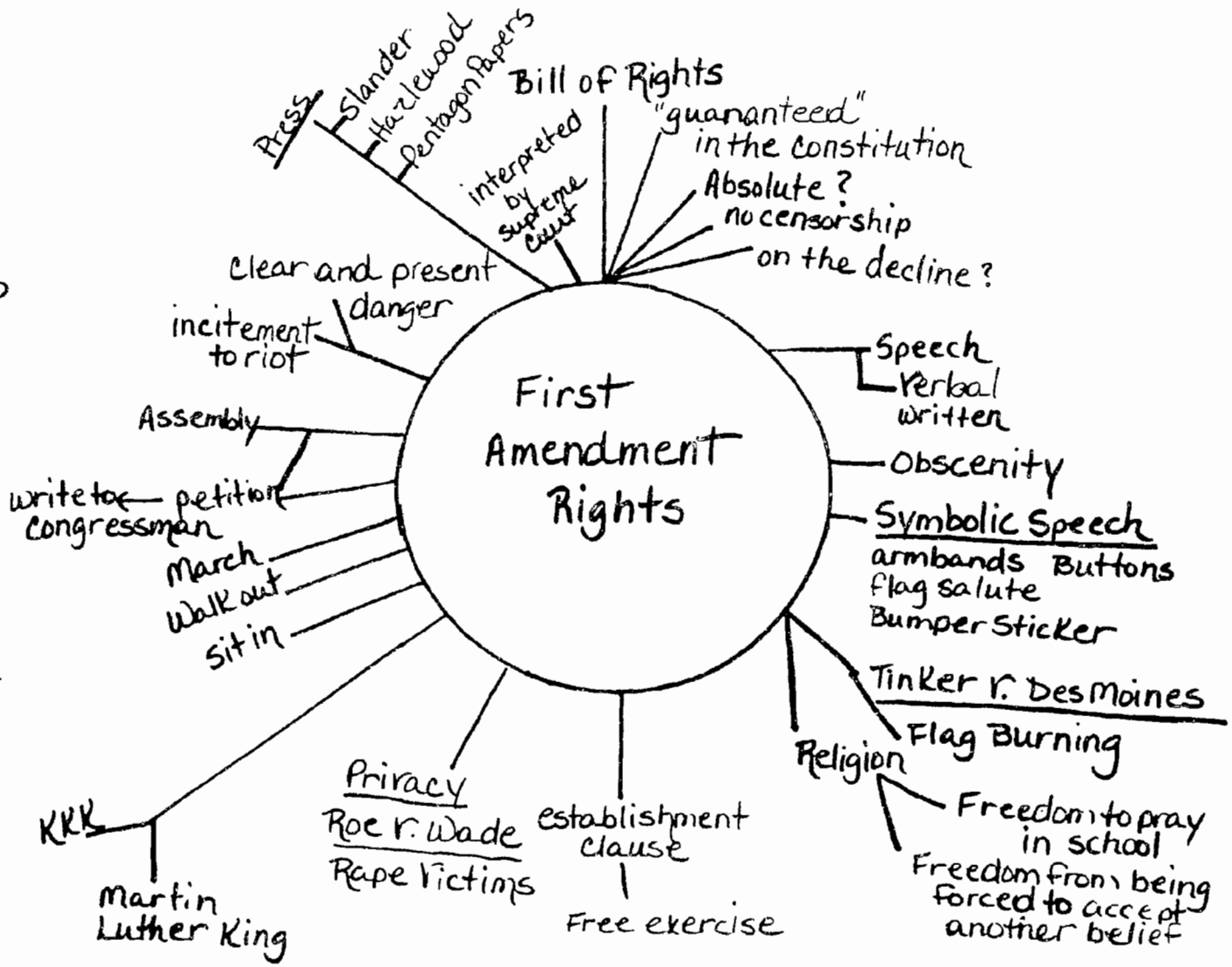
Appendix One : Mapping Exercise



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IT'S NOT MY EGG: PARENTAL RESPONSIBILITIES

Bernadette Ward
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Sand Springs, OK

ABSTRACT:

The lesson involves the conflict between parents' rights and rights of children involved in cases of physical, emotional or mental abuse. Questions may be raised about constitutional rights involving parental religious rights versus rights of children to life or medical treatment. Other questions could involve the liability of parents for their child's crimes including parents serving time or paying fines. In conducting this lesson, the class may be divided into groups or they could work individually. The central activity will require students to "provide care" for a "child" (a doll, stuffed toy or egg). Logs and schedules along with daily scenarios will be issued to students.

OBJECTIVES:

As a result of this lesson, students will:

1. look at issues dealing with student rights in a different way than they may have in the past.
2. experience some of the frustrations, problems and incidents that can involve abuse in children.
3. develop a plan of action and explore community's resources for children and parents.

AUDIENCE:

Middle School to High School U.S. History, Law, Sociology, Psychology, Family Living and Home Economics.

TIME REQUIRED:

Part of class periods for one to two weeks.

MATERIALS NEEDED:

1. Dolls (or stuffed toys or eggs)
2. Daily logs (paper in binders) handouts
3. List of Local Resources and Contacts
4. High School Law Books and/or Home Economics Books
5. Appendix One: Scenarios
6. Appendix Two: Case Study
7. Appendix Three: Excerpts from Oklahoma Department of Human Services Handbook
8. Speakers from local agencies, if possible

PROCEDURE:

1. On a sheet of paper have students answer the following five questions. (1) What advice would you give to new parents on discipline of their children? (2) Who do you think abuses their children? (3) What should be done to parents who abuse their children? (4) What is abuse? (5) What is the difference between physical abuse and emotional abuse? Collect the papers and save to return the last day of the lesson.

2. Give students the definition of child abuse in your state. (Appendix Three: Excerpts from Oklahoma Department of Human Services Handbook) for use in Oklahoma.

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3. In preparing students, suggest local agencies that students can approach in case one is having personal problems in this area. Possible agencies are welfare agencies, counseling agencies, social services, church services, etc. If possible, invite a speaker so that students will have personal contact with a local representative. Possible speakers could come from lawyers, doctors, ministers, and social workers from Department of Human Services or welfare agencies.

4. Either divide students into groups or allow them to work individually with the dolls (eggs or stuffed toys) and logs. Tell them that they will be responsible for the baby's care. Each day each will keep a student log and fill in the schedule sheet on child care. The log should include feelings about the responsibilities and frustrations of a parent. Along with the log give students a daily scenario that will require some investigation into the requirements of local, state and federal agencies (Appendix One: Scenarios). At the end of the lesson have students discuss their feelings, experiences, and attitudes toward being a parent and the stresses that caused them to be resentful or angry with their "child."

5. Discuss with the class issues and incidents involved in child abuse and how some abuse could be prevented. Use this discussion to encourage students to look at their own beliefs as well to encourage the use of critical thinking skills.

6. Have students read the case study found in Appendix Two aloud. Then divide the class into three groups. One group will represent the hospital doctors and lawyers; the second group will represent the parents of Julie; and the third group will be the jury. Have the first two groups develop arguments to justify their positions and then present them to the "jury" who will then decide the case.

7. On the last day, hand out the questions again and have students decide whether they would change their answers. Have them determine whether their attitude has changed. In addition ask them the following two questions: 1) Do you believe a law in Oklahoma should be passed that states that if a child gets into trouble then the parents are liable, including spending time in jail for offenses that their child commits? 2) What help should be available to both children and parents who are having problems as a family?

EVALUATION:

The students can evaluate their own group members and their personal attitudes toward the experience. If the lesson encourages one student to think about becoming a parent and becoming a positive parent or that they need counseling or help, the purpose of the lesson has been realized. Use the logs as part of the learning experience and have students write a paper on their feelings at the end of the lesson. Pen and paper tests can be given over definitions, vocabulary, and the laws of your respective state. In your final evaluation you could read an article discussed at the beginning of the class and see if there have been changes in feelings. When teaching this lesson, you may meet with some resistance and rejection due to students' prior and present situations involving abuse. It would be helpful to let your school counselor and school nurse serve as part of your teaching team and as a resource for your students. Students will debrief in their self-evaluation, paper, rereading and discussion of original opening event.

TIPS FOR THE TEACHER:

1. Contact your local police department, hospitals, and social programs for speakers. When conducting this lesson use of social workers, lawyers and religious people from the community would be a good way of introducing students in your class to a resource person in case they are experiencing some of the very same problems.
2. This lesson could be extended into the

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Language Arts in literature involving "A Tale of Two Cities," "Slave Dancer," a study of the life of Mark Twain or children's labor conditions in the early twentieth century.

3. This lesson could serve as a lead in for parental and elderly abuse.

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APPENDIX ONE: SCENARIOS

Scenarios with Dolls - Students are to write reactions in logs. Students are to research local agencies to seek help or find out where to go.

1. Day One: You have been offered a new job in a city fifty miles away. How do you find a child care agency or person?

2. Day Two: Your child has had a temperature of 104 degrees for three days and has a hard spot on the lower right side of the stomach. You are a Christian Scientist and prefer not to call a doctor. You believe prayer will heal the baby.

3. Day Three: Your husband is sick in bed with the flu. You need to catch your plane for an important three-day business conference and your dog has just had puppies. The baby is developing two front teeth. If you do not go on the trip you may lose your job. Your mother and his mother are not available.

4. Day Four: You are a single mother and could have a date to the Senior Prom. You have arranged for your mother to babysit. When you are reached at the dance, your baby is in the hospital and needs immediate surgery. What do you tell your date? What rights do you have as a parent in a medical emergency?

5. Day Five: You have saved money for a new stereo, $200.00. The baby goes in for his physical and you find out that he will need surgery and special appliances after the surgery. Should you buy the stereo or postpone the surgery? Why or why not? How will you obtain payment for the baby? What is the cost of a hospital bed in pediatrics? What is the cost of the operating room? What other costs could be involved? Do you have parental leave on your job?

APPENDIX TWO: CASE STUDY OF PARENTAL AUTHORITY vs. RELIGIOUS FREEDOM

Five-year-old Julie was playing next to the street when a car crashed out of control into her, throwing her into the street. Julie was quickly losing blood and a bystander rushed her to the hospital. Emergency room doctors knew she would soon die without a blood transfusion and called her parents for permission to give medical help. Julie's parents, citing religious beliefs, refused to allow a blood transfusion saying that her life was in God's hands.

Hospital lawyers asked a judge for a court order giving the hospital temporary custody of Julie so that they could perform procedures necessary to save the young child's life ---- including giving her a blood transfusion. Julie's parents told the judge that they were her legal guardians and that they knew what was right for Julie. They said that they put their trust in their God and their religion and this was best for Julie.

You decide this case!

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APPENDIX THREE: EXCERPTS FROM OKLAHOMA DEPARTMENT OF HUMAN SERVICES HANDBOOK

3821.4 Definitions:

Child Abuse means "harm or threatened harm to a child's health or welfare by a person responsible for the child's health or welfare," (21 O.S. 845). Harm or threatened harm can occur through non-accidental physical or mental injury, sexual abuse, and/or neglect.

Physical Abuse is non-accidental physical injury to a child.

Physical Injury means temporary or permanent damage or impairment to the body by parents or caretakers.

Mental Injury means an injury to the child's intellectual or psychological capacity as evidenced by observable and substantial impairment in the child's ability to function within his normal range of performance and behavior with due regard to his culture. Mental injury is the result of a pattern of cruel or unconscionable acts and/or statements made or permitted to be made to the child, or within the child's environment, by the parent or person responsible for the child.

Mental injury may result from acts of commission and/or acts of omission, including but not limited to:

A. Acts or repeated statements directed at the child which degrade and belittle him;
B. Exposure to repeated violent or intimidating acts and/or statements which may or may not be directed at the child, but which have a harmful effect on him;
C. Threats with extreme or vague out [sic] sinister punishment, stimulating fear, setting unrealistic expectations, and/or stating unpredictable threats;
D. Ignoring or being psychologically unavailable to the child, ranging from a lack of sustained attention to a "barrier of silence"; and
E. Isolating or preventing the child from taking advantage of normal opportunities for social relations/development.

Sexual Abuse includes rape, incest, lewd or indecent acts or proposals and sexual exploitation. Sexual exploitation includes allowing, or encouraging a child to engage in sexual acts with others, prostitution or in obscene photographing, filming or depicting of a child. In general terms, sexual abuse includes any sexual activity between parent/caretaker and the child or any acts committed or permitted by the parent/caretaker for the purpose of sexually stimulating the child, himself or others.

Neglect is indicated when the parent or person responsible for the child fails to act in a prudent or responsible manner to provide for the health and general welfare of the child that caused, or over time would cause, serious harm to the child. Failure to provide adequate food, clothing, shelter, medical care, protection from hazardous environments, care or supervision appropriate to the child's age or development, and hygiene are examples of neglect.

Threatened Harm means a substantial risk of harm to the child. It is a clear expression of an intent to inflict injuries which would be otherwise defined as abuse. It includes actions,

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omissions, or conditions which place the child at substantial risk of physical or sexual abuse, neglect or mental injury. Substantial risk of harm may include acts of commission or omission or statements conveying real threats of physical or mental injury, expressions of intent to inflict actual harm and the determination or intent to injure the child presently or in the future.

Child means a person under the age of 18 years.

Person Responsible For A Child "A person responsible for a child's health or welfare" includes the child's parent, legal guardian, foster parents, relatives providing care and maintenance for a child as authorized by law, court appointed custodian, an employee of a public or private residential home or facility or other person legally responsible for the child's welfare in a residential setting, or any person providing day care.

Child Maltreatment is a term used interchangeably with "child abuse." Maltreatment occurs when a person responsible for the child treats a child in such a manner that the child's emotional, cognitive and/or physical well-being or development is or will be impaired, and the person responsible is unwilling or unable to protect the child.

Risk is the likelihood that a child will be maltreated.

Safety is the current well-being of a child who has been assessed to be at risk of maltreatment, taking into consideration the controllability of risk influences, the immediacy of the risk of maltreatment, and the probable severity of the potential maltreatment.

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DOING CRIME = DOING TIME: JUVENILE CONSEQUENCES FOR BREAKING THE LAW

Sue Ward
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Treatment Center School
Sand Springs, Oklahoma

ABSTRACT:

This is a one day lesson intended as an introduction to a unit on juvenile law or consequences of breaking the law.

OBJECTIVES:

As a result of this lesson, students will:

1. Recognize that everyone is responsible for his/her own actions and the consequences of those actions.
2. Recognize possible consequences of juvenile crime.
3. Analyze whether there should be set penalties for offenders.

AUDIENCE:

This lesson is appropriate in Civics, Government, History, and Law, at Middle School through High School. It is especially recommended for use prior to participation in programs such as Operation Aware.

TIME REQUIRED:

One to two class periods are required for this lesson.

MATERIALS NEEDED:

1. Chalkboard
2. Appendix I: Survey
3. Appendix II: Doing Crime, Doing Time

PROCEDURE:

Distribute and ask students to complete "Appendix I: Survey." Poll students on how many were able to check 25 activities? 18?

2. Next explain that the survey was compiled by residents at the Rader Intensive Treatment Center in Sand Springs, Oklahoma. This facility is one of the juvenile correctional facilities and juveniles have been placed here by the Court. These are the activities they miss everyday - in addition to missing their family and friends.

3. Now ask the following question and discuss: Why would the state restrict your: phone calls? Junk food? Tobacco products? Visits from friends and family? Supervise your eating? Sleeping? Free time activities? The answers to most of these questions will be:

a. Protection of society from the resident

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(delinquent).

b. Protecting the resident from himself or the other residents.

4. Ask the following questions and discuss: "Do you know anyone doing the same things for which these people have been locked up - (assault, auto theft, dealing drugs)?" "How would you feel if the court put you in an institution?"

5. Ask the students to name as many possible consequences as they can for breaking the law. Encourage them to be creative. Ask them to come up with consequences and write them across the top of the chalkboard encouraging students to define the severity of the consequence by placing each one on a scale with the lesser punishments on the left and graduating to the maximum punishment/penalty -- death penalty on the far right (Example on page 3).

6. Now, ask students to name all the illegal acts that they believe should come to the attention of the courts and list them down the left side of the chalkboard. When students recommend penalties, stop them and ask: Should age be a factor? Is this the punishment you would recommend for a 38-year old adult? What if the accused were only 21? What if the accused were only 8 years old? 15 years old? 12 years old? Can any automatic consequences be agreed upon regardless of age? Can they draw an arbitrary line as to when sentences should be reduced? You will probably find that if a line is determined, the line will be drawn at different ages for different crimes.

7. If time permits, return to the list of violations. Start at the top, but tell them that the offender has been convicted 3 times for the same offense and received the penalty the class assigned the first two times. Ask if they would change the penalty now?

