

**FOCUS ON 2014 GED® CONTENT:
THE WONDERFUL WORLD OF
SOCIAL STUDIES**

*Bonnie Goonen
bv73008@aol.com
Susan Pittman
skptvs@aol.com*

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Social Studies Practices

SSP.1 Drawing Conclusions and Making Inferences

- a. Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or validate claims based on evidence.
- b. Cite or identify specific evidence to support inferences or analyses or primary and secondary sources, attending to the precise details of explanations or descriptions of a process, event, or concept.

SSP.2 Determining Central Ideas, Hypotheses and Conclusions

- a. Determine the central ideas or information of a primary or secondary source document, corroborating or challenging conclusions with evidence.
- b. Describe people, places, environments, processes, and events, and the connections between and among them.

SSP.3 Analyzing Events and Ideas

- a. Identify the chronological structure of historical narrative and sequence steps in a process.
- b. Analyze in detail how events, processes, and ideas develop and interact in a written document; determine whether earlier events caused later ones or simply preceded them.
- c. Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.
- d. Compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions.

SSP.4 Interpreting Meaning of Symbols, Words and Phrases

- a. Determine the meaning of words and phrases as they are used in context, including vocabulary that describes historical, political, social, geographic, and economic aspects of social studies.

SSP.5 Analyzing Purpose and Point of View

- a. Identify aspects of a historical document that reveal an author's point of view or purpose (e.g. loaded language, inclusions or avoidance of particular facts).
- b. Identify instances of bias or propagandizing.
- c. Analyze how a historical context shapes an author's point of view.
- d. Evaluate the credibility of an author in historical and contemporary political discourse.

SSP.6 Integrating Content Presented in Different Ways

- a. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analyses in print or digital text.
- b. Analyze information presented in a variety of maps, graphic organizers, tables, and charts and in a variety of visual sources such as artifacts, photographs, political cartoons.

- c. Translate quantitative information expressed in words in a text into visual form (e.g., table or chart); translate information expressed visually or mathematically into words.

SSP.7 Evaluating Reasoning and Evidence

- a. Distinguish among fact, opinion, and reasoned judgment in a primary or secondary source document.
- b. Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence.

SSP.8 Analyzing Relationships between Texts

- a. Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.

SSP.9 Writing Analytic Response to Source Texts

- a. Produce writing that develops the idea(s), claim(s) and/or argument(s) thoroughly and logically, with well-chosen examples, facts, or details from primary and secondary source documents.
- b. Produce writing that introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; and maintains a coherent focus.
- c. Write clearly and demonstrate sufficient command of standard English conventions.

SSP.10 Reading and Interpreting Graphs, Charts and Other Data Representation

- a. Interpret, use, and create graphs (e.g., scatterplot, line, bar, circle) including proper labeling. Predict reasonable trends based on the data (e.g., do not extend trend beyond a reasonable limit).
- b. Represent data on two variables (dependent and independent) on a graph; analyze and communicate how the variables are related.
- c. Distinguish between correlation and causation.