EVALUATION:

Do one or both of the following:

1. Have students pretend that they are one of the young people in LLoyd Rader Intensive Treatment Center. Then have them write a letter to a friend describing their predicament and giving their friend advice on how not to end up where they have.
2. Direct students to write an essay discussing what young people could lose if they break the law.

TIPS FOR THE TEACHER:

1. You may wish to use a different color chalk to mark the new sanctions. You might also address the issue of age.
2. Students may want to give much harsher penalties for offenses that they had previously considered minor because the offender continues to endanger lives. Example: prison time for a drunk driver who had previously received only fines or community services.

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APPENDIX I: SURVEY

Place a check by any activity in which you have participated during the last 10 days:

___ Gone to a mall.

___ Shopped in a retail store (Sears, 7-11, etc.).

___ Rode in a private passenger car.

___ Drove a car or rode a bike on a city street.

___ Rode in any public transportation (School or city bus, train, plane).

___ Attended any public activity or event (church, pep rally, football game, concert, etc.)

___ At the spur of the moment, picked up the phone to call friend or family.

___ Ate in a restaurant or drive-in.

___ Consumed candy or soft drink before or with lunch.

___ Ate pizza or hamburger.

___ Chose your meal from a menu (or allowed to place a special request for food at home).

___ Invited a friend home for a meal or snack.

___ Entertained a friend in your room.

___ Visited a friend at his or her home.

___ Chose what TV program you would watch.

___ Laid on bed or "crashed" on sofa to watch television.

___ "Raided" the refrigerator.

___ Wore clothes that were purchased for you at your request.

___ Ate junk food 2 or more times.

___ Possessed United States currency.

___ Unaccounted for by parents or guardian for 5 minutes or more.

___ Talked on phone more than 5 minutes in one week.

___ Determined your own bedtime.

___ Planned your own weekend activities.

___ Stayed up past 11 p.m. on weekends.

___ Slept in on Saturday or Sunday.

___ Had matches or a lighter available for your use.

___ Had access to cigarettes or tobacco products.

___ Had over-the-counter drugs available for your use at your own discretion (aspirin, tylenol, cough drops, antihistamines, Icy Hot, etc.).

___ Ate with metal tableware (stainless steel or silver knives, forks, and spoons.)

___ Used scissors, knife, screwdriver, sewing pins or needles or other tools available for your use without direct adult supervision.

___ Slept with your bedroom door open.

___ Expected to attend school 237 days per year regardless of grades.

___ Left your room without direct adult supervision.

___ Bathed, showered, or shaved privately without direct adult supervision.

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APPENDIX II: DOING CRIME, DOING TIME

	Fine	Community Service	At Home Probation	Out Patient Drug	Drug Treatment	Juvenile Detention	Juvenile Treatment	City/County Jail	Adult Detention	Minimum Security	Maximum Security	Life Sentence	Death Penalty
Speeding													
Drunk Driving													
Car Theft													
Kidnapping													
Burglary													
Arson													
Manslaughter													
Murder													
Rape													
Child Molesting													
Larsony													

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DECISION-MAKING:

A DOUBLE EDGED SWORD

Deena Fleck
Woodward High School
Woodward, Oklahoma

ABSTRACT:

This lesson plan takes your classroom and transforms it to a leadership conference or school Board meeting where the current school administration has asked "your class" to set school policy for the coming school year in the following areas: dress code, conflict resolution, drug-free school environment, and the problems of truancy and absenteeism. Through "mock" small group committee meeting the students will analyze problems, debate current school issues, write town specific policies, and present their findings to the group at large. All members of the class will participate. Research, debate, written communication skills and analysis is used extensively in this simulation.

OBJECTIVES:

As a result of this lesson, students will:

1. Learn how a committee operates and how to effectively present one's point of view.
2. Learn to look at the problems faced by administrators in setting school policy as well as seeing the complexity of the problems presented.
3. Learn how to use higher level thinking skills in analyzing current problems being faced at your High school and see the application of this new knowledge in the broader context of society.
4. Learn what is a good rule.
5. Make a comparison of rules, responsibility, and constitutional rights.
6. Learn how to participate in a "school Board meeting", town council meeting, or any major advisory Board that students may be called to serve on as citizens in a community.

AUDIENCE:

Middle school through university level. This lesson can be used in any social science class, Business Law class, or any class that uses critical thinking activities.

TIME REQUIRED:

Two to three periods.

MATERIALS NEEDED:

1. Appendix One: School Dress Committee Option
2. Appendix Two: Committee for a Drug Free School Option
3. Appendix Three: Truancy Committee Option
4. Appendix Four: Conflict Resolution Committee Option
5. "Robert's Rules of Order" would be helpful if you should decide to use Parliamentary Procedure as a part of your class presentations.

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PROCEDURE:

Take an average sized class and divide them into four groups. Hand each group "one" of the options for small group discussion from Appendix One: Student Handout - Committee Options. After the small group comes up with their plan of action, they must report their decisions to the entire class. Use the following steps:

STEP ONE:

Explain to the class that they have been hand picked by the administration as Outstanding Student Leaders. They are the student governing body that has the responsibility for determining school policy for the next school year. What they decide will be put in the School Policy Handbook and will be the "law" for the next school year.

STEP TWO:

The teacher now divides the class in four small groups. The teacher will explain that these are the committees that will work on specific targeted school problems. The handouts (Appendix One) are self explanatory. The teacher may want to have already determined which students would be in what group or the teacher may let the students decide for themselves.

STEP THREE:

In each group, after they have received their committee assignment; you will need one person to write down the plan of action and one person to present and defend their plan to the committee as a whole-- in this case the entire class or allow the whole committee to "defend."

STEP FOUR:

Allow the rest of the class period for the students to do their committee work. Monitor the groups' progress and encourage students to stay on task.

STEP FIVE:

The next class period ask committee's to present their plans to the entire class. The entire class now consists of the committee's plans. Now ask two students to talk on behalf of the plan and two students to talk against the plan presented. Each student is allowed three minutes for or against the proposal. HE may yield his time to another student. If no one wants to speak against the plan ask if they wish to accept the proposal by acclamation. Then by majority vote see if the measure passes. NOTE: The teacher may be the presiding Chairman of the Student Government Body or the teacher may appoint a student or have the students nominate a chairman. **This might be a perfect place to do a mock "School Board" meeting - complete with agenda**. Pick five students to serve as the School Board. Have them listen tot he committee's reports, ask questions, and then decide to accept, reject, or reconsider the plan presented with recommendations from the Board. Use this procedure until all four plans have either passed or failed. The teacher may or may not allow amendments to the plan by the committee of the whole. If the teacher does allow amendments, again allow two students for three minutes each to speak in favor of the amendment and then two students to speak opposed...then vote. Parliamentary Procedure may be encouraged if the teacher so desires.

EVALUATION:

Have the students at the end of the lesson write a one page essay on what they learned through this classroom simulation. Ask them to write what they feel they contributed in the committee session to the written plan of action. Have each group submit to the teachers their group's written plan of action for the teacher to analyze for a grade.

CLOSURE:

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Discuss with the students the complexities involved in coming up with school rules. Discuss the Bill of Rights and Dress Code Violation. Ask if any rule violates a right under the Constitution. discuss the Bill of Rights and Drug Enforcement Policies in your school. Discuss the need for school Discipline to promote social order. If this may be a good time to debate Corporate Punishment in the school. What about truancy and absenteeism? Should the school try to educate everyone whether or not they wish to be educated? Ask your Principal or Superintendent to come into class and discuss school policy with the students.

TIPS FOR THE TEACHER:

This simulation was field tested with 120 students at a Leadership Conference. Teachers must monitor the students to stay on task. Parliamentary Procedure is helpful in this simulation. The students love this activity. The simulation may take three class periods to complete and if debate is lively it might go to four. Teachers may wish to bring in Supreme Court cases like Tinker v. Des Moine on Dress Code or National Treasury Employees Union v. Von RAAB (1989) on drug testing or New Jersey v. T.L.O. A School Administrator might be brought into the classroom to critique the students' plan of actions. The School Administrator could explain current school law in the four areas the plan of actions address. In addition, some administrators may ask students for their opinion and sometimes students may want to take their plans to the school Board.

Appendix One:
School Dress Committee Option

In the spring of the year, the Student Government Body has the responsibility for developing the dress code for the coming school year. The following should be considered by your committee:

1. You must have a specific dress code written down for use in the school policy handbook. Also address whether a dress code for teachers should be included.
2. You must also have a specific plan of action written down for violation of the school dress code to be included in the school policy handbook.
3. You must also have specific reasons outlined for your decisions regarding the dress code.
4. You must report your committee's decisions to the Student Governing Body for consideration. Make your recommendations and be prepared to defend your reasoning.

Appendix Two:
Committee for a Drug Free School Option

In the spring of the year, the Student Government body has the responsibility for developing a drug-free policy for the coming school year. The following should be considered by your committee:

1. Decide what will be considered as harmful drugs in your school environment and record your decisions.
2. Decide on a specific plan of action to put into effect for violation of harmful drug usage in your school environment. This will include the "dealers" of drugs.
3. Decide on a plan of action to promote a drug-free school environment.
4. Decide whether a drug testing program should be instituted for students and teachers plus school personnel. You must report your committee's decisions to the Student Governing Body for consideration. Make your recommendations and be prepared to defend your reasoning.

Appendix Three:
Truancy Committee Option

In the Spring of the year, the Student Government Body has the responsibility for developing a policy to combat excessive tardies

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and absenteeism for the coming school year. The following should be considered by your committee:

1. You must have a specific policy to combat excessive tardies and absenteeism written down for explanation in the school policy handbook.
2. You must have a specific plan of action written down for violations of the new school policy.
3. Decide on a plan of action to promote school attendance. Perhaps a peer review committee or alternative education.
4. You must report your committee's decisions to the Student Governing Body for consideration. Make your recommendations and be prepared to defend your reasoning.

Appendix Four:
Conflict Resolution Committee Option

In the spring of the year, the Student Government Body has the responsibility for developing a policy for conflict resolution between students and their teachers. So that their will be a consistent discipline policy in the school system, the following should be considered by your committee:

1. You must outline a program that would reduce discipline problems in the classroom. You must come up with a flexible plan that each teacher will use to resolve conflicts within the classroom environments. Also discuss whether all teachers must handle problems the same way?
2. You must also have a plan of action written down for violations of the classroom guidelines. What about a peer court? What if a teacher violates the guidelines?
3. Write out your plan of action to be put in the school policy handbook under "classroom discipline plan."
4. Report your committee's decisions to the Student Governing Body for consideration. Make your recommendations and be prepared to defend your reasoning.

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DECISIONS! DECISIONS! DECISIONS! - A LESSON ON DECISION-MAKING

Judy A. Burns
Longfellow Middle School
Norman, OK

ABSTRACT:

This lesson is for a traditional classroom of heterogenous students from 8th grade to 12th grade. The lesson will take five class periods to complete. The skills used and developed will be decision-making, comparing and contrasting, debate, distinguishing fact from opinion, and research.

OBJECTIVES:

As a result of this lesson, students will:

1. Demonstrate the skill of cooperatively working together to reach a goal.
2. Utilize research and library skills.
3. Develop debate and discussion skills.
4. Demonstrate decision-making skills.
5. Develop public speaking skills.
6. Utilize voting skills to give their decision.
7. Students will demonstrate use of critical thinking skills and the process in making a decision.

AUDIENCE:

This lesson may be utilized in grades eight through twelve in nearly all liberal arts classes such as Language arts, civics, or social studies classes that deal with decision-making responsibilities.

TIME REQUIRED:

Up to five class periods depending on the level of discussion, writing assignment, or research assignments made.

MATERIALS NEEDED:

1. Poster Board - 6 per class
2. Markers
3. Appendix One: Decision Tree
4. Resources for research - Magazines, encyclopedia, media resources, and news articles on topics

PROCEDURE:

(Day one) Either assign class six issues of interest or have them decide on six appropriate issues that they would be interested in discussing and researching. Some issues that have been used successfully have been issues such as: 1) curfews for minors; 2) whether one should buy Coca-Cola since there is a bottling plant in the apartheid nation of South Africa; 3) environmental regulations; etc. These issues should be interesting to students and at the same time deal with timely issues that have or may soon may have an impact on their lives.

2. Go over the decision-making process using the Appendix One: Decision Making Tree forms.

3. Divide the class into groups of five or six students. Assign each student a task within the group: coordinator, recorder, researcher,

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illustrator, and presenter.

4. (Day Two and Three) Each group will do research on the issue. Determine the facts of the issue. Determine three "pros" and three "cons." This research can be done in the classroom utilizing the materials found in the Materials Needed section or you can take students to the library. Then have students discuss the issues within their groups. Summarize within the group and then make conclusions. Have students write down these summaries and conclusions.

5. Give each student a Decision Tree form to individually fill out using the group discussion of pros and cons.

6. (Day four) After research the groups will illustrate on the poster board the decision making process for the class to see. They may draw this as creatively as they may choose, as long as all the steps in the process are included.

7. (Day five) The groups then give their reports: facts, pros, cons, summary, conclusion to the whole class.

8. The entire class then enters the discussion and votes on the issue. The teacher should direct this discussion to make sure all points and views are presented. All possible views must be presented for students to make a rational and logical decision. Emphasize that students listen and evaluate every point of view.

9. Have class discuss the vote. Have think through and discuss the following questions. Why did they vote the way they did? Did they change their mind or would they have voted this way from the start? In other words, did they really "receive" information and did they use it.

EVALUATION:

I recommend that the following four graded evaluations would be utilized:

1. Individual Grade - Participation and cooperation within the group.
2. Individual Grade - Individual Decision Tree form filled out by each student.
3. Group Grade - Poster - Neatly drawn, creative, organized, clear.
4. Group Grade - Presentation of issue.

CLOSURE:

A good closure would be to talk about what new information was learned at the end of each discussion. In addition, discuss what techniques students found best worked in cooperative groups.

TIPS FOR THE TEACHER:

1. Plan the groups ahead of time. Give each student a task: coordinator, recorder, researcher, illustrator, and presenter.
2. Guide the issue discussion. You may have more material on one subject than on some others.
3. Monitor each group. Give each student at least two participatory grades within class time and take an average grade for participation.
4. I always like to give at least two individual grades and two group grades so as to encourage the learning of cooperative groupwork.

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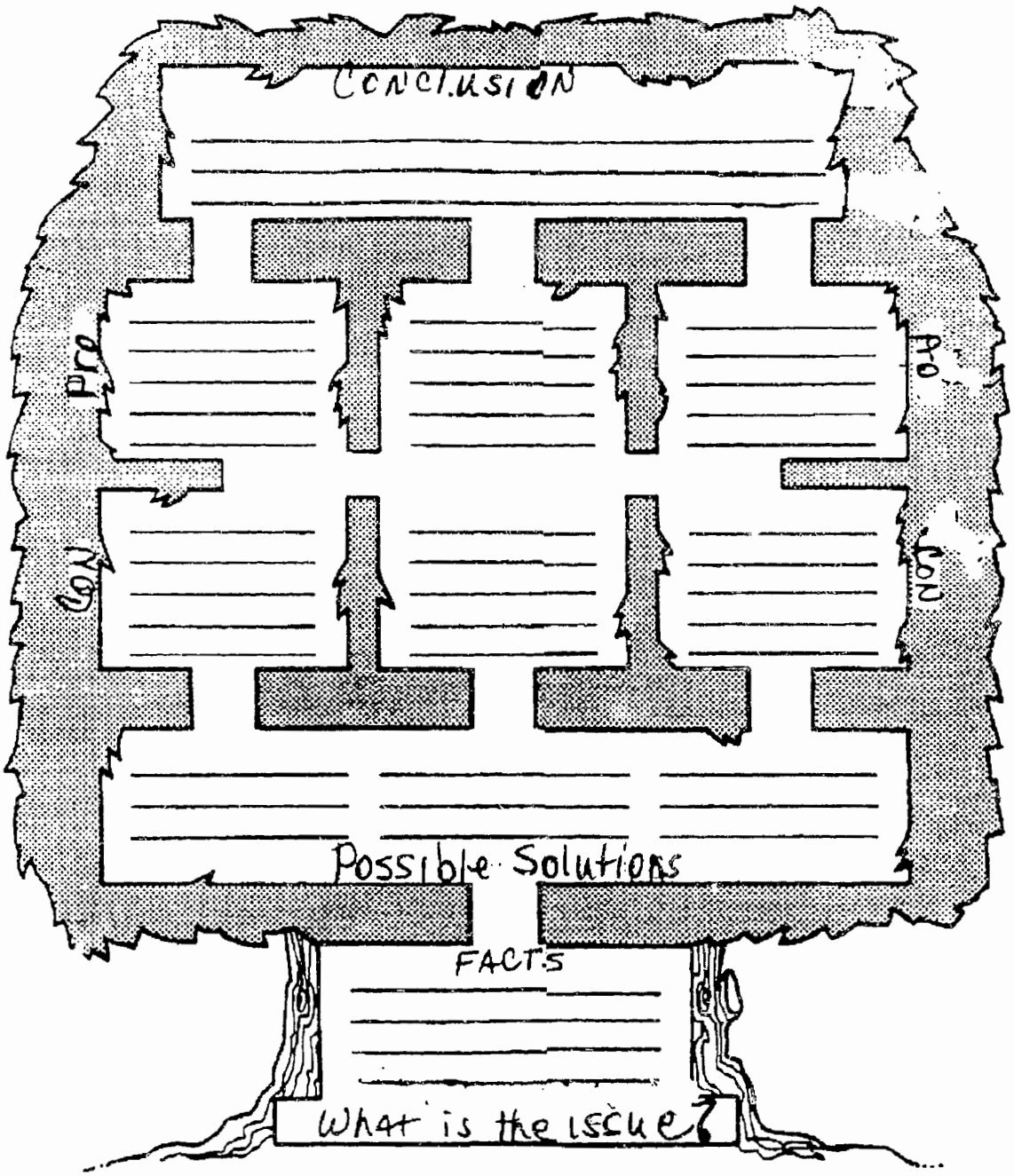
APPENDIX ONE: DECISION TREE



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PROMISES, PROMISES: EXAMINING POLITICAL

CAMPAIGNS

Alicia C. Sanderson
DeWitt Waller Junior High School
Enid, Oklahoma

ABSTRACT:

Through cooperative learning and brainstorming, this lesson provides a method for students to: 1) determine what are the issues in a state or national political campaign, 2) examine and compare the views of the candidates, and 3) determine whether the promises and plans outlined by the candidates can be achieved within the powers and duties of the office according to the state or national Constitution. This lesson would be an effective introduction to give students an understanding of political parties, the duties of the three branches of government, and the rights and responsibilities of citizens.

OBJECTIVES:

As a result of this lesson, students will:

1. Determine what are the issues in a political campaign.
2. Evaluate the feasibility of promises made in a political campaign by examining whether the ability to carry out the promises are within the powers and duties listed in the state or United States Constitution.
3. Examine the promises of the candidates, and decide whether or not their views are internally consistent (a logical statement within the proposed policy compared with an earlier statement).
4. Cooperate and participate with other group members.
5. Utilize higher level thinking skills through the processes of analysis, synthesis, and evaluation.

AUDIENCE:

Grades seven through twelve.

TIME REQUIRED:

Two to five days depending on class level.

MATERIALS NEEDED:

1. A copy of the United States Constitution or excerpts from the state Constitution.
2. Campaign literature
3. "Appendix One: 'Promises, Promises: Group Assignment Sheet"

SUGGESTED MATERIAL:

Campaign videos, newspapers, or vertical files on each candidate.

PROCEDURE:

Explain to students that for the next few days they are going to discuss the issues and promises of the candidates involved in this election.

2. Divide the class into groups of three to five students.

3. Distribute copies of candidate number one's campaign literature, copy or excerpts from the Constitution, and the group discussion handout.

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4. Allow the groups thirty minutes to discuss and record their responses to the handout.

5. Hold a class discussion, and allow each group to report their findings.

6. Record the finding of each group on the chalkboard.

7. Repeat steps one through seven the following day using candidate number two's campaign materials.

EVALUATION:

There are a number of ways to evaluate this lesson. Groups may be evaluated through observation, or by evaluating the handouts of each group. Students may be given a written quiz or test over the issues, views, and feasibility of the promises as determined by the class. Finally, students could write an essay explaining which candidate they would choose if they were voting, and why they would support that candidate.

CLOSURE:

Suggested questions for debriefing students:

1. What is the responsibility of the candidate to the voters?
2. What is the responsibility of the voter to the candidate?
3. What are the issues of this campaign?
4. Why did the candidate choose these specific issues to emphasize?
5. If elected, will the candidate be able to carry out his campaign promises using the powers of the new office?
6. How do the views of the candidates differ from each other on the issues?
7. Do the candidates have similar views on any of the issues?
8. How are these promises being translated into actions, laws, or policies?
9. Do the candidates have the power to implement these programs?
10. Do the candidates have any inconsistent views? What are some examples of these inconsistent views? (An example could be a promise to increase state salaries, but not listing plans for funding of the salaries.)
11. Should a candidate be able to make promises in his speech that are not within his offices' listed constitutional duties or powers?
12. How does your opinion of the candidates compare to your opinion prior to examining the views and promises of the candidate?
13. How important is it to research the issues before you vote?

TIPS FOR THE TEACHER:

1. This lesson plan is a model that could be used and adapted to other classes besides Civics. History teachers could use the model to compare past political campaigns and examine whether or not the candidate fulfilled his promises. Psychology teachers could examine the techniques of the candidates to persuade the voters to vote for them. There are many other ways that this plan could be adapted.

2. Be sure that the students understand the terminology used in the lesson, and be prepared to define any terms that they are unfamiliar with.

3. Any political campaign could be used for this model from state legislator to president as long as the campaign materials or views were available.

4. You can find information on each candidate at his campaign headquarters or the headquarters of the candidate's political party.

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APPENDIX ONE: "PROMISES, PROMISES" GROUP ASSIGNMENT SHEET

Directions: Using your copy of the Constitution, and the campaign literature that you have been given, discuss and answer the following questions with your group members. Be sure to have one person record the answers of your group.

1. This candidate is campaigning for which political party?

2. List the powers and duties found in the Constitution for this office.

3. What issues is the candidate addressing during this campaign?

4. Which issue does the candidate stress the most?

5. In your opinion, how did the candidate choose the issues to address during this campaign?

6. What promises is the candidate making in his campaign literature?

7. With the powers or duties of his office, could the candidate fulfill his campaign promises? If not, which office or branch of government have the power to address these issues?

8. Has this candidate outlined any policies or programs to put his "promises" into effect? What are they?

9. Does the candidate have any views that are inconsistent or conflict with each other? If so, what are they?

10. Do you see any problems or issues that the candidate needs to address but does not? Give some examples.

11. What suggestions would you make to this candidate to improve his campaign?

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MY VOTE DOESN'T COUNT ANYWAY VS. YOU'RE OLD ENOUGH FOR FIGHTING BUT NOT FOR VOTING

Ms. Alice Cook
Edmond High School
Edmond, Oklahoma

ABSTRACT:

This lesson will arouse student interest in becoming an involved participant in the U.S. electoral process. Using cooperative learning situations, students will determine the primary differences between the two major political parties, review voting habits and characteristics of today's voters, discuss the 26th amendment to the Constitution, review the qualifications for voting, and be given an opportunity to register to vote, if of age.

OBJECTIVES:

As a result of this lesson, students will:

1. Compare and contrast the Democratic platform with the Republican platform.
2. Choose a political party which most closely fits the student's political values.
3. Analyze current voter demographics and the influence of the 18 year old population could have on these findings.
4. Analyze the 26th Amendment and determine the impact certain events in our society have had on its passing.
5. Research the effect of the 26th Amendment on elections.
6. Know current voter qualifications.
7. Register to vote, if of age.

AUDIENCE:

This lesson may be utilized in grades nine through twelve in nearly all social studies classes including Government, U.S. History, Problems of Democracy, etc.

TIME REQUIRED:

Four Class Periods.

MATERIALS NEEDED:

1. Worksheet One: Political Party Findings
2. Democratic political platform
3. Republican political platform
4. A copy of the 26th Amendment
5. Research books showing the cause and effect of the 26th amendment (use library facilities if available.)
6. Guest Speaker--A Voter Registrar

PROCEDURE:

Previous to class, call the Democratic Headquarters and the Republican Headquarters in your town to get copies of the Democratic and Republican Political Platforms. You should be able to find these in the telephone directory.

2. Day One: Divide class into rows. Circle desks to create a cooperativ 'earning situation. Hand out the Democratic platform, with Worksheet One: Political Party Findings to two groups, and the Republican platform, with Worksheet One: Political Party Findings to the

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other two groups. Have students discuss the points listed in the platforms and what these points mean. Each group will compile their findings and for the last 15 minutes of class, join all the groups together to compare their findings. Create a list on the chalkboard of the views of each party in regard to the issues listed on the handout to let the student decide which political party they prefer.

3. Day Two: Go to the library. Give students a form used to record bibliographic information. Have the students read the 26th Amendment to the Constitution, and research the cause and effect of this amendment. Sources to be used are one encyclopedia and one book on constitutional history or the Vietnam Era. In addition have them find the characteristics of people who voted in past Presidential Elections. Write 25 words on the effect changes in voter turnout would have in the outcome of elections (for example: if more women voted, people under 25 voted, more Afro-Americans voted, etc.).

5. Day Three: Take up the research papers on the 26th amendment. Have a class discussion based on the research and findings of this research.

6. Day Four: Have a guest speaker (voter registrar) to explain the requirements of voting. Allow students, who are old enough, to register.

EVALUATION:

I suggest that you evaluate this unit as follows: a) Cooperative learning situations (25 points); b) Paper on opinion of the effects of group participation (25 points); c) Research on the cause of the 26th amendment (25 points); d) Research on the effects of the 26th amendment (25 points). Total: 100 points. The real test will be in the years to come when the student makes the active decision to vote in an election.

TIPS FOR THE TEACHER:

Ask the students the following questions:

1. Are the differences between the Republican and Democratic parties obvious, and do they really matter to the American public?
2. How does a person register to vote?
3. How many amendments to the Constitution affect voting?
4. Which amendments affect you personally? (15th-blacks vote) (17th-senators are elected) (19th-women vote) (23rd-D.C. gets to vote) (26th-18 year old vote)

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WORKSHEET ONE: POLITICAL PARTY FINDINGS

LIST YOUR FINDINGS FROM THE DEMOCRATIC AND REPUBLICAN PLATFORMS

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Compare platform stands on the following issues

Abortion

Taxation

Defense

Social Programs

Tax credits to parents of
students in private schools

Child care

Government influence upon families

Budget deficit

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"ONE, TWO, THREE, FOUR,

DOES MY VOTE COUNT?"

Betty Baker
Sentinel Public Schools
Sentinel, Oklahoma

ABSTRACT:

This lesson plan teaches students the United States' method of choosing their President as set forth in the U. S. Constitution. It shows students that much compromising took place and why direct popular vote was not used. It also brings forth the question that because of our changing society, is there a need for reforming the electoral college system?

OBJECTIVES:

As a result of this lesson, students will:

1. Be able to define the Electoral College System.
2. Be able to give the origin and history of the Electoral College system.
3. Be able to describe how the Electoral College System operates.
4. Be able to list and discuss criticisms of the Electoral System.
5. Be able to make and evaluate reform proposals of Electoral college system.
6. Realize a need for all individuals to vote in a Presidential Election.

AUDIENCE:

This lesson is for American History, Civics, or American Government grades 9 - 12.

TIME REQUIRED:

Allow two to three days, depending on length of class periods and the amount of outside enrichment teacher has available.

MATERIALS NEEDED:

1. Textbook
2. Blackboard
3. Overhead projector, transparencies of U.S. Constitutional Article II, Section 1. Clause 2: and Amendment 12
4. Appendix One: Election Results 1824, 1876, 1888, and 1968.
5. Sample Presidential and Electors ballots. (you can get these from your local election office)

PROCEDURE:

Option 1:

A. To motivate students, write on the chalkboard "The United States is one of the few free countries in which the people do not directly elect their leader."
B. Ask students to react to this statement.
C. Broaden discussion by reviewing elections of 1824, 1876, and 1888 where losers received more popular votes but the winners received the most electoral votes. Use "Appendix One: Election Results 1824, 1876, 1888, and 1968."

2. **Option 2:**

Have students read Article II, Section I,

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Clause 2 of the United States Constitution. Discuss the following:

A. History of the Electoral College

1) Longest debate at the Constitutional convention concerned the method of selecting the President.

2) Electoral College definition of original plan, bring out the point it allows INDIRECT popular participation of voters.

3) Broaden the discussion by reviewing the elections of 1824, 1876, and 1888, in which the losers received more popular votes than the elected candidate. Use "Appendix One: Election Results 1824, 1876, 1888, and 1968."

B. Creation of Political Parties

1) Discuss how the election of 1880 showed the growing role of political parties in selecting presidential and vice-presidential candidates.

a. Selection of President (House of Rep.: 1 vote/1 state)

b. Selection of Vice-President (Senate: 1 vote/1 state)

2) Passage of 12th Amend. (1804)

C. Today's Electoral College - How It Works

1) Presidential elections are held every four years on the first Tuesday after the first Monday in November. (Vote for President or actual selection of electors?)

2) Electoral College votes on the first Monday following the second Wednesday in December following a Presidential election.

3) Total electoral votes 538 (270 needed to become President) based on 435 representatives and 100 senators, plus three votes for District of Columbia.

4) Census every 10 years to determine number of electoral votes each state receives.

5) Winner-Take-All concept.

D. Emphasize role your state plays in Presidential Elections.

CLOSURE:

Closure is by discussion and application by participation in activities.

1. Ask students whether they believe the electoral college system ought to be changed. (Write responses on the chalkboard and make headings: "Maintain as is" and "Change System")

2. Discuss students' responses: You could broaden their responses by discussing the election of 1968, ie. If Wallace or Humphrey had won 32 electoral votes that went to Nixon none of the three would have had majority.

3. Students should indicate which of their responses would concern primarily large states and which would concern small states. Also, narrow down responses to the most valid criticisms.

3. Discuss possible reform of Electoral College System. Divide class into four groups:

a. Ask each group to imagine that its members belong to a Senate Select Committee, formed to study proposals for reforming the electoral college system. Students draw for their group assignment from the following proposals.

1) Proportional vote plan.

2) District vote plan.

3) Direct vote plan.

b. Create an original plan and consider drawbacks of the other three proposals or combine the best features of the others. Each report should have three parts--

1) Summarization of proposal for change.

2) Suggest advantages of proposal.

3) Suggest disadvantages of proposal.

c. After students have completed their proposals have them:

1) Select a group's spokesperson.

2) Debate plans.

3) Have class vote and select a plan emphasizing that all citizens should vote and have a role in the election of their

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President regardless of the technique set forth in United States Constitution.

EVALUATION:

Evaluation is a continuation of closure;

1. After students have reached their conclusion read this statement: "The direct vote was not favored by many delegates to the Constitutional Convention, who thought the ordinary voter was not in a position to judge candidate qualifications." Ask whether this is still true today? Have students write a paper explaining a position in supporting or opposing the statement.
2. Ask students to respond to the following situation: "You are a third party candidate for President of the United States. Would you favor reforming the electoral system? Why or why not? Would it depend on what state you are from? Why or why not?"

TIPS FOR TEACHERS:

If time permits alternative suggestions:

1. Have a Mock election.
   A. Divide class into states.
   B. Select electors.
   C. Cast ballots. Use election ballots from election office.
   D. Evaluate direct vote against electoral vote or other plans.
2. Contact local party organizations for the name of a presidential elector near you. Invite him/her to your class to explain how they were chosen, the procedure that was followed in the actual election, and their thoughts on the position. Allow time for questions and answers.
3. Allow students to propose an amendment to change the electoral system and go through the steps for it to be ratified.
4. Allow students to survey the community for the number of registered voters and/or number of people who voted in the previous Presidential election. Check to see how many know what the electoral college is, would they favor a change in the method of electing the President--possibly give extra points for each non-registered voter they contact that registers to vote in a certain period of time after survey is conducted.

VOCABULARY:

Direct Popular Vote
Political Parties
Presidential Electors
Reform
Stolen election of 1876
Youth Vote
Winner-Take-All System
Proportional Plan
district Plan
Electoral college
Electoral Votes
"Faithless Electors"

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Appendix One: Elections of 1824, 1876, 1888, & 1968

DATE	CANDIDATES	PARTY	ELECT VOTE	POPULAR VOTE
1824	John Quincy Adams*	Democratic-Republican	84	113,122
	Andrew Jackson	Democratic-Republican	99	151,271
	William Crawford	Democratic-Republican	41	40,856
	Henry Clay	Democratic-Republican	37	47,531
1876	Rutherford B. Hayes*	Republican	185	4,034,311
	Samuel J. Tiden	Democrat	184	4,288,546
	Peter Cooper	Greenback	0	75,973
1888	Benjamin Harrison*	Republican	233	5,443,892
	Grover Cleveland	Democrat	168	5,534,488
	Clinton B. Fisk	Prohibition	0	249,813
	Alson J. Streeter	Union Labor	0	146,602
1968	Richard M. Nixon*	Republican	301	31,785,148
	Hubert Humphrey	Democrat	191	31,274,503
	George Wallace	Amer. Independent	46	9,901,151
	Henning A. Blomen	Socialist Labor	0	52,591

*became President

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WHAT YOU DON'T KNOW CAN HURT YOU: AN AWARENESS PROGRAM OF SUBSTANCE ABUSE

Dona McAtee
Laverne Public Schools
Laverne, Oklahoma

ABSTRACT:

This lesson will explain the legal aspects of substance abuse as it relates to students. Local rules and regulations will be discussed to see if they comply with state and federal laws. This lesson will fit nicely with numerous other drug programs.