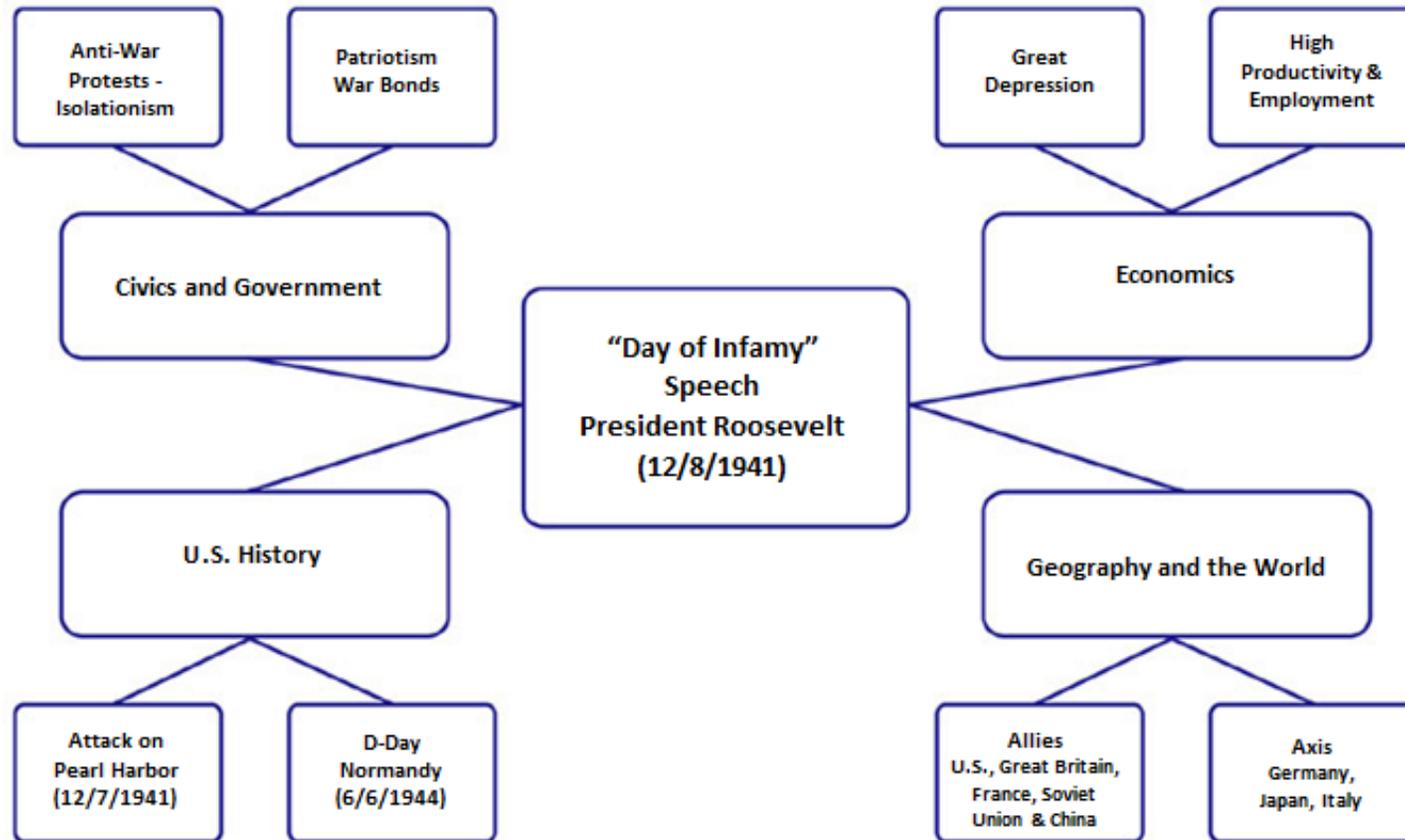
SSP.11 Measuring the Center of a Statistical Database

- a. Calculate the mean, median, mode, and range of a dataset.

Overview of Social Studies Themes and Example Content

		Social Studies Example Topics			
		Civics & Gov't (50%)	US History (20%)	Economics (20%)	Geography & the World (15%)
Focusing Themes	<i>Development of Modern Liberties and Democracy</i>	<ul style="list-style-type: none"> • Types of modern and historical governments • Principles that have contributed to development of American constitutional democracy • Structure and design of U.S. government • Individual rights and civic responsibilities 	<ul style="list-style-type: none"> • Key historical documents that have shaped American constitutional government • Revolutionary and Early Republic Periods • Civil War and Reconstruction • Civil Rights Movement 	<ul style="list-style-type: none"> • Key economic events that shape American government and policies • Relationship between political and economic freedoms 	<ul style="list-style-type: none"> • Development of classical civilizations
	<i>Dynamic Responses in Societal Systems</i>	<ul style="list-style-type: none"> • Political parties, campaigns, and elections in American politics • Contemporary public policy 	<ul style="list-style-type: none"> • European population of the Americas • World War I & II • Cold War • American foreign policy since 9/11 	<ul style="list-style-type: none"> • Fundamental economic concepts • Microeconomics and macroeconomics • Consumer economics • Economic causes and impacts of war • Economic drivers of exploration and colonization • Scientific and Industrial Revolutions 	<ul style="list-style-type: none"> • Relationships between the environment and societal development • Borders between peoples and nations • Human migration

Building on a Theme



Social Studies Scoring Rubric Overview

Trait 1 – Creation of Arguments and Use of Evidence

- Argument
 - Creation of argument
 - Evidence – use of text citations to support created argument of source text(s)
- Validity
 - Assessment of the argument in source text(s)
 - Analysis of the issue
- Integration
 - Integration of claims, explanations and textual evidence
 - Connection of purpose to prompt

Trait 2 – Development of Ideas and Organizational Structure

- Ideas
 - Development (reasoning)
 - Elaboration of ideas
- Progression
 - Progression (flow) of ideas
 - Connection of details to main ideas
- Organization
 - Structured to convey message
 - Transitional devices
- Words
 - Appropriate word choice
 - Advanced vocabulary application
- Awareness
 - Demonstrated to audience and purpose
 - Form of writing – objective rhetorical and persuasive

Trait 3 – Clarity and Command of Standard English Conventions

- Conventions – Application of standard English (e.g., homonyms/contractions, subject-verb agreement, pronoun usage, placement of modifiers, capitalization, punctuation)
- Sentence Structure
 - Variety
 - Clarity
 - Fluency (e.g., correct subordination, avoidance of wordiness, run-on sentences, awkwardness, usage of transition words, appropriate usage for formal structure)
- Errors
 - Mechanics and conventions
 - Comprehension based on errors