OBJECTIVES:

As a result of this lesson, students will:

1. demonstrate use of critical thinking skills and strengthen decision-making processes.
2. Develop a knowledge of legal rights and responsibilities of students concerning substance abuse.
3. Analyze local school policy in regard to compliance with state and federal laws.
4. Foster alternative solutions to illegal drug abuse.
5. learn to work cooperatively.

AUDIENCE:

Social Studies, Civics, 8th through 12th grades.

TIME REQUIRED:

Seven days minimum to 10 days with extra projects.

MATERIALS NEEDED:

1. Newspapers
2. Art supplies and poster board
3. Guest speaker: Lawyer (optional)
4. Appendix: Survey Sheet
5. Video: "Straight At Ya"
6. "Drugs in the Schools"
7. Street Law book

PROCEDURE:

Day One: Use the video, "Straight at Ya", to begin this unit. Students relate well to this video which is humorous and challenging. Discuss the use of illegal drugs in your school. Instruct students to look in newspapers and listen to television for information about the use of drugs.

2. Day Two, have students share the information they learned from newspapers and television about problems with drugs. Sometimes student will talk about there being a a problem in their school with drugs. Oftentimes anxieties are expressed. Distribute the booklet, "Drugs in the Schools", and use the booklet as a guide for establishing attitudes towards drugs and as a cooperative learning tool to establish a group opinion. The booklet develops critical thinking skills, group discussion skills, and criteria for judging rules.

3. Day Three: Use newspaper articles

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relating to the illegal drug abuse problem. Have small group discussion and sharing, then come back together as a class and discuss information gleaned from the material. Have the class make a bulletin board display in the room and add to it as news articles and more information become available.

4. Day Four (optional): Have a local lawyer speek to the grade class. Arrangements can be made by the teacher ahead of time to work with the lawyer's schedule. Lawyers can be found through the state bar association or the county bar association. Have the lawyer hand out Appendix: Survey Sheet to students and tally these while students listen to the lawyer discuss the law in relation to illegal substance abuse. You may want to repeat the survey with other grades in the school. Share the results of the survey with students. They will probably realize that there may be a drug problem at their own school.

5. Day Five: Review information discussed the previous day. Talk about the concept of heroes and how younger children often have heroes that are kids in upper classes. Have them think about whether they might be heroes to younger students. Ask students if they think that they might want to share some of the information that they are learning with younger students. They will invariably want to do this. Suggest to students that they make posters for the lower grades and spend the remainder of the class period brainstorming ideas and starting the ground work for making posters.

6. Day Six: Construct posters and make arrangements with the grade school teachers for presenting them. Have students present posters with a brief description of the unit of study in which they were involved. Leave the posters in the grade school and display them in the lobby of the auditorium where all parents can see them.

7. Day Seven: Evaluate the concept of rules. Establish criteria for good rules. Look in depth at the local school board policy concerning illegal substance, and at the rules printed in the student handbook which is distributed to every student at the beginning of the school year. Compare state and national laws regarding illegal substance with our local laws. Rules for writing rules are: a) Write the rule in language which will be easily understood; b) Make the rule fair to all students and not discriminating to anyone; c) Promote the welfare of the community while protecting the rights of individuals; d) Design the rule so it will achieve its purpose; e) Punishment should be comparable to the severity of the infraction.

8. Day Eight: Continued to identify and explain school responsibilities in drug prevention plans. Role play law enforcement plans suggested in the book, Street Law, (pp 86-89). Work in groups and then as a class using critical thinking skills and tryd to arrive at the best drug prevention plan for the school situation by evaluation and selection of the best components of each plan presented.

9. Day Nine: Have students complete work on the drug prevention plan. Have students title the plan.

10. Day Ten: Evaluate the study and make suggestions. Make arrangements to present this drug prevention program in front of the school board, the principal, or the PTA.

EVALUATION:

Have students keep daily journals and evaluate these. In addition there can be teacher evaluated group participation and individual contribution within the group and as a class member.

CLOSURE:

Use the following questions at the end of unit to reinforce elements stressed:

1. What would you include in the criteria for good rules in this school?
2. How is our school in compliance with state and federal laws?
3. How can the welfare of the community be promoted while the rights of individuals be protected?
4. What advantages can be gained by working in groups instead of as an individual?

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TIPS FOR THE TEACHER:

1. Work with local law officers as resource people. They could introduce the unit if video was not available.

2. Two facts that tend to surprise and impress students are: a) nicotine is the most addictive of all substances; and b) mixing prescription drugs and alcohol creates great danger.

3. At our scho' 'he following suggestions were made to the drug prevention plan.

   a. Provide programs showing the results of abuse.
   b. Have random locker checks.
   c. Offer alternatives to drug abuse such as: 1) being a friend to someone needing an alternative; 2) Saying yes to skating parties, jogging, backyard sports; 3) have fun without drugs.

4. The main idea that kept returning was the need to offer positive ways to combat the drug "urge or need". After discussion of peer pressure and risking old friends to be a friend to someone needing an alternative, the class concluded that this would be difficult to do although some thought it would be the right thing to do.

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APPENDIX: SURVEY SHEET

Please answer the following by putting a check on the appropriate blank.

	Never	Once	More than once
Smoked a cigarette	_____	_____	_____
Smoked pot	_____	_____	_____
Drank beer	_____	_____	_____
Drank wine	_____	_____	_____
Drank liquor	_____	_____	_____
Used cocaine	_____	_____	_____
Used illegal drugs other than any of the above	_____	_____	_____
Have been present in a car or room where others used illegal drugs	_____	_____	_____
Know a classmate who has used illegal drugs	_____	_____	_____
Would like help for self or a friend who has an alcohol or drug problem	_____	_____	_____

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GENOCIDE, TORTURE, HUMAN RIGHTS: WHERE ARE WE HEADED?

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ABSTRACT:

This lesson plan will cause students to examine the issue of human rights and especially the issues of the right to life and the right to be free from torture. It is divided into three sections. The first deals with the issue of genocide and shows students how often genocide has been attempted. The second section compares the Declaration of Independence and/or the U.S. Constitution with the 1948 United Nations' Universal Declaration of Human Rights. Finally, the lesson covers the issue of torture and whether torture is ever justified. It incorporates several learning styles including class discussion, debate and group work. It uses impromptu speaking and higher level thinking skills, especially analysis, synthesis, and evaluation. Student groups will take sides of an issue and share their points of view. They must further decide if their personal beliefs are tenable.

OBJECTIVES:

As a result of this lesson, students will:

1. learn about the concept of human rights.
2. learn what is genocide.
3. learn how our Declaration of Independence (and/or U.S. Constitution) compares with the U.N. Universal Declaration of Human Rights.
4. learn some arguments for and against the use of torture.

AUDIENCE:

This lesson can be used at the middle school, high school, and university level. It is relevant to U.S. History, World History, Government, Civics, and most social studies classes. Because of its valuative nature and group techniques, it is also recommended for special learning environments such as learning disabilities classes.

TIME REQUIRED:

One to two class periods.

MATERIALS NEEDED:

1. Blackboard (or overhead projector, flip chart, etc.)
2. Handout #1: Genocide in the Twentieth Century
3. Handout #2: U.N. Universal Declaration of Human Rights
4. Handout #3: Arguments For and Against Torture

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PROCEDURE:

1. First discuss what is genocide and then ask students how often they believe that genocide has been attempted in the twentieth century. There are three suggested ways to complete this first section. You can read from "Handout #1, Genocide in the Twentieth Century," run copies and give each student a copy of the handout, or you may wish to make an overhead from the handout and use it on a projector. Whichever method you use, next discuss the handout item by item. This will probably have a sombering effect on the class and will impress a sense of how horrible genocide actually is and how often it occurs. Point out that this is only a sampling of cases. After you have finished going over the handout, ask the following questions: "Is genocide right?" (the answer will overwhelmingly be no); "Is genocide a violation of human rights?" (the answer will be yes); "Has the United States ever practiced genocide?" (bring up the mass extinction of many Indian tribes by force and as if they consider this genocide); "What are human rights and should all people have them?" and finally, "What should happen to people or nations that practice human rights violations --- especially those who practice genocide?"

2. Read the first section of the Declaration of Independence aloud and after each sentence either discuss with the class what it means or explain the meaning. Begin the discussion from "When in the course of human events . . . " and go to " . . . the establishment of an absolute Tyranny over these states." Then pass out "Handout #2: U.N. Universal Declaration of Human Rights."

a. Explain that it was passed by the United Nations General Assembly on Dec. 10, 1948. it was drafted by the U.N. Commission on Human Rights headed by Eleanor Roosevelt. The Soviet Bloc opposed it and refused to cast a vote. The Soviet Union stressed economic and social rights but said the "less about freedom of speech, the rights to a fair trial . . ., the better." Islamic nations also opposed it because they disagreed with the religious freedom clause. South Africa opposed it and explained that the Declaration went too far. The Universal Declaration has no provision for enforcement but is largely a statement of moral principles.

b. Have students divide into groups and compare the Universal Declaration article by article with the Declaration of Independence. Have them make three lists: one in which a right, freedom or principle is found in both documents; a second in which either rights, freedoms or principles are found in just the Declaration of Human Rights; and a third in which these are found only in the Declaration of Independence. When all groups are finished, conduct a class discussion where all groups give their point of view based on the question "Is there anything that the Founders should have put into the Declaration of Independence that they did not?"

c. As an alternate approach, incorporate the sections of the U.S. Constitution (especially the amendments) which deal with citizens' rights in addition to the Declaration of Independence or instead of it.

3. Compare Article 5 of the Universal Declaration of Human Rights ("No one shall be subjected to torture or to cruel, inhuman, or degrading treatment or punishment") with the Eighth Amendment of the U.S. Constitution (". . . nor cruel and unusual punishments be inflicted").

a. Ask what is cruel and unusual punishment? Ask whether there is any time that one should use cruel and unusual punishment. Let the discussion flow for a few minutes. Now tell students that they will be doing a little exercise. Put handout #3 on the overhead and tell students to number one through fifteen on a blank sheet of paper. Then have students read each argument. If the statement supports the use of torture then write "for" next to the appropriate number; if the argument opposed the use of torture, then write "against." The purpose for doing this is to have students exposed to

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both sides of the argument. The answers are obvious.

b. Read the following policy resolution and ask students to decide whether they agree with it, disagree with it, or are undecided. "U.S. Government personnel, in some cases, should be allowed to use torture." Ask for a show of hands of those that agree with the statement, those who disagree with it, and those who are undecided. Send the ones who agree to one side of the room, those who disagree to the opposite side, and have those that are undecided stay in the middle. Now tell each group to develop contentions (proofs) to support their position. Tell the undecided to develop a list of reasons why they are undecided and what points might make them change their mind. They should also develop some questions for each side that would clarify the issue for them. When students have done this, begin with either side and ask one member to state one of their contentions and develop it. When finished, one member from the other side may rebut and propose one of their contentions with support. Continue this process with each side taking turns. The undecided may ask either side a question at the end of their presentation. Students are also welcome to get up and move to any of the other two groups whenever they wish (heavily encourage students to do this and explain that to be able to change your mind based on logical arguments and positions shows a high level of maturity). Interject comments throughout the discussion like, "You have captured a person whom you believe is a member of a terrorist group that is claiming to have planted an atomic weapon set to explode within the next twenty-four hours in the city in which you live." Should that person be tortured to make him give its location? If the answer to that question is "yes," point out that when crimes like this are committed, dozens sometimes hundreds of innocent people come forth and claim responsibility. Should they be tortured too, in case they know? When discussion is over (or ended by the teacher) have the students in the undecided group vote on which side gave the strongest and most logical arguments. They are not voting on whether they necessarily agree with one side of the other. You may provide final closure through testing or further discussion.

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HANDOUT #1: GENOCIDE IN THE TWENTIETH CENTURY

1. 1904 - German government massacred over 81% of the population of the Hereros in southern Africa (65,000 out of a total population of 80,000).

2. 1915 - Ottomans killed over one million Armenians attempting to completely eradicate (kill) all of the Armenians living in Turkey.

3. 1919 - Ukrainians executed up to 250,000 Jews.

4. early 1930s - Stalin of the Soviet Union purposely starved to death up to twenty-five million Ukrainians (some estimates have reached as high as one hundred million).

5. late 1930s - Soviet Union shot and killed up to 500,000 people for political reasons (there is proof that in 1937-1938, sometimes up to 1000 persons were shot per day in Moscow alone).

6. early 1940s - Nazi Holocaust killed nearly six million Jews by firing squad, burning alive, and poison gas.

7. early 1940s - Nazi Holocaust killed nearly seven million non-Jews by firing squad, burning alive, and poison gas (for example they executed up to 500,000 gypsies in an attempt to destroy them).

8. 1950s - China attempted to destroy Buddhism in Tibet and killed thousands.

9. 1965 - Indonesia killed 600,000 people accused of being "communist."

10. late 1960s - Tutsi killed up to 300,000 Hutus in African nation of Burundi.

11. since 1965 - over 100,000 Indians killed in Guatemala by the military.

12. late 1960s - thousands of Ibos in Nigeria were massacred or starved to death by the government.

13. 1971 - up to three million Bengalis killed by Pakistan government.

14. 1972-1973 - Thousands of Ache Indians were tortured, enslaved, or killed by Paraguayan government.

15. late 1970s - up to three million Kampucheans killed by Kmer Rouge.

16. 1975-1981 - up to 100,000 out of a total population of 600,000 East Timorans killed by Indonesian troops.

17. 1980s - Thousands of Bahai have been tortured and killed in Iran and Middle East.

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HANDOUT #2: UNIVERSAL DECLARATION OF HUMAN RIGHTS

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice, and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,
Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human right should be protected by the rule of law,

Whereas the people of the United Nations have in the Charter rearmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co- operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,
Now, therefore

The General Assembly

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among, the peoples of territories under their jurisdiction.

Article 1. All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2. Everyone is entitled to all the rights and freedoms set forth in this declaration, without distinction of any kind, such as race, colour, sex. language, religion, political or other opinion, national or social origin, property, birth or other status.
Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3. Everyone has the right to life, liberty and the security of person.

Article 4. No one shall be held in slavery or servitude; slavery and the slave trade shall be

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prohibited in all their forms.

Article 5. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6. Everyone has the right to recognition everywhere as a person before the law.

Article 7. All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8. Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental right granted him by the constitution or by law.

Article 9. No one shall be subject to arbitrary arrest. detention or exile.

Article 10. Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal. in the determination of his rights and obligations and of any criminal charge against him.

Article 11. 1. Everyone charged with a penal offense has the right to be presumed innocent until proved guilty according to law in a public trial at which he had all the guarantees necessary for his defense. 2. No one shall be held guilty of any penal offense on account of any act or omission which did not constitute a penal offense under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offense was committed.

Article 12. No one shall be subject to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13. 1. Everyone has the right to freedom of movement and residence within the borders of each state. 2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14. 1. Everyone has the right to seek and to enjoy in other countries asylum from persecution. 2. This right may not be invoked in the case of prosecution genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15. 1. Everyone has the right to a nationality. 2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16. 1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution. 2. Marriage shall be entered into only with the free and full consent of the intending spouses. 3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17. 1. Everyone has the right to own property alone as well as in association with others. 2. No one shall be arbitrarily deprived of his property.

Article 18. Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19. Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20. 1. Everyone has the right to freedom of peaceful assembly and association. 2. No one may be compelled to belong to an association.

Article 21. 1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives. 2. Everyone has the right of equal access to public service in his country.

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3. The will of the people shall be basis of the authority of government; this will shall be expressed in the periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22. Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23. 1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment. 2. Everyone, without any discrimination, has the right to equal pay for equal work. 3. Everyone who works has the right to just and favourable renumeration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection. 4. Everyone has the right to form and to join trade for the protection of his interests.

Article 24. Everyone has the right to rest and leisure including reasonable limitation of working hours and periodic holidays with pay.

Article 25. 1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control. 2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26. 1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. 2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. 3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27. 1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits. 2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28. Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29. 1. Everyone has duties to the community in which alone the free and full development of his personality is possible. 2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society. 3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30. Nothing in this Declaration may be interpreted as implying for any State, group or persons any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

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HANDOUT #3: ARGUMENTS FOR AND AGAINST TORTURE

1. Government authorities need to torture those guerrillas or terrorists who have put innocent lives at stake in order to gain information that will help protect the general welfare.

2. It is never right to torture a human being.

3. It is sometimes necessary in an emergency to torture someone to save another's life or even perhaps thousands of lives.

4. Torture is barbaric and inhumane.

5. The majority of those tortured do not have the information the torturer is seeking.

6. Torture is the most efficient way to get information from an enemy of the state.

7. Officials become too reliant on torture and will soon rely on it when other means of information retrieval would be as effective.

8. Torture should be used with criminals as a warning to others not to commit the same crime.

9. Torture is used a warning not to oppose the government.

10. Torture is the only sure way to get at the truth.

11. When people are tortured they will say what you want to hear instead of the truth.

12. Torture is justice for those who have tortured others; because they have made others suffer, they should be made to suffer, too --- an eye for an eye....

13. Torture is revenge not justice. It cannot be used in a <u>just</u> manner; two wrongs do not make a right.

14. It is all right to use torture in extraordinary circumstances in order to protect the innocent.

15. Torture is fine after a person is dutifully and legally tried and convicted. It is only another form of society's retribution.

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SOMEBODY HAS TO PAY FOR IT: 16TH AMENDMENT AND THE INCOME TAX

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ABSTRACT:

Paying taxes to support the federal government has never been a popular citizenship responsibility. Federal taxation is as controversial today as it was in the past. Through class discussions, lectures, note taking, small groups activity, and role playing, students will study a brief history of income tax in the United States. Specific terms, "regressive" and "progressive" taxation theories, and the practical impact of taxes on families will be studied.

OBJECTIVES:

As a result of this lesson, students will:

1. learn the relevance of the contemporary federal income tax.
2. evaluate the three sections of Article I in the U.S. Constitution that are related to the taxing power of the U.S. Congress.
3. master specific terms related to taxation and be able to use them with ease.
4. learn a brief history of "income tax" from the Civil War up to ratification of the 16th Amendment.
5. learn how to take notes.
6. role play "family income decision making" and explore the distinction between "regressive" and "progressive" taxes.

AUDIENCE:

Social studies, economics, and sociology classes in grades 9-12.

TIME REQUIRED:

Depending upon how many activities are used, the unit would take from one to four class sessions.

MATERIALS NEEDED:

1. Activity Sheet #1: "Article I of the U.S. Constitution and Terms"
2. Activity Sheet #2: "History of the Income Tax in the United States"
3. Activity Sheet #3: "Amendment XVI"
4. Activity Sheet #4: "Family Monthly Expense Summaries"
5. Activity Sheet #5: "Play Money"
6. Activity Sheet #6: "Sample Test"

PROCEDURE:

1. Give objectives and overview of the

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unit on federal income tax. Tell them that the following are their goals for the unit concerning income tax:

a. learn a brief history of income tax in the U.S.

b. understand terms related to taxation found in the Constitution.

c. understand how different income tax methods affect a family.

2. Explain that the income tax is a controversial method of taxation. Many people support it and many people oppose it. Ask the following questions and statements. Use them to encourage class discussion.

a. "Raise your hand if you have ever heard anyone say they disliked paying income tax." If someone says that they liked paying income tax call on the student to describe the details of the occasion.

b. "Raise your hand if any of you have a job now." Call on several students to identify where they work, tasks they do, hours they work, and why they work.

c. Do you pay income tax now? Do you like "taking home" less money than the "income you earned? Do you pay a state income tax also?

3. Follow up these question with the following statements. Ask the class to raise their hand in response to each question and indicate whether they either agree, disagree, or are not sure of their answer.

a. The government must collect taxes to carry out its responsibilities.

b. Taxes are not really needed.

c. The U.S. Constitution says tax laws are to start in the senate.

d. The government uses only one way to collect taxes.

e. An "excise tax" and an "income tax" are the same type of tax.

f. It's only fair that everyone should pay the same amount of taxes.

g. It is part of our citizenship responsibilities to pay our taxes.

4. Distribute the class worksheet entitled "Article I of the U.S. Constitution...And Terms" with the blanks not filled in. (You may prefer to use an overhead transparency and screen made from the worksheet).

5. Call upon individual students to read aloud the sections of Article I. Discus each of the sections.

6. Help students as a group fill in the proper terms in the ten blanks. The answers are: 1. imposts; 2. bills; 3. proportion; 4. duties; 5. House of Representatives; 6. revenues; 7. capitation; 8. lay; 9. census/enumeration; 10. excises.

7. Have students write brief essay responses to the quotes and questions at the bottom of their worksheets.

8. Time permitting, discuss several student responses during class or the next day.

9. Use overheads made from "Activity Sheet #2: History of the Income Tax in the U.S." and "Activity Sheet #3: Amendment XVI" to teach "note-taking." Tell students that they will be taking notes based on the information found on the transparencies and from the discussion. Tell students to think about these issues as they listen and take notes:

a. What was the reason for the first income tax in the U.S.?

b. Why was the first income tax stopped?

c. The second income tax was a part of what legislative bill?

d. Why did the Supreme Court declare the second income tax unconstitutional?

e. Why were some people opposed to any income tax?

f. Who proposed the third income tax? When? What was needed?

g. In what year was the third income tax passed into law?

h. What percentage of citizens was liable to pay the new income tax?

i. What event established income tax as a major form of taxation in the U.S.?

10. Give a short lecture based on the

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transparencies, uncovering each section as you get to it. After note taking is completed discuss with students their opinions and responses to the above questions.

11. The following section is the small groups/role play section which can be called "Family Income Distributions."

a. Divide class into six groups (families) and number them A,B,C,D,E,F. Have each group determine a family name beginning with the group letter.

b. Assign each family an annual and monthly income.

	Annual	Monthly
A	$20,400	$1,700
B	$40,800	$3,400
C	$81,600	$6,800
D	$20,400	$1,700
E	$40,800	$3,400
F	$81,000	$6,800

c. Distribute "PLAY MONEY" to each family in the amount of their monthly income. (Use Activity Sheet #5: "Play Money).

d. Have each family divide their monthly income into five expense areas: 1) monthly food; 2) monthly health care insurance; 3) monthly housing; 4) monthly savings; and 5) monthly personal. (Do not figure any income tax taken from income yet).

e. Have each family report their monthly expense areas when called for by the teacher. Record the family numbers on a transparency made from "Activity Sheet #4: "Family Monthly Expense Summaries."

f. Next, assign each family a monthly income tax rate.

	Rate
A	10% flat rate ($170/month)
B	10% flat rate ($340/month)
C	10% flat rate ($680/mo)
D	11% progressive rate ($187/mo)
E	20% progressive rate ($680/mo)
F	30% progressive rate ($2,040/mo)

g. Discuss the following question with the class: "Why do some taxpayers consider the 'flat rate income tax' a fair method of taxation and others consider the "progressive income tax" a fair method of taxation?"

h. Have each family divide their monthly income into SIX expense areas, which now include an income tax. The areas are: 1) monthly food; 2) monthly health care insurance; 3) monthly housing; 4) monthly savings; 5) monthly personal expenses; and 6) income taxes.

i. Have each family report their monthly expense areas again and record the information on the same prepared overhead summary transparency used the first time.

j. Discuss the following questions and issues: 1) Why did the amounts change for each family? 2) Discuss the "fairness" of the "flat rate" and point out that smaller incomes pay a higher portion of their income on necessity areas (regressive). 3) Discuss the "fairness" of the "progressive rate" and point out that those with higher incomes pay a higher tax because they are able to pay and still have more to spend on necessity areas (progressive).

EVALUATION:

1. Daily activities can be turned in for daily grades.

2. Essay activity can be turned in as a daily grade or as a homework grade.

3. Student participation in the small group activity can be given a daily grade.

4. A comprehensive test over the terms, the historical events, and a critical thinking essay would be appropriate (see "Activity #6: Sample Test").

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TIPS FOR THE TEACHER:

1. Play money amounts for the "families" should be prepared in advance of the role playing activity. Monopoly game money is an easy and large enough supply of paper money for the activity.

2. The introductory activity and discussions of the overhead notes can take longer than expected. Students often have many questions to ask.

3. An assignment prior to the "family" role playing activity, could be the collection of food advertisements with prices, research into health insurance premiums, house/rent payments, savings account procedures, etc.

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ACTIVITY SHEET #1: ARTICLE I OF THE U.S. CONSTITUTION...AND TERMS

Article I, Sec. 7. "All bills for raising revenues shall originate in the House of Representatives; but the Senate may propose or concur with amendments as on other bills."

Sec. 8. "The Congress shall have the power to lay and collect taxes, duties, imposts and excises, to pay the debits and provide for the common defense and general welfare of the United States, all duties, imposts and excises shall be uniform throughout the United States;"

Sec. 9. "...No capitation, or other direct, tax shall be laid unless in proportion to the census or enumeration herein before directed to be taken." *(amended 1913)

FILL IN THE BLANKS WITH THE CORRECT TERMS.

1. _____ A tax or customs duty on imports.

2. _____ A draft of a proposed law.

3. _____ Equal to a specific amount of the total.

4. _____ Any payments to the government.

5. _____ Where constitution says revenue bills are to start.

6. _____ Income to government from all sources.

7. _____ A direct tax uniformly applied to all persons.

8. _____ To establish a government revenue in a formal procedure.

9. _____ The counting of the U.S. population.

10. _____ A tax placed on the manufacture, sale or use o' a product.

"If the government cannot collect its taxes, a man is a fool to pay them."

J. PIERPONT MORGAN (New York banker 1890's)

"Taxation is about all there is to Government. People don't want their taxes lowered near as much as the politician tries to make you believe. People want "just" taxes, more than they want lower taxes. They want to know that every man is paying his proportionate share according to his wealth."

WILL ROGERS (Oklahoma entertainer November 1924)

WRITE A BRIEF ESSAY ANSWER: Which quotation do you agree with the most? Why do you agree with it?

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ACTIVITY #2 OVERHEAD TRANSPARENCY: "HISTORY OF THE INCOME TAX IN THE UNITED STATES"

Until the early 1900's the "PROPERTY TAX" made up over 50% of the tax revenues collected at all levels of government.

PROBLEMS IN COLLECTING THE PROPERTY TAX

* No tax on intangible property: stocks, bonds, financial assets
* Very easy to avoid...personal statements of declaration
* Under-valuing of property

DURING THE CIVIL WAR:

Both the North and South used an income tax as an emergency method to help pay for their war needs.
1864...The North's plan was a graduated income tax from 1% to 10% on wages, salaries, interest and dividends.
1871...The income tax plan was abolished. The North's war emergency expenses were gone.

FROM THE 1870's TO THE 1890's

Growth of industries in the United States...giant trusts...increased personal wealth of many industrialists.

1893...first depression of the industrialized era.

1894...Wilson-Gorman tariff reduction Bill passed with an income tax rate:
2% on incomes over $4,000....no war emergency...great debate and controversy over the "unfairness" of some paying more taxes than others...119 millionaires in New York.

1895...U.S. Supreme Court ruled the 1893 income tax UNCONSTITUTIONAL---VIOLATED ARTICLE I, SECTION 8 & 9

THE EARLY 1900's

1909...President Taft suggested the AMENDING OF THE CONSTITUTION...language that would bypass the 1895 Supreme Court ruling allowing the government to tax without equal apportionment.
1913...THE SIXTEENTH AMENDMENT IS RATIFIED (permits the income tax).

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ACTIVITY SHEET #3: AMENDMENT XVI
(Ratified February 3, 1913)

"THE CONGRESS SHALL HAVE THE POWER TO LAY AND COLLECT TAXES ON INCOMES, FROM WHATEVER SOURCE DERIVED, WITHOUT APPORTIONMENT AMONG THE SEVERAL STATES, AND WITHOUT REGARD TO ANY CENSUS OR ENUMERATION."

A new constitutional income tax was passed the same year...

1% tax on all individual incomes over $3,000

1% tax on married incomes over $4,000

a surtax of 6% on very high incomes (maximum rate 7%)

-----the 1913 average annual income = $621.00 (only 2% of U.S. population was liable to pay income tax).

-----up to World War I...90% of U.S. tax revenues came from customs and excise taxes.

-----with U.S. involvement in World War I...the income tax became an established form of taxation

income tax rates increase to pay for World War I

1916 maximum tax rate = 15%
1917 maximum tax rate = 67%
1918 maximum tax rate = 77%

REPEATED PEACETIME REVISIONS IN THE 1920's

tax procedures became more complex

tax rates were continually reduced

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ACTIVITY #4: "FAMILY MONTHLY EXPENSE SUMMARIES"

	5 expense areas	6 expense areas
Family A_____	food_____	food_____
	housing_____	housing_____
	health_____	health_____
	personal_____	personal_____
	savings_____	savings_____
		tax rate (%)
Monthly income_____		taxes_____

Family B_____	food_____	food_____
	housing_____	housing_____
	health_____	health_____
	personal_____	personal_____
	savings_____	savings_____
		tax rate (%)
Monthly income_____		taxes_____

Family C_____	food_____	food_____
	housing_____	housing_____
	health_____	health_____
	personal_____	personal_____
	savings_____	savings_____
		tax rate (%)
Monthly income_____		taxes_____

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	5 expense areas	6 expense areas
Family D_____	food_____	food_____
	housing_____	housing_____
	health_____	health_____
	personal_____	personal_____
	savings_____	savings_____
		tax rate (%)
Monthly income_____		taxes_____

Family E_____	food_____	food_____
	housing_____	housing_____
	health_____	health_____
	personal_____	personal_____
	savings_____	savings_____
		tax rate (%)
Monthly income_____		taxes_____

Family F_____	food_____	food_____
	housing_____	housing_____
	health_____	health_____
	personal_____	personal_____
	savings_____	savings_____
		tax rate (%)
Monthly income_____		taxes_____

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ACTIVITY SHEET #5: PLAY MONEY

100 "HUFF" BUCKS	100 "HUFF" BUCKS
100 "HUFF" BUCKS	100 "HUFF" BUCKS
500 "HUFF" BUCKS	500 "HUFF" BUCKS
50 "HUFF" BUCKS	50 "HUFF" BUCKS
20 "HUFF" BUCKS	20 "HUFF" BUCKS

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ACTIVITY SHEET #6: SAMPLE TEST

TEST: THE FEDERAL INCOME TAX

1._____ Which Constitutional Amendment that established the "federal income tax".

2._____ The "counting" of the population.

3._____ The "kind" of tax that provided over 50% of the tax revenues before the income tax.

4._____ What "percentage" of the U.S. population met the requirements to pay the income tax after the amendment?

5._____ Customs duty on imports.

6. _____ What caused "the first" income tax in the United States?

7._____ Direct tax uniformly applied to all persons.

8._____ A proposed law.

9._____ "Where" are tax laws to originate?

10._____ The "year" the income tax amendment was ratified?

Brief essay answer. Who stopped the "second income tax"? Why?

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CENTURY 19 - REAL ESTATE DEALS THE AMERICAN WAY: OKLAHOMA INDIANS, LAND RIGHTS AND THE CONSTITUTION

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ABSTRACT:

In this lesson students learn that Indians in Oklahoma have had more than one legal battle before the United States Supreme Court. This activity includes cooperative learning, the use of reading primary source material, and group discussion. The documents used can be understood on a very concrete level or abstract level depending on the maturity of the student.

OBJECTIVES:

As a result of this lesson, students will:

1. identify problems Native Americans had keeping in keeping their nations independent.
2. analyze cases dealing with Native Americans which were decided on precedent, expediency and definition of nation or state.

AUDIENCE:

This exercise has been designed for advanced 9th grade Oklahoma History. It could also be used in Government or in the instruction of American History.

TIME REQUIRED:

Depending on the amount of discussion or introduction, this lesson could take one or two class periods.

MATERIALS NEEDED:

1. Appendix One: **Cherokee Nation v. Georgia (1831)**
2. Appendix Two: **Cherokee Tobacco v. U.S. (1871)**
3. Appendix Three: **Tiger v. Western Investment (1910)**
4. Appendix Four: Case Study Decisions

PROCEDURE:

1. Discuss the importance of land title and the vital need people had, especially in the 1800's to hold title and rights to their property in order to survive. This plan was written to be used in Oklahoma history where there is a great amount of time throughout the course given to Indian Removal, relations

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with the government and land rights. Used in another class, the instructor would need to discuss those topics.