Materials from GED Testing Service®

Social Studies Extended Response Scoring Rubric

Score	Description
Trait 1: Creation of Arguments and Use of Evidence	
2	<ul style="list-style-type: none"> generates a text-based argument that demonstrates a clear understanding of the relationships among ideas, events, and figures as presented in the source text(s) and the historical contexts from which they are drawn cites relevant and specific evidence from primary and secondary source text(s) that adequately supports an argument is well-connected to both the prompt and the source text(s)
1	<ul style="list-style-type: none"> generates an argument that demonstrates an understanding of the relationships among ideas, events, and figures as presented in the source text(s) cites some evidence from primary and secondary source texts in support of an argument (may include a mix of relevant and irrelevant textual references) is connected to both the prompt and the source text(s)
0	<ul style="list-style-type: none"> may attempt to create an argument but demonstrates minimal or no understanding of the ideas, events and figures presented in the source texts or the contexts from which these texts are drawn cites minimal or no evidence from the primary and secondary source texts; may or may not demonstrate an attempt to create an argument. lacks connection either to the prompt or the source text(s)

Non-scorable Responses (Score of 0/Condition Codes)

Response exclusively contains text copied from source text(s) or prompt

Response demonstrates that the that test-taker has read neither the prompt nor the source text(s)

Response is incomprehensible

Response is not in English

Response has not been attempted (blank)

Trait 2: Development of Ideas and Organizational Structure	
1	<ul style="list-style-type: none"> Contains a sensible progression of ideas with understandable connections between details and main ideas Contains ideas that are developed and generally logical; multiple ideas are elaborated upon Demonstrates appropriate awareness of the task
0	<ul style="list-style-type: none"> Contains an unclear or no apparent progression of ideas Contains ideas that are insufficiently developed or illogical; just one idea is elaborated upon Demonstrates no awareness of the task

Non-scorable Responses (Score of 0/Condition Codes)

Response exclusively contains text copied from source text(s) or prompt

Response demonstrates that the that test-taker has read neither the prompt nor the source text(s)

Response is incomprehensible

Response is not in English

Response has not been attempted (blank)

Trait 3: Clarity and Command of Standard English Conventions	
1	<ul style="list-style-type: none"> • demonstrates adequate applications of conventions with specific regard to the following skills: <ol style="list-style-type: none"> 1) frequently confused words and homonyms, including contractions 2) subject-verb agreement 3) pronoun usage, including pronoun antecedent agreement, unclear pronoun references, and pronoun case 4) placement of modifiers and correct word order 5) capitalization (e.g., proper nouns, titles, and beginnings of sentences) 6) use of apostrophes with possessive nouns 7) use of punctuation (e.g., commas in a series or in appositives and other non-essential elements, end marks, and appropriate punctuation for clause separation) • demonstrates largely correct sentence structure with variance from sentence to sentence; is generally fluent and clear with specific regard to the following skills: <ol style="list-style-type: none"> 1) correct subordination, coordination and parallelism 2) avoidance of wordiness and awkward sentence structures 3) usage of transitional words, conjunctive adverbs and other words that support logic and clarity 4) avoidance of run-on sentences, fused sentences, or sentence fragments 5) standard usage at a level of formality appropriate for on-demand, draft writing. • may contain some errors in mechanics and conventions, but they do not interfere with understanding*
0	<ul style="list-style-type: none"> • demonstrates minimal control of basic conventions with specific regard to skills 1 – 7 as listed in the first bullet under Trait 3, Score Point 1 above • demonstrates consistently flawed sentence structure; minimal or no variance such that meaning may be obscured; demonstrates minimal control over skills 1-5 as listed in the second bullet under Trait 3, Score Point 1 above • contains severe and frequent errors in mechanics and conventions that interfere with comprehension <p>OR</p> <ul style="list-style-type: none"> • response is insufficient to demonstrate level of mastery over conventions and usage

*Because test-takers will be given only 25 minutes to complete Extended Response tasks, there is no expectation that a response should be completely free of conventions or usage errors to receive a score of 1.

Non-scorable Responses (Score of 0/Condition Codes)

- Response exclusively contains text copied from source text(s) or prompt
- Response demonstrates that the that test-taker has read neither the prompt nor the source text(s)
- Response is incomprehensible
- Response is not in English
- Response has not been attempted (blank)

Materials from GED Testing Service®

Activity 1 – Anchor Papers

Social Studies Item 30172
West Virginia State Board of Education v. Barnette

Passages and Prompt

Excerpt

All, too, will bear in mind this sacred principle, that though the will of the majority is in all cases to prevail, that will, to be rightful, must be reasonable; that the minority possess their equal rights, which equal laws must protect, and to violate which would be oppression."