2. Without "giving away" the discovery process, remind students how cases get to the Supreme Court and on what basis cases are decided. Examples could be helpful.

3. Hand out to each student the case "problems." (Appendices One, Two, and Three). Read the problems over and discuss them to make sure everyone understands.

4. With a partner, have students answer the questions to each problem. After they have finished, discuss as a class the various answers students have to the questions and their judgments in each case. After discussion, hand out the actual decision that was made. How do the student's answers differ from the Supreme Court?

5. Discuss with the class losses incurred by Native Americans. Could the outcome have been any different than it was? The greatest problem in this type of exercise is keeping the teachers views out of the discussion, letting the students explore the reasons of History and its effects on today.

EVALUATION:

Students will produce answers in their groups. These may be used for grades. Class discussion will allow the teacher to hear if an understanding took place. Since personal opinion is such a great part of this, everyone should be able to take part.

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APPENDIX ONE: CHEROKEE NATION v. GEORGIA (1831)

5 Pet. 1 (1831)

Between 1820 and 1832, the Cherokee tribe faced a great deal of pressure from the residents of Georgia to give up their lands and relocate to Indian Territory. The State of Georgia passed a series of laws that were to control Cherokee rights given to them through treaties with the United States government. One Georgia law stated that: "...the lands within the boundary of the Cherokee territory are to be surveyed, and to be distributed by lottery among the people of Georgia."

Another stated that within the borders of Georgia and occupied by the Cherokee Indians a guard would be provided for, "...the protection of the gold mines, and to enforce the laws of the state within the aforesaid territory."

One act was entitled, "an act to provide for the temporary disposal of the improvements and possessions purchased from certain Cherokee Indians and residents."

The Cherokees wanted the Court to hear the case and believed the Court could rule ont he case since the tribe was an independent state of nation. Since the Constitution states that the federal government regulates trade between nations and ratifies treaties, and the Court has the judicial power to rule in a dispute concerning treaties and with states and citizens of foreign countries, the Cherokee Nation knew they had brought their beef to the right place.

The Cherokees also argued that the tribe was being treated unfairly by the state of Georgia. The outrageous actions imposed upon the tribe by the state should be stopped. The Court would rule the action unconstitutional and the president would enforce the ruling. This was the belief of the Cherokees.

The state of Georgia did not send counsel to argue this case. They believed Indians were not suing the land to its greatest potential and were not living in an acceptable manner within the borders of Georgia. The statement was also made that eh Cherokee Nation was dependent on the U.S. The Nation was protected by the U.S., and could send a deputy to Congress whenever they believed it was necessary. Georgia's final argument was that the Indians are considered by the U.S. and other foreign countries to be under the sovereignty and dominion of the U.S.

What do you think?

1. Were the Cherokees treated fairly by the State of Georgia? Why or why not?

2. Is there some other means the Georgians could have used to go about getting what they wanted?

3. What constitutional issues are involved in this case?

4. What would you decide if you wee the judge? Why?

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APPENDIX TWO: CHEROKEE TOBACCO v. U.S. (1871)

11 Wall. 616 (1871)

Elias C. Boudinot and Stand Watie were producing tobacco in the Cherokee Nation. The sale of the tobacco wc. taking place in Indian Territory and allegedly outside the Territory as well. On the basis of past agreements and treaties with the Cherokees, Boudinot and Watie believed goods produced in Indian Territory did not require taxes to be paid on their sale or production. When the U.s. government arrested Boudinot for failure to pay taxes he was quite upset.

During the Civil War, Boudinot took note on the large amount of money tobacco producers made on their product. Without paying taxes, Boudinot believed he, too, could become successful selling the bitter Oklahoma tobacco. It was his belief that Indian businesses were exempt from taxation due to treaty agreements. Businesses in Indian Territory were not paying taxes as long as the goods wee sold in Indian Territory.

The U.S. government saw the issue differently. They believed that Indian Territory was part of the United States and the federal government had the power to tax. The government also stated that the tobacco was being transported and sold outside of Indian Territory. A large portion of their argument was based on the belief that if the Indians did not have to pay taxes, many people would move into Indian Territory in order to avoid the federal tax system. Another argument was based on a past decision, where Chief Justice Marshall had stated that Cherokees had been a part of the U.S. in treaties, history and laws. Because of this the Cherokee Nation would not be treated like a foreign nation but a dependent nation.

What do you think?

1. Why did Boudinot believe he was tax exempt?

2. What role does financial gain play in this case?

3. What constitutional issues are being addressed?

4. What would you decide? Why?

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APPENDIX THREE: TIGER v. WESTERN INVESTMENT (1910)

221 U.S. 297

Marchie Tiger, a full-blood Creek Indian, inherited land from his deceased brother and sisters in 1903. These lands were previously allotted by acts of Congress. On August 8, 1907, Tiger sold and conveyed by warranty deed to the defendant, Western Investment Co, these lands for $3,000. Tiger then elected to reverse the transaction and returned $558 to Western Investment Co. (W.I.C.) The company refused to return title. Marchie Tiger sued the defendant for the return of the land on the grounds that the sale broke certain treaties and laws established by Congress. Specifically, that Indian lands could not be sold for a period of five years, and that all sales had to go through the Secretary of the Interior. The defendant expressed the opinion that these laws were unconstitutional. The Indians were full citizens and should have the same rights and obligations as non-Indian people.

The Congress established treaties with the Creek Indians. These treaties specified the laws concerning the sale and alienation of Indian lands. Marchie Tiger said that under these laws, the sale was void since the Secretary of the Interior did not approve the sale. Therefore, all land and money should return to its original owner.

The defendant's argument was that the laws specified under the treaties established by Congress were unconstitutional. Since the Creeks had been granted citizenship, they had certain civil and political rights. These rights give individuals the right to make their own choices. In this case, Tiger would have to live up to the signed contract. W.I.C. believed that Tiger had full title to the land when it was sold.

Questions:

1. Explain Western Investments defense. What problems do you see in the argument?

2. Explain Tiger's point of view. What problems exist here?

3. What portions of the Constitution are being argued here?

4. Does citizenship carry with it the right to see owned land?

5. What would you decide? Why?

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APPENDIX FOUR: CASE STUDY DECISIONS

THE DECISION: CHEROKEE NATION V. GEORGIA

The Court decided that an Indian tribe or nation within the U.S. is not a foreign state considering what the Constitution says, and cannot maintain an action. The Court did admit that wrongs may have been committed, but Chief Justice Marshall wrote that the Cherokee argument, "...savours [sic] too much of the exercise of political power to be within the proper province of the judicial department."

This case leaves many questions. Marshall sometimes made decisions that he believed were constitutional and pragmatic. Was he doing so this time? Why did the Cherokees take this case to the Court when it appeared so useless to try? After all the State of Georgia was so confident they did not even show up to argue the case.

This case was to be very important in the future. Many will use this decision to settle Indian land right disputes.

THE DECISION: THE CHEROKEE TOBACCO CASE

The Court decided in favor of the U.S. government primarily for two reasons. One reason was that Congressional Law may supersede a treaty with Native Americans because, as was stated in Cherokee Nation v. Georgia, Cherokees were not an independent nation, but dependent. So Congress could change provisions of the 1868 treaty. Any appeal should be made to Congress, not to the Court.

A large portion of the decision did relate to the monetary aspect of the case. Justice Swayne stated if Indian Territory tobacco was tax free, many people would move into the territory to make a profit. This would cause a great problem in the U.S. This discussion was a major portion of the debate. It is interesting that such an unconstitutional argument was such a large portion of this case.

THE DECISION: TIGER V. WESTERN INVESTMENT

The Court ruled that Tiger could not sell his land without the approval of the Secretary of Interior. The title would therefore remain in the hands of Tiger. The Court said that the Indians needed to be protected by Congress because they are now "weak and diminished" and require to be kept safe. The Court also stated that the tribes were within the geographical limits of the U.S. and only the U.S. can enforce laws on all the tribes. Control over the tribes has always been under congressional jurisdiction and not subject to be controlled by the courts. The full power of Congress to legislate over tribal property is an established fact according to this decision.

Justice Day went on to say that citizenship does not carry with it the right to dispose of property in any way the citizen sees fit. "The right to sell property is not derived from, and is not dependent upon, citizenship.."

The Court ruled that Congress had power to legislate over the Indians and their land rights because of a long period of historical action plus those powers had always held up in the Supreme Court. The Court also stated that citizenship did not carry with it absolute rights to dispose of property.

You and your teacher might research other limits the law has put on the sale of land.

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TO BURN OR NOT TO BURN? THAT IS THE QUESTION: FREEDOM OF SPEECH

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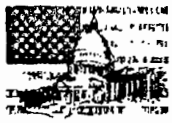
ABSTRACT:



This lesson plan can be used to motivate students to study and analyze the first amendment of freedom of speech. Students will read, discuss, complete relative assignments and activities, and ultimately reach their own positions on the issue of flag burning and symbolic freedom of speech.

OBJECTIVES:

As a result of this lesson, students will:

1. formulate their own position on the flag burning issue as it is related to symbolic freedom of speech.
2. create their own symbols.
3. express in writing their feelings concerning the mutilation and destruction of valued symbols.
4. analyze court cases on flag burning.
5. utilize essay skills to explain their position on flag burning.

AUDIENCE:

Middle school through high school. This lesson can be used in any social studies class, especially U.S. History, Government, Constitutional Law, Problems of Democracy, etc.; Business Law, or any class that uses critical thinking activities.

TIME REQUIRED:

Four to five periods.

MATERIALS NEEDED:

1. Appendix One: Case of Texas v. Johnson
2. Appendix Two: Texas v. Johnson Decision
3. Appendix Three: Other Flag Burning Cases
4. Appendix Four: Self Analysis Exercise
5. Appendix Five: "A Fight for Old Glory," Newsweek June 23, 1989
6. Drawing or Construction paper, crayons or markers, scissors, glue or paste
7. Matches or lighter for the Teacher

PROCEDURE:

1. Instruct students to create their own symbols with the available materials. Encourage them to be very creative. If needed use an entire class period for this activity. They should spend a great deal of time perfecting and beautifying their work of

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art. You want their symbols to be very important or sacred to them.

2. Tell students to destroy their symbols. Some students will probably say no and protest. Some will obey, but whatever happens, after a minute or two have the students write down their feelings and actions. Make sure they answer the following questions: a) How did they feel when told to destroy their symbols? b) What were they thinking? c) What did they do when told to destroy their symbols? d) Why did they do what they did? e) When did they do it? Immediately? A few minutes later? Why?

3. Walk over to your American Flag and pretend to set fire to it. Sense the mood of the class and stop, put your flame out and say, "To burn or not to burn, that is the question?" Now instruct students to write down their reactions and thoughts when they saw the teacher threaten to burn the U.S. flag.

4. Using "Appendix Three: Other Flag Burning Cases," give a brief overview of past flag burning cases decided by federal courts. After summarizing each individual case, ask the class, "If you were the judge or a juror considering this case, what would you decide and why?" Then inform the class of the decisions of the court.

5. Read Amendment One of the U.S. Constitution. Discuss what kind of freedoms that this should guarantee.

6. Divide the class into groups of four to five students. Give each student a copy of "Appendix One: Case of Texas v. Johnson" to read. Have students discuss using the "You Be The Judge" technique where students: 1) read the case; 2) repeat the facts for the whole group; 3) decide what are the important issues and arguments (you could even divide the group into prosecutors and defendants and let them "try" the case in their group); 4) have group come up with their judgement or decision; and 5) list any alternatives that may have developed to the problem that developed. Let each group list their answers on the board or on newsprint (if listed on newsprint, post them so that they may be seen by the entire class). Now compare the class finding with that of the Supreme Court decision found in "Appendix Two: Texas v. Johnson Decision."

6. Assign "Appendix Five: 'A Fight For Old Glory,' Newsweek, June 23, 1989" to be read by the class. Discuss the article and poll the class, using the question, "Would you support a new constitutional amendment that would make flag-burning illegal?" Afterward share Newsweek's results of that same question.

7. As an option ask students to discuss and vote on Senate Bill 1338 of the 101st Congress, 1st Session cited as the "Biden-Roth-Cohen Flag Protection Act of 1989." It reads, "...Whoever knowingly mutilates, defaces, burns, maintains on the floor or ground, or tramples upon any flag of the United States shall be fined not more than $1,000 or imprisoned for not more than one year, or both."

8. Pass out "Appendix Four: Self Analysis Exercise" and instruct students to complete. Take a survey of the responses and post the results on the board.

EVALUATION:

Have students write an essay telling their position on the flag burning issue. Make sure that they utilize the First Amendment in the essay. Encourage them to share what they have written with the class by reading it aloud. Their essays should be of suitable length.

TIPS FOR THE TEACHER:

1. You can also let students find articles related to flag burning issues. They can thus utilize library and research skills.

2. Some interesting facts in which students might be interested are:

**After the Tian'anmen Square Massacre in China, China passed a law which prohibited

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the desecration of the Chinese Flag. The penalty for breaking this law is two years in prison.
**The penalty for burning a flag in Iraq is death.

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APPENDIX ONE: Case of Texas v. Johnson 57 U.S.L.W. 4770 (1989):

During the 1984 Republican National Convention in Dallas, TX, approximately 100 demonstrators, including Gregory Lee Johnson, marched through the streets staging "die-ins" to dramatize their opposition to nuclear weapons. Along the way some demonstrators overturned potted plants and spray-painted some building walls. There is no evidence that Johnson participated in this. During the march Johnson accepted an American flag from another protestor who had taken it from a flagpole in front of a building that they passed.

The march ended in front of the Dallas City Hall where Johnson doused the flag with kerosene and set it afire. Although there were no injuries or threats of injury during this demonstration, while the flag burned the demonstrators chanted, "America, the red, white, and blue, we spit on you!"

Of the 100 demonstrators, only Johnson was arrested and charged with a crime. He was charged under a Texas statute which prohibited desecration of a venerated object (including monuments, places of worship or burial, or a state or national flag). At his trial, numerous witnesses testified that they had been seriously offended by the incident. He was convicted, fined $2,000, and sentenced to one year in jail.

The State argued that Johnson disturbed the peace of those watching. In addition, it argued that for over 200 years the flag has been a symbol of the nation and therefore it should be protected from desecration. They noted that nearly all states and the U.S. Congress have passed laws against flag desecration. They pointed out that the U.S. Supreme Court upheld the conviction of a person publicly burning his draft card (U.S. v. O'Brien, 391 U.S. 367 [1968]) and said that even though the draft card burner was expressing a view that this was not a constitutionally protected activity. The State also noted that the Court has often limited free speech in areas that would incite violence or cause a "clear and present danger."

Johnson's attorneys argued that speech was protected under the First Amendment, even if that speech offends others. They argued that the flag was a political symbol and that the burning of it was a form of symbolic speech. Symbolically the flag stands for the United States and they were opposing views for which the U.S. stood. They also pointed out past Supreme Court cases such as Tinker v. Des Moines 393 U.S. 503 (1969) in which the Court upheld the right for students to wear black armbands to protest the Vietnam War and West Va. State Board of Education v. Barnette, 319 U.S. 624 (1943) in which students could not be forced to say the Pledge of Allegiance, another symbol of the United States.

APPENDIX TWO: Texas v. Johnson Decision

In a highly emotional 5 to 4 decision, the Supreme Court voted with Johnson. The majority decision emphasized two areas.

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First, it noted that the flag was a symbol and that burning it as a symbol of protest was allowed under the First Amendment. The Court noted that the flag was special, but that the "specialness" of a symbol did not exempt it from First Amendment protections. Second, the Court ruled that the Texas requirement that expression should not be allowed if it offended someone showed that the law was designed not to protect the flag but rather to protect the sensibilities of others. Justice Brennan in the Majority Opinion said, "The Government may not prohibit the expression of an idea simply because society finds the idea offensive or disagreeable..." Justice Kennedy in his Concurring Opinion said, "The hard fact is that sometimes judges must make decisions we do not like. We make them because they are right, right in the sense that the law and the Constitution, as we see them, compel the result." In dissent, Chief Justice Rehnquist said, "... the American flag, then, throughout more than 200 years of our history, has come to be the visible symbol embodying our Nation. It does not represent the views of any particular political party, and it does not represent any particular political philosophy. The flag is not simply another 'idea' or 'point of view' competing in the marketplace of ideas."

APPENDIX THREE: OTHER FLAG BURNING CASES

Many flag-desecration cases have been decided by lower federal courts. In several of these cases, convictions were upheld because the U.S. Supreme Court refused to review each case. The following summarizes some flag desecration cases.