- Thomas Jefferson, 1801

Letter

June 15, 1943

Editor:

Students and teachers across this land say the pledge of allegiance each day to honor a republic committed to liberty and justice for all. That commitment was reaffirmed yesterday by the Supreme Court's ruling in *West Virginia State Board of Education v. Barnette*. The ruling struck down as unconstitutional West Virginia's directive that school children must daily salute the flag while reciting the pledge of allegiance or face expulsion. The Barnettes challenged the compulsory salute and pledge because it conflicts with their religious beliefs as Jehovah's Witnesses. Even so, the Court did not make its ruling based on freedom of religion. Instead, the decision was based, in large part, on freedom of speech.

Our Constitution places certain rights beyond the reach of government officials and beyond the reach of what the majority likes. The freedom of speech is certainly such a right. Yesterday's ruling not only affirmed the freedom of speech but expanded it to include the right not to speak. The Court has made clear that the government cannot force people to say things they do not believe.

As our nation fights a worldwide war, it is natural to seek the reassurance that comes from a shared sense of patriotism. As a society, we have looked to our public schools to help develop a love of country in our young people. But do we want patriotism that is "demonstrated" by government-mandated expressions of allegiance by students (or any citizen)? Of course we do not. We want a nation which commands our love and respect because the government does not infringe on personal beliefs and protects the rights of all citizens. Yesterday's ruling helps insure that that is the type of nation in which we and our children will live!

Amelia Parsons
Wheeling, West Virginia

Prompt

In your response, develop an argument about how the author's position in her letter reflects the enduring issue expressed in the excerpt from Thomas Jefferson. Incorporate relevant and specific evidence from the excerpt and the letter as well as your own knowledge of the enduring issue and the circumstances surrounding the case to support your analysis.

Responses for Trait 1

Trait 1 – Response 7

Thomas Jefferson states very clearly, and without faltering, that while the country will be represented by the desires of the majority, that the rights of the minority will not be infringed upon in the process. The letter submitted by Ms. Parsons demonstrates that the country continues to uphold this principle almost 150 years after Thomas Jefferson made that statement.

In the issue at hand the United States Supreme Court struck down a mandate that all students recite the Pledge of Allegiance and salute the flag each morning. In some situations, such as in the case of the Jehovah's Witnesses, saying the Pledge while saluting the flag violates their religious beliefs, and so therefore their freedom of religion. However, it was not ruled to be a violation of their freedom of religion, but rather of their freedom of speech, to say or not say what they desired.

There is nothing wrong with asking children to say the Pledge of Allegiance, as pointed out by the author. It is wrong, nevertheless, to require that this be done under penalty of punishment. It resonates with Nazi idealisms of the time, that you would salute Hitler and obey the Nazi regime or face death or internment. We as a people were appalled by these revelations, but West Virginia, in their desire to prove the patriotism of their students, attempted to take the United States one step closer to this fanatism. Despite that, the Supreme Court struck down the law and prevented one of the most basic freedoms we as Americans hold dear from being trampled upon by a majority opinion.

Trait 1 – Response 6

Thomas Jefferson's statement indicates that, though the majority be the country's deciding force, its stance cannot be just if that stance oppresses citizens of differing opinions; that minority viewpoints are no less deserving of consideration; and that if, in administering its decision, the many quash the needs and voices of the few, they are guilty of oppression.

Amelia Parson's letter makes an excellent model for the importance of this compromise. She recognizes that the majority (school officials, schoolchildren, and their families) willingly pledge their allegiance daily to a glorified piece of cloth, and that their enthusiasm is understandable to her, when taking into account the events in which the nation was involved (World War II). She goes on to address that, despite these valid points and the culture's need for solidarity, institutionally-mandated shows of patriotism can and do force the minority which, for reasons of their own determination, do not wish to participate in such puppet shows, to lay aside their Constitutionally-defended right to choice of belief (and how to demonstrate that belief) in favor of a hollow rite.

Jefferson's words (particularly the adjective "sacred") imply that it is the majority's responsibility not to wield the power of their numbers to corral the minority opinion-holders into false obeisance, be it through ignorance or intent. Should the majority discard this vital principle, the result, no matter the justification, is oppression of the small. A body, nation, or state that allows such tyranny (as Amelia points out) is not the nation which its citizens have been raised to respect.

Trait 1 – Response 2

Ms. Parsons from Wheeling, West Virginia does a good job of defending the Supreme Court decision to strike down as unconstitutional the in her state that said children must also salute the flag while of allegiance or be expelled from school.

In 1801 Thomas Jefferson said that the will of the majority in all cases is to prevail yet be rightful and majority. In all cases is to prevail yet be rightful and reasonable and that the minority has equal rights and that the laws must protect their rights as well as the majority.

In West Virginia a couple challenged the compulsory salute to the flag when saying the pledge of allegiance in direct conflict with their religious beliefs.

The Supreme Court, when taking into consideration this law used the freedom of speech amendment more so than the freedom of religion.

Our Constitution places certain rights beyond the reach of government officials as well as beyond the reach of what the majority likes. In this ruling, it affirmed our right to freedom of speech as well as including the right to not say anything. Our government cannot and should not try to force people to say or do things that are in direct conflict with their belief system.

Yes, there needs to be Patriotism. I am a believer in and grew up with my hand on my heart as a respect to the flag as we said the pledge of allegiance as a group. The words we uttered were real; they were a part of who we are as a people and as a nation for us to break that tradition really saddens me. I am sorry; if you are in the United States of America ... you are a citizen of United States of America. Nothing should stand in your way of being an American. Saying the pledge of allegiance and respecting the flag are a couple ways of proving allegiance to this great country.

Annotations for Trait 1

Trait 1 – Response 7

Score Point: 2

The writer of this response generates an argument that demonstrates a clear understanding of how the enduring issue of minority rights expressed in the excerpt from Thomas Jefferson is reflected in the Parsons letter ("Thomas Jefferson states very clearly . . . that while the country will be represented by the desires of the majority, that the rights of the minority will not be infringed upon in the process. The letter submitted by Ms. Parsons demonstrates that the country continues to uphold this principle almost 150 years after Thomas Jefferson made that statement. ").

The writer cites evidence from the letter to support the analysis in the second and third paragraphs of the response (example: ". . . the United States Supreme Court struck down a mandate that all students recite the Pledge of Allegiance and salute the flag each morning. In some situations, such as in the case of the Jehovah's Witnesses, saying the Pledge while saluting the flag violates their religious beliefs, and so therefore their freedom of religion. However, it was not ruled to be a violation of their freedom of religion, but rather of their freedom of speech, to say or not say what they desired. ").

Additionally, the response includes information from the writer's own knowledge of the broader historical context to support the argument ("It resonates with Nazi idealisms of the time, that you would salute Hitler and obey the Nazi regime or face death or internment. "). As a whole, this response is well-connected to both the prompt and the source texts.

Therefore, it earns a score of 2 for Trait 1.

Trait 1 – Response 6

Score Point: 1

The writer of this response presents an argument that demonstrates an understanding of how the enduring issue of minority rights is reflected in both of the source texts. After summarizing Jefferson's views about the balance between majority rule and minority rights in the first paragraph, the writer states, "Amelia Parsons's letter makes an excellent model for the importance of this compromise." The response provides relevant and specific evidence from the Jefferson quotation in the first and last paragraphs ("Thomas Jefferson's statement indicates that, though the majority will ultimately be the country's deciding force, its stance cannot be just if that stance oppresses citizens of differing opinions ... ") and from the Parsons letter in the second and third paragraphs ("[Amelia Parsons] recognizes that the majority . . . willingly pledge their allegiance daily She goes on to address that ... institutionally mandated shows of patriotism can and do force the minority [who] ... do not wish to participate...to lay aside their Constitutionally defended right. .. ").

The response is connected to both the prompt and the source texts, but it does not include information beyond what is presented in the texts about the enduring issue or the broader historical context of the court case, so it is ineligible for a score of 2.

Therefore, Response 6 earns a score of 1 for Trait 1.

Trait 1 – Response 2**Score Point: 0**

In the first five paragraphs of this response the writer provides a summary of the two source texts but does not generate an argument that demonstrates an understanding of the connection between the two texts. The presentation of ideas from the texts in the first part of the response is not evidentiary.

The remainder of the response is comprised of statements about the writer’s opinions and personal experience (“Yes, there needs to be Patriotism. I am a believer in and grew up with my hand on my heart as a respect to the flag as we said the pledge of allegiance as a group.”)

Therefore, this response is not sufficiently connected to the prompt and Response 2 earns a score of 0 for Trait 1.

Responses for Trait 2

Trait 2 – Response 13

Thomas Jefferson expressed in 1801 that all people, including those in the minority, should have "equal rights, which equal laws must protect" and anything less would be oppression; he considered this to be a "sacred principle". In Amelia Parsons' 1943 Letter to the Editor, more than 100 years after Thomas Jefferson expressed his opinion on the subject, she details the exact same sentiments about a court decision that had just taken place. In *West Virginia State Board of Education v. Barnette*, the Supreme Court ruled that children would not be forced to say the pledge of allegiance if they did not want to. Apparently, the decision did not stem so much from the Court's desire to protect freedom of religion, but rather to protect freedom of speech. As Amelia states in her letter, "[the] ruling not only affirmed the freedom of speech but expanded it to include the right not to speak". The Court ruling in favor of American's right to not speak was a powerful decision. This ruling declared that the American government is not allowed to force Americans to say something that they don't want to say, regardless of their reasons. Because this case was ruled under a desire to maintain freedom of speech rather than freedom of religion, those who choose not to speak do not have to explain themselves; those who choose not to say the pledge of allegiance do not have to prove that they're of a religion that forbids it. To paraphrase Amelia, although an individual may not say the pledge of allegiance it does not mean that they do not respect and love their country; rather they love their country because they don't have to say it.