STREET v. NEW YORK, 394 U.S. 576 (1969)

New York State had a statute to prevent flag desecration. It made it illegal for a person to "mutilate, deface, defile or defy, trample upon, or cast contempt upon [the American flag] either by words or act."

Sidney Street, a New York resident, became angry when he heard the news that civil rights activist James Meredith had been shot by a sniper in Mississippi. Street seized his own American flag out of a drawer. He took it to a nearby street corner and burned it. A police officer, who arrived at the scene, claimed he heard Street say, "We don't need no damn flag....If they let that happen to Meredith, we don't need an American flag." Street was arrested and convicted of violating the New York flag desecration law.

In a very close decision (5-4), the Supreme Court overturned Street's conviction and decided that the New York law violated the First Amendment protection of freedom of speech. The majority opinion stated that the New York law "was unconstitutionally applied in [Street's] case because it permitted him to be punished merely for speaking defiant or contemptuous words about the American flag." It should be noted that the Court did not give an opinion on the flag-burning issue, since Street was convicted for verbally attacking the flag. Compare your decision with the Supreme Court's decision.

KIME v. UNITED STATES, 459 U.S. 949 (1982)

The U.S. Supreme Court refused to review the conviction of Teresa Kime and Donald Bonwell, who were found guilty of setting fire to a privately owned flag on a public sidewalk in front of the Federal Building in Greensboro, NC. Kime and Bonwell were convicted of casting contempt on a U.S. flag in violation of federal law.

FARRELL v. IOWA, 418 U.S. 907 (1974)

The U.S. Supreme Court refused to review the conviction of Farrell, who had been found guilty of burning a U.S. flag in violation of Iowa's flag-desecration law.

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APPENDIX FOUR: SELF ANALYSIS EXERCISE

Instruct students to answer the following questions yes or no:

1._____Should flag burning be considered illegal?

2._____Can flag burning be viewed as a fundamental right of freedom of expression?

3._____Should there be an amendment to the U.S. Constitution protecting the flag from desecration?

4._____Can the first amendment protect the flag?

5._____Would you support an anti-flag desecration amendment?

6._____Is desecration of a privately owned flag illegal?

7._____Is burning the U.S. flag anti-patriotic?

8._____Would you feel bad after witnessing the flag being burned?

9._____Do you condemn the burning or desecration of the flag?

10._____Do you know people who are against burning or desecrating the flag?

11._____Do you know people who support the right to burn the flag?

12._____Do you respect the United States flag?

13._____Do you know people who do not respect the United States flag?

14._____Would you burn or desecrate the flag?

15._____Should the flag be protected from burning or desecration?

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Appendix Five: "A Fight for Old Glory," Newsweek June 23, 1989

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The Supreme Court rules that flag-burning is not a crime--sparking outrage across the nation.

The justices knew the ruling would be provocative, as offensive to many Americans as the disputed act itself. Most U.S. Supreme Court decisions are announced in a few terse sentences, but last week two justices in the tense courtroom took the unusual step of reading at length from their opinions. In a 5-4 ruling that shuffled the justices' usual ideological alliances, the court established that First Amendment guarantees of free speech protect those who burn the American flag in political protest. The landmark ruling, said Justice Anthony M. Kennedy, was simply "a pure command of the Constitution."

The nation's reaction was stunned outrage. Veterans' groups across the country denounced the ruling. "Nobody, but nobody, should ever deface the American flag," said American Legion member Charles Inglis of Houston, who fought in both World War II and Korea. "I don't give a damn whether it's [the protestors] civil right or not. I fought to protect the American flag, not to protect him." President George Bush said burning the flag was "wrong, dead wrong." Radio listeners flocked to the phones to complain on local talk shows. A few angry citizens even took to the streets, with one group gathering on the steps of the Supreme court to burn a mock justice's robe. A NEWSWEEK Poll found that 65 percent of Americans disagreed with the ruling.

The response on Capitol Hill was equally heated. By a vote of 97-3, the Senate passed a resolution expressing "profound disappointment" with the ruling. Congressmen from both parties marched to the floor to defend the flag. Members of both houses called for a constitutional amendment overruling the court (according to NEWSWEEK's Poll, 71 percent of the public supports such a move). On Friday the Senate took steps to pass a new federal law that would ban flag-burning. "I'm mad as hell," said Democratic Rep. Douglas Applegate of Ohio, "We've witnessed the greatest travesty in the annals of jurisprudence...Are there any limitations? Are they going to allow fornication in Times Square at high noon?" Among the few senators to question the raging mood, Republican Gordon J. Humphrey of New Hampshire called it "an exercise in silliness [and] hypocrisy."

"We spit on you": It's hard to imagine a more uncomfortable test of the provision for free speech: both the speaker and the "speech" in this case were deeply unsympathetic to most Americans. An avowed communist committed to "world revolution," Gregory L. Johnson traveled to Dallas in 1984 to demonstrate outside the Republican National Convention. Fellow protesters tore down an nearby flag; he doused it with lighter fluid and set it on fire. Onlookers chanted "America, the red, white and blue, we spit on you." Johnson was found guilty under a Texas law against defiling the flag. The high court has overturned the conviction, sparing Johnson a one-year prison term and a $2,000 fine. But the ruling did not make Johnson a believer in the American system. "It's a sham to talk about freedom of expression in the U.S.," he told NEWSWEEK. "This is still an oppressive Supreme Court and an oppressive Constitution." In the same spirit, fellow members of the Revolutionary Communist Youth Brigade gathered last week in Berkeley, Calif., to repeat Johnson's act. "I think it's important to burn flags," said one protester.

Although the ruling was in line with high-court precedents on First Amendment cases, the decision was not an easy one for the justices; they are no less appalled than

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ordinary Americans by the ugly spectacle of a burning flag. "The hard fact," said Kennedy, a conservative who supported the majority, "is that sometimes we must make decisions we d not like...It is poignant but fundamental that the flag protects those who hold it in contempt." Constitutional protection is all the more important for speech that is repellent, argued Justice William Brennan, who led the Majority: this is the "bedrock principle underlying the First Amendment." Justices Harry Blackmun, Thurgood Marshall and conservative Antonin Scalia also voted with the majority. Chief Justice William Rehnquist dissented along with Sandra Day O'Connor, John Paul Stevens and Byron White.

To virtually all Americans, the flag embodies national values---but which *values*? Defining the particular role of the flag provoked sharp disagreement both in the courtroom and the public debate about the case. Many veterans see the flag as an emblem of patriotism, to be treated with the respect accorded a comrade in arms. Dissenting Justice Stevens, a Navy veteran who won the Bronze Star in World War II, described Old Glory as a symbol of the strength and courage that made America a great power. "If those ideas are worth fighting for," he wrote, "it cannot be be true that the flag that uniquely symbolizes their power is not itself worthy of protection." One man who agrees is Korean War veteran Daniel Walker, who happened to be passing by the 1984 protest just as Johnson put his match to the flag. Seeing the remains of the banner smoldering on the pavement, Walker scooped them up and took them home to bury in his yard. He thinks Johnson deserves to be punished. "This guy did not salute the flag," Walker said last week. "He had not served the country...He had no equity in the flag. He burned something he didn't respect."

Liberty Banner: To other Americans, including the majority of justices, the flag's importance is less as a banner of heroism than as a symbol of freedom---including the freedom to make a flag into a bikini, to sew it on the seat of one's pants and, now, even to set it on fire. As Johnson's leftist lawyer, William Kunstler, argued before the court in March: "I understand that this flag has serious important meanings, real meaning to real people out there. But that does not mean that it may [not] have different meanings to others and that they may not---under the First Amendment---show their feelings." Justice Brennan upheld that view. "We do not consecrate the flag by punishing its desecration," he wrote, "for in doing so we dilute the freedom that this cherished emblem represents." To those who agreed with Brennan, the flag has now been strengthened as a symbol of Americans' almost unbounded liberty to disagree. And so long as displaying the colors does not lead to what the court calls "imminent" violence there can be no limits to its use---or abuse---in an act of political protest.

Of the great body of precedent that backed up last week's ruling, none is more apt than Justice Robert H. Jackson's point, made in a landmark case in 1943. The "freedom to differ," Jackson wrote, "is not limited to things that do not matter much." The nation's flag matters; that fact was underlined last week. The sentiments of the nation's people matter, too, and many are looking for recourse against the court. It would not be hard to pass a law against flag-burning: 48 states and the federal government had such measures on the books before the court filed. The problem is that even a new law would have little effect, since the justices' finding is based on the Constitution, which trumps all other law. This leaves the option of a constitutional amendment. An amendment to the First Amendment is an outlandish idea and even those congressmen who supported the notion last week know just how hard it would be to garner the support of two-thirds of both houses and 38 state legislatures. Still---fortunately---there's nothing to stop them from trying. The First Amendment guarantees their right.

Tamar Jacoby with Ann McDaniel in Washington, Peter McKillop in New York and bureau reports.

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WHERE DID THEY GET THAT IDEA? THE BACKGROUND OF AMERICAN IDEOLOGY

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ABSTRACT:

This unit will be an investigation of the intellectual and social origins of the American Republic and the United States Constitution. Among materials to be used is a set of primary source excerpts from documents important to American ideology as it was expressed in the Declaration of Independence, Articles of Confederation, and United States Constitution including its amendments. These ideas and concepts are drawn from diverse sources and represent the philosophical and historical environment of American ideology.

GOAL:

The goal of this unit is to provide a historical background of ideology that was translated into the words used in documents of American government.

OBJECTIVES:

As a result of this lesson, students will:

1. Analyze and discuss various writings that served as the basis of the American ideology.
2. Identify the names of the writers of documents important to American ideology.
3. Investigate the universal nature of the struggle for liberty and freedom.
4. Recognize the dilemma of government: the balance of security and freedom.
5. Discuss and analyze some issues concerning freedom and liberty as they relate to law, justice, and equality.

AUDIENCE:

This lesson may be utilized in grades seven through twelve in nearly all social studies classes that deal with the Constitution or U.S. Government such as U.S. History, Problems of Democracy, Government, etc.

TIME REQUIRED:

One to three days depending on the level of discussion, writing assignment, or research assignments made.

MATERIALS NEEDED:

1. U.S. Constitution with its amendments
Declaration of Independence
2. Articles of Confederation
3. Appendix: Ideological Quotations

PROCEDURE:

1. Option A: Large group discussion

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The teacher or one of the students should read a quotation in such a way as to elicit discussion. Discussion strategies might center around: 1) the meanings of words; 2) the resulting consequences of the quotation; 3) emotional response to the quotation; 4) alternatives to the quotation; or 5) changes in meaning between the time it was written and today. Questions at the end of the discussion might be used to encourage creative individual thought which might take the form of written, verbal, or graphic expression.

2. Option B: Small group investigation

Small groups of students (two or three students to a group works best, more than five does not usually work well for me) are given statements, then asked to create some product based on the statement. All groups might receive the same statement or different statements might be given each of the groups. Investigation might include:
1) biographical information about the author; 2) a summary of the meaning of the statement with a description of its influence on the society of the United States; 3) locating in American historical documents the usage of similar or opposing ideas; or 4) a graphic representation or explanation of the statement using art work, poster, collage, etc.

3. Option C: Individual or group writing assignments:

Individual students or groups of students might be asked to create an essay, story, poem, play, or skit concerning the statement or ideas contained therein. These might later be published or shared as a class display. Some strategies for writing might include: 1) description of the effects of the statement: 2) comparison of the statements with others or with contemporary ideas; 3) creative investigation of the effects of the statement; 4) biographical investigation of the author; 5) historical investigation of the circumstances in which this statement was made, and 6) the application of the statement to the historical and/or contemporary society.

4. Option D: Student research

Students working individually or in small groups might investigate the authors and/or ideas found in the quotations. Other possible areas of investigation could include almost any concept expressed in various historical documents of the colonies or states, Declaration of Independence, Articles of Confederation, United States Constitution as written in 1787, the Bill of Rights, the rest of the amendments to the Constitution including proposed amendments that were not ratified. Research might also include comparisons of constitutions of selected nations or states, either historical or contemporary.

5. Option E: Quotation hunt

Challenge students to read material written by people mentioned in their textbooks and bring in quotations that exemplify ideas of those historic individuals. The use of primary source material, when available, enriches the content of history, the social sciences, and enlivens the experiences of students.

Suggested topics for discussion:

1. What does this particular statement mean to you individually as a student? as a citizen?
2. How does this statement impact on you as a student? as a young person? as a citizen?
3. How is this statement reflected in United States' society today? What is its impact on all citizens?
4. In which U.S. documents, laws, ideas, etc. is this statement reflected, affirmed, or negated?
5. Is this statement more important to individual rights, group rights, or

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governmental structure? How?

6. How does this quotation relate to the rule of law, security of the individual citizen, or "law and order"?
7. What does this quotation suggest is the source of the rights of individual citizens?
8. Does this statement value the limitation of the rights of citizens for the good of the whole society? Should individual citizens be asked to give up some rights in the name of "civic virtue"?
9. Do you agree or disagree with ideas expressed in this statement or idea? On what basis?
10. Can you think of or locate other places where this statement or idea is expressed?
11. Could you put this statement into modern language?
12. Could you compose a statement that would relate to the society as it exists now?

EVALUATION:

The objective of this unit is a deeper understanding of ideas and concepts that comprise American ideology and political philosophy in general. Evaluation of the success of the unit could take several forms.

A culminating experience might include individual research of students. Students could be asked to research and add quotations, investigate ideas like liberty, freedom, justice, law, etc., or to do biographical research on important philosophical or political thinkers.

A written essay might be another useful evaluation tool. Students might compare quotations, or explain them to indicate how well they understand ideas contained in them.

At the very least, students should be held accountable for recognizing basic ideas and some important names.

TIPS FOR THE TEACHER:

This unit has only begun to take shape. As my students and I come across useful quotations, we will add them to the file. I would like to eventually compile a quotation file of one hundred items or more --- all related to American ideology and concepts of political philosophy.

Part of the joy of writing this unit was getting back into the literature. I read works of authors that I have not touched in years and some, quite frankly, that I always intended to read but never did.

For further reading and study, I would recommend Great Books of the Western World, Encyclopedia Britannica, Inc. 1952. The Syntopicon will serve as a guide to eternal philosophical questions and thoughts of some of the great minds of history about those questions.

Other books on philosophy especially political philosophy, might offer valuable quotations and statement. Historical document collections would, of course, provide excellent resource material for this lesson. Encyclopedias and reference books can also provide material for use with this unit as would books of collected quotations.

The Oklahoma Bar Association has copies of constitutions from numerous countries.

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APPENDIX: IDEOLOGICAL QUOTATIONS

"The basis of right is, in general, mind: its precise place and point of origin is the will. The will is free, so that freedom is both the substance of right and its goal."
G.W.F. Hegel, Philosophy of Right

"But what experience and history teach is this --that peoples and governments never have learned anything from history, or acted on principles deduced from it. Each period is involved in such peculiar circumstances, exhibits a condition of thinking so strictly idiosyncratic, that its conduct must be regulated by considerations connected with itself, and itself alone."
G.W.F. Hegel, Philosophy of History

"Nothing therefore happens, nothing is accomplished, unless the individuals concerned, seek their own satisfaction in the issue."
G.W.F. Hegel, Philosophy of History

"... first, the idea of freedom as the absolute and final aim; secondly, the means for realizing it..."
G.W.F. Hegel, Philosophy of History

"The state, its laws, its arrangements, constitute the rights of its members."
G.W.F. Hegel, Philosophy of History

"Universal history...shows the development of the consciousness of freedom on the part of the spirit and the consequent realization of that freedom."
G.W.F. Hegel, Philosophy of History

"Thus we are born free as we are born rational; not that we have actually the exercise of either: age that brings one, brings with it the other too."
John Locke, Concerning Civil Government

"The liberty of man in society is to be under no other legislative power but that established by consent...."
John Locke, Concerning Civil Government

"...liberty cannot be where there is no thought, no volition, no will; but there may be thought, there may be will, there may be volition where there is no liberty."
John Locke, Concerning Human Understanding

"Whatsoever is lawful in the commonwealth cannot be prohibited by the magistrate in the church."
John Locke, A Letter Concerning Toleration

"No man in civil society can be exempted from the laws of it."
John Locke, Concerning Civil Government

"...men give up all their natural power to the society they enter into..."
John Locke, Concerning Civil Government

"Therefore, in well-ordered commonwealths, where the good of the whole is so considered as it ought, the legislative power is put into the hands of diverse persons who, duly assembled, have by themselves, or jointly with others, a power to make laws, which when they have dome, being separated again, they are themselves subject to the laws they have made; which is a new and near tie upon them to take care that they make them for the public good."
John Locke, Concerning Civil Government

"Every man is born with a double right. First, a right of freedom to his person, which no other man has power over, but the free disposal of it lies in himself."
John Locke, Concerning Civil Government

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"We are slaves of the law that we may be free."