Trait 2 – Response 11

The author, Amelia Parsons, addresses the issue of reciting the pledge of allegiance and saluting the flag in school. She speaks of not only how it is their right to not salute the flag while reciting the pledge of allegiance if they do not want to, but how it is principal that the country accept this notion because our nations "commands our love and respect because the government does not infringe on personal beliefs and protects the right of all citizens." She states that patriotism is important, especially during a worldwide war, but it should not be demonstrated by mandations of students, especially when they, as a minority, do not agree with the belief behind the gesture.

Thomas Jefferson makes this same notion which can be seen in his quote. He respects the rights of the minority by stating that the minority possess their equal rights, which equal laws must protect, and to violate which would be oppressed.

Parsons correctly reflects Thomas Jefferson's beliefs in her own by appealing to these practices.

Annotations for Trait 2

Trait 2 – Response 13

Score Point: 1

The response contains a clear progression of ideas (comparing Jefferson's and Parsons' ideas on minority rights then the Supreme Court decision) and clearly connects the two main ideas. The response contains two ideas that are sufficiently elaborated upon (Thomas Jefferson expressed in 1801 that all people, including those in the minority, should have "equal rights, which equal laws must protect" and anything less would be oppression; he considered this to be a "sacred principle". In Amelia Parsons' 1943 Letter to the Editor, more than 100 years after Thomas Jefferson expressed his opinion on the subject, she details the exact same sentiments about a court decision that had just taken place."). The response also demonstrates appropriate awareness of the purpose of the task (formal, objective, argumentative writing).

Therefore, Response 13 earns a score of 1 for Trait 2.

Trait 2 – Response 11

Score Point: 0

The response contains an unclear progression of ideas (Parsons to Jefferson back to Parsons). The response contains multiple ideas, but only one developed idea ("She speaks out of not only how it is their right to not salute the flag while reciting the pledge of allegiance if they do not want to, but how it is principal that the country accept this notion because our nations 'commands our love and respect because the government does not infringe on personal beliefs and protects the right of all citizens.' ").

Although this response demonstrates appropriate awareness of the purpose of the task (formal, objective, argumentative writing), Response 11 earns a score of 0 on Trait 2.

Responses for Trait 3

Trait 3 – Response 23

Thomas Jefferson expressed in 1801 that all people, including those in the minority, should have "equal rights, which equal laws must protect" and anything less would be oppression; he considered this to be a "sacred principle". In Amelia Parsons' 1943 Letter to the Editor, more than 100 years after Thomas Jefferson expressed his opinion on the subject, she details the exact same sentiments about a court decision that had just taken place. In *West Virginia State Board of Education v. Barnette*, the Supreme Court ruled that children would not be forced to say the pledge of allegiance if they did not want to. Apparently, the decision did not stem so much from the Court's desire to protect freedom of religion, but rather to protect freedom of speech. As Amelia states in her letter, "[the] ruling not only affirmed the freedom of speech but expanded it to include the right not to speak". The Court ruling in favor of American's right to not speak was a powerful decision. This ruling declared that the American government is not allowed to force Americans to say something that they don't want to say, regardless of their reasons. Because this case was ruled under a desire to maintain freedom of speech rather than freedom of religion, those who choose not to speak do not have to explain themselves; those who choose not to say the pledge of allegiance do not have to prove that they're of a religion that forbids it. To paraphrase Amelia, although an individual may not say the pledge of allegiance it does not mean that they do not respect and love their country; rather they love their country because they don't have to say it.

Trait 3 – Response 18

There are certain people in our country who try to undermine the idea of the separation of church and state. It is done more often, very subtly, a bible verse inscribed on a government monument, or in this case in questioning ones patriotism to the country, just because someone does not choose to worship god, or more often, THEIR particular god.

It gets downplayed. "Oh, it's just a prayer at school", or some such thing, but without people to monitor these sort of happenings, a particular religion, Christianity in our country, becomes mixed up into government business.

People take for granted that not everyone is christian, and religious leaders often use this sort of controversy less for promoting peace and understanding, like their own god preaches at great length, and use it as a way to cast stones at "godless heathens" in our government.

I am not against religion. I am not against government. I just don't feel the too should be too closely aligned. Think about it, even the pilgrims, devout expatriates and some of the first acknowledged white settlers of our country were escaping england, because essentially, the English government and The Church Of England persecuted them so harshly.

Certainly Jefferson realized that. In his time, Christianity was not even as popular as claimed by zealots these days. It was the heyday of the Age Of Reason and most learned men, such as Thomas Jefferson, were of a fairly atheistic outlook on life as a whole, but I feel he recognized the fact that though he may not share the beliefs of his countrymen, it was his duty in this social experiment that became America, that we should find a way or a judicious manner in which to co-exist amongst a myriad of conflicting ideas.

America was founded on an ideas not being coerced into saying something you don't believe in, of fairness and tolerance, an idea that we have struggled with for hundreds of years, with many speed bumps, many injustices, but some victories on the way as well. The agreement to disagree with what our leaders, religious or political, offer up as unquestionable truth is one of the TRUE founding principles of our country.

Annotations for Trait 3

Trait 3 – Response 23

Score Point: 1

The response demonstrates adequate applications of conventions, including subject-verb agreement, apostrophe usage, correct use of commas for clause separation ("Apparently, the decision did not stem so much from the Court's desire to protect freedom of religion, but rather ... "), correct use of semicolons (" ... anything less would be oppression; he considered this ... "), and mostly correct use of punctuation to mark quotations from source texts.

The generally fluent response demonstrates correct sentence structure with variance, includes complex sentence constructions, and uses transitional words phrases and other words to support logic and clarity.

Overall, the minor errors present, such as repetition of the same error in capitalization (" ... in favor of american's right ... "" ... declared that the american government is not allowed to force americans to say something ... ") and incorrect placement of end marks (" ... to be a "sacred principle"." "... the right not to speak"."), do not interfere with understanding.

Overall, the standard usage is at an appropriate level for on-demand draft writing.

Therefore, Response 23 earns a score of 1 for Trait 3.

Trait 3 – Response 18

Score Point: 0

The response, which demonstrates minimal control of basic conventions, contains errors in frequently confused words (some one/someone; too/two) and errors in capitalization (" ... a bible verse ..." "does not choose to worship god..." "... not everyone is christian ..." "...were escaping england.").

The response is characterized by errors in sentence structure that interfere with comprehension. The majority of the response is composed of run-on sentences ("People take for granted that not everyone is christian .. . in our government." "It was the heyday of the Age of Reason ... amongst a myriad of conflicting ideas." "America was founded on an ideas ... some victories on the way as well.").

Overall, the response includes frequent errors that interfere with comprehension.

Therefore, Response 18 earns a score of 0 for Trait 3.

Activity 2 – First Amendment Scavenger Hunt

Freedom	Headline/ Description	How does this article reflect the freedom?

Activity 3 – Timed Reading

Susan B. Anthony spent nearly sixty years of her life devoted to the cause of social justice and equality for all. Her major contributions were focused on women's rights. Her primary achievement lay in her inspiration and influence of thousands of people promoting the right of women to vote.

Susan Brownell Anthony was born on February 15, 1820 in Adams, Massachusetts. She was born to a strong Quaker family. The Quakers preached simple living, peace and love. They were against slavery and for temperance. They encouraged education and hard work for all of their members, both male and female. They believed that women had the right to be heard, even in public.

Because Susan's father believed so strongly in Quaker ways, Susan had opportunities that were not had by many other young women. Her father treated all of his children equally. Both his sons and daughters attended school. His daughters prepared themselves to work and earn a living as teachers, even though they would possibly marry in the future. With this encouragement, Susan began teaching school at the age of 15. Susan's father also encouraged his children to formulate and express their opinions, and to speak out for social causes. Two social causes that Susan felt strongly about were the temperance movement and slavery.

From 1848 to 1853 she became part of the temperance movement. At the age of 29, she gave her first public speech at a temperance meeting. It was at one such convention that she realized her desire to fight for women's rights. She was told that she could not participate in the convention because she was a woman. This began her dedication to the cause of women's **suffrage**.

In 1851 Susan met Elizabeth Cady Stanton. Together, the two were a driving force behind the advancement of women's rights. They sought to change many gender-related inequalities. During this time, women could not vote and once married, were considered their husband's property. Women also received far less wages than men for equal work. When Susan was teaching school, she earned \$2.50 per week, while a male teacher earned \$10.00 per week.

From 1854 to 1860 the two pioneers concentrated on reforming laws in their home state of New York. Susan organized groups of women throughout the state to **advocate** for legal reform. It was soon realized that the only way women would ever be effective in reform or change would be if they had the right to vote. This goal became the center of Susan's life work.