Cicero, Pro Cluentis

"I am persuaded myself that the good sense of the people will always be found to be the best army."

Thomas Jefferson, A Letter to Colonel Carrington

"That, as it is the duty of every man to worship God in such a manner as he thinks most acceptable to him; all persons professing the Christian religion, are equally entitled to protection in their religious liberty."

Constitution of Maryland, 1776.

"Man is born free, yet he is everywhere in chains.".

Jean Jacques Rousseau, The Social Contract

"The body politic, like the human body, begins to die from its birth, and bears in itself the causes of its destruction."

Jean Jacques Rousseau, The Social Contract

"For any city (state), however small, is in fact divided into two, one the city (state) of the poor, the other of the rich; these are at war with one another."

Plato, The Republic

"It being one chief project of the old deluder, satan, to keep men from the knowledge of the Scriptures,... It is therefore ordered that every township (of) fifty householders shall appoint one to teach the children... to write and read."

Massachusetts School Law of 1647

"... to quarter and billet the residue of such officers and soldiers for whom there shall not be sufficient room... in public inns and houses... (in the colonies)"

Quartering Act of 1765

"That law may be set down as good which is certain in meaning, just in precept, convenient in execution, agreeable to the form of government, and productive of virtue in those that live under it."

Sir Francis Bacon, On the Dignity and Advancement of Learning

"Might is right, justice is the interest of the stronger."

Plato, The Republic

"Some of you have the power of command, and in the composition of these (God) has mingled gold, wherefore also they have the greatest honor; others he has made of silver, to be auxiliaries: others again who are to be husbandmen and craftsmen he has composed of brass and iron; and the species will generally be preserved in the children."

Plato, The Republic, Book III

"Either law or force prevails in civil society. But there is some force that resembles law, and some law that resembles force more than justice; Whence there are three fountains of injustice; viz., 1. Mere force; 2. Malicious ensnaring under color of law; and 3. The severity of the law itself."

Sir Francis Bacon, On the Dignity and Advancement of Learning

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STUDENTS, REPORT FOR RANDOM DRUG TESTS!: RIGHTS OF SEARCH UNDER THE CONSTITUTION

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ABSTRACT:

This lesson plan teaches students to look at the concept of privacy and also the conflict between rights and the war on drugs. It looks at the issue of drug testing in the workplace as well in a school environment. It probes the issues such as what is a search, do governmental or safety issues override an employee's privacy interests? Is it reasonable to search without any suspicion that a crime has been or is being committed? Is it appropriate to spot search students using blood or urine tests as a way of keeping drugs out of schools? This lesson looks at search and seizure cases that pertain to drug testing and also, looks closely at the Fourth, Fifth, Ninth, and Fourteenth Amendments. Numerous methods are suggested that appeal to many learning styles, including small group work, large group and class discussion.

OBJECTIVES:

As a result of this lesson, students will:

1. gain substantive knowledge of the concepts of search and privacy as it pertains to constitutional guarantees.
2. look at drug testing in light of constitutional issues of search and privacy.
3. learn how they, in loco parentis, are treated differently than adults.
4. understand how they would feel and react if placed in the circumstances of random drug testing.

AUDIENCE:

This lesson can be used at the middle school, high school, and university level. It is relevant to science classes, U.S. History, World History, Government, Civics, and most social studies classes. Because of the valuative nature and group techniques, it is also recommended for special learning environments such as a learning disabilities class.

TIME REQUIRED:

This can be done in one to two class periods depending upon discussion allowed.

MATERIALS NEEDED:

1. Blackboard (or overhead projector, flip chart, etc.)
2. Handout #1: Arguments For and Against Drug Testing
3. Handout #2: Cases Dealing With Illegal Searches

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PROCEDURE:

1. There are two possible ways to approach the first procedure. Use the one that best fits the population of the class and the philosophy of the school. A. Have styrofoam cups on five student desks and when students arrive, tell them not to touch them and that you will explain their purpose in a few minutes. This will produce an anticipatory set for the class and much conversation will take place. During this whole time, stay extremely serious. When class begins, ask students how many of them heard about the emergency School Board Meeting held the week before. (Usually a few students will raise their hands). Tell them that you (as the teacher) have already written a letter to the Board explaining your position, but nevertheless as an employee of the Board you have to carry out Board mandates and if students have a problem with what you are going to say, they should explain it to the principal at an appropriate time. (By this time, students will be really intent on knowing what you are going to say). Now tell them that the Board passed a regulation requiring random drug tests, and students that have styrofoam cups on their desks must now leave with the cups to be given urine tests to detect the use of drugs. At this time you will probably have an outcry and much disbelief. However, stick with what you said and stay serious.

a. You should have another teacher, aide, administrator, or other person available to take the students away. If there is any problem with students, tell them that they can give any complaints to the office and in fact, of course could refuse the test. But, explain that you do not know what the consequences of this action would be and it could be suspension. An ideal situation, is for the other person to take these students into a room separate from anyone else and leave them there for about ten to fifteen minutes in which they will discuss the situation. At the end of that time, have the other person explain that this was only a lesson plan designed to let them understand the feelings involved in a drug testing situation. Then ask the students to go back into the classroom as if they had followed through on however they believed they would have handled the situation. Some may feel that they would have refused the test. Have them say that they refused the test and the administration is calling their parents. Others may say that they did not like this but they did it because they felt forced to do so. Still others may say that they did not mind at all for one reason or another.

b. Meanwhile, while the other students are outside the classroom, students will be discussing this issue. Tell them that it looks like you will not be able to continue the lesson plan that you had planned for today and explain to them that you do not mind discussing this but it will be done in an orderly fashion. Ask students why they are so upset about this. If discussion is too one-sided, take the other side for purposes of pointing out opposite views. Sooner or later, someone will say that it is unconstitutional for them to do this. Tell them to show you in the Constitution where it says this. Make sure the Fourth, Ninth, and Fourteenth Amendments are covered.

c. When the five students return have them tell "what happened" and more importantly how they felt. They probably can do a good job of this since although they did not actually participate in a drug test, they experienced the emotions as if they had. Continue with class discussion now involving the other five and draw on their "experiences." Finally, tell students that this was only a simulation, albeit a simulation that many people across the country are demanding. Already, many athletes and those involved in extra-curricular activities are being tested.

2. The second approach would be the same as "1" except that you would pick five students before class and explain the lesson to them. Then ask them to "play" along.

3. Put Handout I on the overhead (or make copies and pass out to all), and tell the

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students to complete. Tell them to place "F" next to statements that support (are For) drug testing in the school or workplace, and place "A" next to statements that oppose (are Against) drug testing in the school or workplace. This is a good way for students to be aware of arguments for and against drug testing.

4. Discuss each case in "Handout #2: Cases Dealing With Illegal Searches." Ask students how these cases would affect them. When finished, ask them if they believe that random drug testing would/should be legal for the military, defense agency, weapons research, city workers, private businesses, or schools. Ask students if they see a trend developing based on Supreme Court decisions as it relates to the "drug war."

5. Now have class vote on one of three positions: (1) whether they support "random" drug testing in the workplace (2) whether they oppose "random" drug testing in the workplace, or (3) whether they are undecided. Then have all students break into three groups, those who support the issue go to one side of the room, those opposed go to the other side, and those undecided stay in the middle. Give each group a few minutes to formulate group responses based on their position and then debate the issue. Those in the middle should discuss why they are undecided and upon what issues would they be inclined to change their minds. During the debate, do not let one or two students dominate the discussion. Allow students to switch sides any time they change their position. When debate seems to die down, have students in the middle group (undecided) act as jury and vote as to which side gave the best arguments.

CLOSURE:

Ask the following questions: (1) Can government agents search any place they want, anytime they want? (no) (2) What amendment covers search and seizure? (4th) (3) What amendment deals with rights not specifically listed in the Constitution? (9th) (4) What amendments deal with due process? (5th & 14th) (5) What is the "exclusionary rule?" (evidence illegally seized cannot be used at trial) (5) What important case made the "exclusionary rule" binding on the states? (Mapp v. Ohio) (6) Do school officials have to have "probable" cause or "reasonable" cause to search students? (reasonable) (7) Do police have to have "probable" cause or "reasonable" cause to search a suspected law breaker? (probable) (8) If a police officer asks you to open your car trunk (with no duress or coercion) and you willingly give consent for your trunk to be searched, would it be considered a legal search? (yes) (9) According to recent Supreme Court rulings, can the government require railway workers involved in a major accident to submit to a drug test, even if the government has no reason to suspect them of drug usage? (yes) (10) Can the government require custom agents to submit to warrantless drug tests if they want to be transferred or promoted? (yes)

EVALUATION:

There are a number of ways to evaluate this lesson. You may write up a short quiz over the concepts of privacy and search. You may wish to give this orally or written. You may want to grade on participation in the discussions. Finally, you could have students write an essay detailing their position on the subject of random drug testing in the workplace or school.

TIPS FOR THE TEACHER:

This lesson plan could be extended to a number of days. Most students will have no problem with doing the drug test simulation in the classroom, however if you feel that this could be traumatic for some of your students, use the approach described in I-B. Be judicious in whom you choose to "take"

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the drug tests. I would not pick anyone who you think might be using drugs or that you know is using drugs. However, approach "1" is one that students will remember for years. It is extremely effective. It involves all of the senses and thus is retained more easily and longer. Each teacher best knows her/his class and should make adjustments accordingly. Emphasize that students must stay in control when they discuss this issue. This can be adapted for lower grades, however you might not want use the styrofoam cup techniques.

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HANDOUT #1: ARGUMENTS FOR AND AGAINST DRUG TESTING

_____ 1. Drug testing is a search of the person, and according to the Fourth Amendment it is illegal to search a person unless you have probable suspicion that he committed a crime.

_____ 2. People on drugs are a danger to me as well as society, and all precautions should be taken to protect members of society.

_____ 3. Stigmas are attached to those on drugs, and if a false positive is registered, then a person's reputation has been tarnished.

_____ 4. If people are not using drugs, then they need not worry.

_____ 5. Drug tests can reveal other facts about people that they might not want revealed (ie. pregnancy, diabetes, AIDS, other use of certain legal drugs, etc.).

_____ 6. Random drug tests deter the use of drugs and there is nothing wrong with using searches to "deter" crime as well as "discover" crime.

_____ 7. We are in the midst of a "Drug War" and in a war, extraordinary measures must be taken to insure victory.

_____ 8. If we allow government to take away our Constitutional rights concerning search, what rights will they next take.

_____ 9. Random drug testing invades a person's privacy and human dignity without reasonable cause and should be prohibited under the Ninth and Fourteenth Amendments.

_____ 10. It is appropriate to conduct searches of all people to find one who is guilty.

_____ 11. Drug use costs industry millions of dollars in lost worker efficiency each year; they should have a right to protect their investment.

_____ 12. It is un-American to randomly test for drugs; one reason the colonies revolted from England was because King George's soldiers searched everyone indiscriminately in order to discover those committing crimes against the Crown.

_____ 13. Urinalysis provides no evidence of actual impairment nor does it show exactly when a drug was used; it only detects "metabolites," or leftover elements of a previously ingested substance.

_____ 14. Most employers cannot afford the more accurate, but more expensive tests and therefore use the less expensive of the common urine screens that give false positives 10% to 30% of the time.

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HANDOUT #2: CASES DEALING WITH ILLEGAL SEARCHES

Weeks v. United States, 232 U.S. 383 (1914) This case established the "exclusionary rule." This rule states that evidence illegally seized cannot be used at the trial to convict the accused. The Supreme Court ruled that, in federal cases only, federal officers illegally obtaining evidence cannot use it in criminal trial proceedings against the defendant.

Mapp v. Ohio, 367 U.S. 643 (1961) This case made exclusionary rule binding on the states. Police invaded Ms. Mapp's house, where they suspected a gambling ring was operating and also where they believed a bombing suspect was hiding. They said they had a search warrant, although they did not let Ms. Mapp read it and did not produce it at trial. Searching the house, they did not find anv gambling nor the bombing suspect. They did find a trunk containing obscene books and pictures and arrested Ms. Mapp for possession of obscene materials. She was convicted. The Supreme Court overturned the conviction on the grounds of illegal search and seizure and ruled that the "due process clause" of the Fourteenth Amendment made the exclusionary rule subject to the states. This is extremely controversial, since sometimes an obviously "guilty" person is set free because there is no evidence to produce against him in court.

Wong Sun v. United States, 371 U.S. 471 (1963) The Supreme Court ruled that evidence of some illegal searches can be used in court when the relationship between it and illegally seized evidence is "dissipated of the taint" of illegality. An example of this is when police arrest a suspect and illegally search his car, but lawfully search him and find on him evidence.

Katz v. United States, 389 U.S. 347 (1967) dealt with privacy and noted that a search was an intrusion in an area "wherein privacy normally would be expected" by someone. The Court noted that the "Fourth Amendment protects people not places . . .," however, what a person "seeks to preserve as private, even in an area accessible to the public, may be constitutionally protected."

New Jersey v. T.L.O., 469 U.S. 325 (1985) determined whether students searches must follow the same guidelines as law enforcement searches and further how does the fourth amendment apply to schools. A fourteen year old girl was caught smoking. After denying she had been smoking, the principal searched her purse. He found cigarettes and then noticed rolling paper. Thinking that this suggested illegal drug use, he then searched more thoroughly. He found some marijuana, a smoking pipe, a large quantity of money, plastic bags, an index card showing that several students owed her money, and two letters that suggested that she was selling drugs to other students. New Jersey brought delinquency charges against the girl and she was found guilty. The Supreme Court ruled that school officials were not parental surrogates, but were representatives of the state, and therefore are not exempt from the constraints of the Fourth Amendment. However, the Court went further and said that school officials do not need "probable cause," but rather a less strict "reasonable cause" to search students. It therefore ruled in favor of New Jersey and said it was "reasonable" to search her purse for cigarettes after she was caught smoking. Then it was "reasonable" to search further after finding rolling papers since it was an indication of marijuana use. Continuing, it was "reasonable" to search further after finding a small bag of marijuana since it led one to think she might be selling drugs. Although this search would not hold up under the "probable cause" requirement in the Constitution for criminal search, this "reasonable" interpretation allows school officials to search students and their belongings. This

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decision further strengthened the idea that students have little guarantees of privacy in their school assigned lockers.

Terry v. Ohio, 392 U.S. 1 (1968); *Adams v. Williams* 407 U.S. 143 (1972): Disposition of these two cases permitted the "stop and frisk" concept where police officers are allowed, without a search warrant, to stop and conduct a "pat-down" search of a suspect's outer clothing if he has a reasonable belief that "criminal activity may be afoot." The latter case allowed warrantless "stop and frisk" on reliable information from an informant.

Chimel v. California, 395 U.S. 752 (1969); *United States v. Robinson*, 414 U.S. 218 (1973) In the first case, the Supreme Court held that law enforcement officials may conduct a warrantless search incident to a lawful arrest if limited to the person or the area within the person's immediate control (area in which he could destroy evidence or obtain a weapon). In the latter case, the Court ruled that a full body search after arrest was permissible (in this case a person was searched after being arrested for driving without a license. Officers found cocaine on him).

Schneckloth v. Bustamonte, 412 U.S. 218 (1973); *United States v. Matlock*, 415 U.S. 164 (1974) These cases made clear that if a party consents to a warrantless search it is valid as long as there was no duress or coercion. Also consent can be given by a third party if they have joint authority to the premises or property. In Matlock, a woman living with the suspect gave consent in the bedroom.

Carroll v. U.S., 267 U.S. 132 (1925); *Coolidge v. New Hampshire*, 403 U.S. 443 (1971); *United States v. Ross*, 456 U.S. 798 (1982) In these cases, the Court allowed warrantless searches of automobiles, (moving and stopped, or parked) if probable cause exists to make police suspect it contains criminal evidence.

Burnley v. Railroad Labor Executives Organization, 489 U.S. (1989) The Supreme Court upheld warrantless drug testing of railway workers involved in a major accident even though the government had no reason to suspect them of drug use. It agreed that this was a search under the Fourth Amendment. The Court based this decision in part on the government's "surpassing safety interests."

National Treasury Employees Union v. von Raab, 489 U.S. (1989) The Supreme Court upheld the testing of customs agents who wanted to be promoted or transferred though there was no suspicion of drug use. It held that since custom agents were the "nation's first line of defense against one of the greatest problems affecting the health and welfare of our population," drug testing of them without a warrant was justified even though it was a warrantless search under the Fourth Amendment. Further it noted that it did not matter that testing showed so far that out of only 3600 tests, five showed positive drug use.

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