Susan and Elizabeth focused their efforts on raising citizens' awareness of the need for women to vote. After the Civil War, nationwide suffrage became their goal. In 1869, Susan and Elizabeth organized the National Woman Suffrage Association

(NWSA). This organization worked on a constitutional amendment giving women the right to vote.

In 1870 the Fifteenth Amendment (which Susan supported) passed. It allowed the newly freed slaves the right to vote, but it did not allow any women of any race voting privileges. In 1872 Susan B. Anthony went to the polls and voted. She was arrested and convicted. She was charged with voting illegally, but refused to pay the \$100 fine. Susan B. Anthony died on March 13, 1906. The Nineteenth Amendment, which is often referred to as the "Susan B. Anthony Amendment," was **adopted** fourteen years later. This gave women the right to vote. On July 2, 1979, the U.S. Mint honored Susan's work by issuing the Susan B. Anthony dollar coin.

Activity 4 – Nonfiction Text and Close Reading

President Abraham Lincoln’s Speech

The Gettysburg Address, 1863

Four score¹ and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war², testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate—we can not consecrate³—we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain⁴—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

¹ score: twenty

² civil war: a war between citizens of the same country

³ consecrate: declare a place sacred

⁴ in vain: without accomplishing anything

Prime Minister's Winston Churchill's Speech Blood, Toil, Tears, and Sweat, 1940

[. . .] I say to the House as I said to ministers who have joined this government, I have nothing to offer but blood, toil, tears, and sweat. We have before us an ordeal of the most grievous kind. We have before us many, many months of struggle and suffering.

You ask, what is our policy? I say it is to wage war by land, sea, and air. War with all our might and with all the strength God has given us, and to wage war against a monstrous tyranny never surpassed in the dark and lamentable catalogue of human crime. That is our policy.

You ask, what is our aim? I can answer in one word. It is victory. Victory at all costs—Victory in spite of all terrors—Victory, however long and hard the road may be, for without victory there is no survival.

Let that be realized. No survival for the British Empire, no survival for all that the British Empire has stood for, no survival for the urge, the impulse of the ages, that mankind shall move forward toward his goal.

I take up my task in buoyancy and hope. I feel sure that our cause will not be suffered to fail among men. I feel entitled at this juncture, at this time, to claim the aid of all and to say, "Come then, let us go forward together with our united strength."

Activity 5 – 273 Words to a New America

The Nicolay Draft	The Hay Draft
<p>Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in liberty, and dedicated to the proposition that "all men are created equal."</p> <p>Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met on a great battle field of that war. We have come to dedicate a portion of it, as a final resting place for those who died here, that the nation might live. This we may, in all propriety do. But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow, this ground—The brave men, living and dead, who struggled here, have hallowed it, far above our poor power to add or detract. The world will little note, nor long remember what we say here; while it can never forget what they did here.</p> <p>It is rather for us, the living, we here be dedicated to the great task remaining before us—that, from these honored dead we take increased devotion to that cause for which they here, gave the last full measure of devotion—that we here highly resolve these dead shall not have died in vain; that the nation, shall have a new birth of freedom, and that government of the people by the people for the people, shall not perish from the earth.</p>	<p>Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.</p> <p>Now we are engaged in a great civil war, testing whether that nation, or any nation, so conceived, and so dedicated, can long endure. We are met here on a great battlefield of that war. We have come to dedicate a portion of it as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.</p> <p>But in a larger sense we can not dedicate—we can not consecrate—we can not hallow this ground. The brave men, living and dead, who struggled, here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work which they have, thus far, so nobly carried on. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they here gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain; that this nation shall have a new birth of freedom; and that this government of the people, by the people, for the people, shall not perish from the earth.</p>

Activity 6 – It’s My Right! (or is it?)

Read the following synopsis of *Tinker v. Des Moines*. Pretend that you are the attorney for each side. What arguments would you make to the Supreme Court? Document your ideas for each side. Think about which side had the stronger case. You may wish to complete a search on the Internet for information on this case and then return to the lesson to see the decision of this case.

In December, 1965, a group of adults and students decided to publicize their opposition to the Vietnam conflict by wearing black armbands during the holiday season and by fasting on December 16 and New Year's Eve.

The principals of the Des Moines schools heard about the plan and, on December 14, adopted a policy that forbade the wearing of an armband to school. Students who refused to remove such armbands would be suspended until they complied.

On December 16, several students who knew about the regulation wore armbands to school. They were: Paul Tinker, 8 years old and in the second grade, Hope Tinker, 11 years old and in the fifth grade, Mary Beth Tinker, 13 years old and in junior high school, and Christopher Eckhardt, a 15-year-old high school student. The following day, John Tinker, a 15-year-old high school student, also wore his armband to school.

These students were suspended and were told not to return to school unless they removed their armbands. They stayed away from school until after New Year's Day, when the planned period for wearing the armbands had expired.

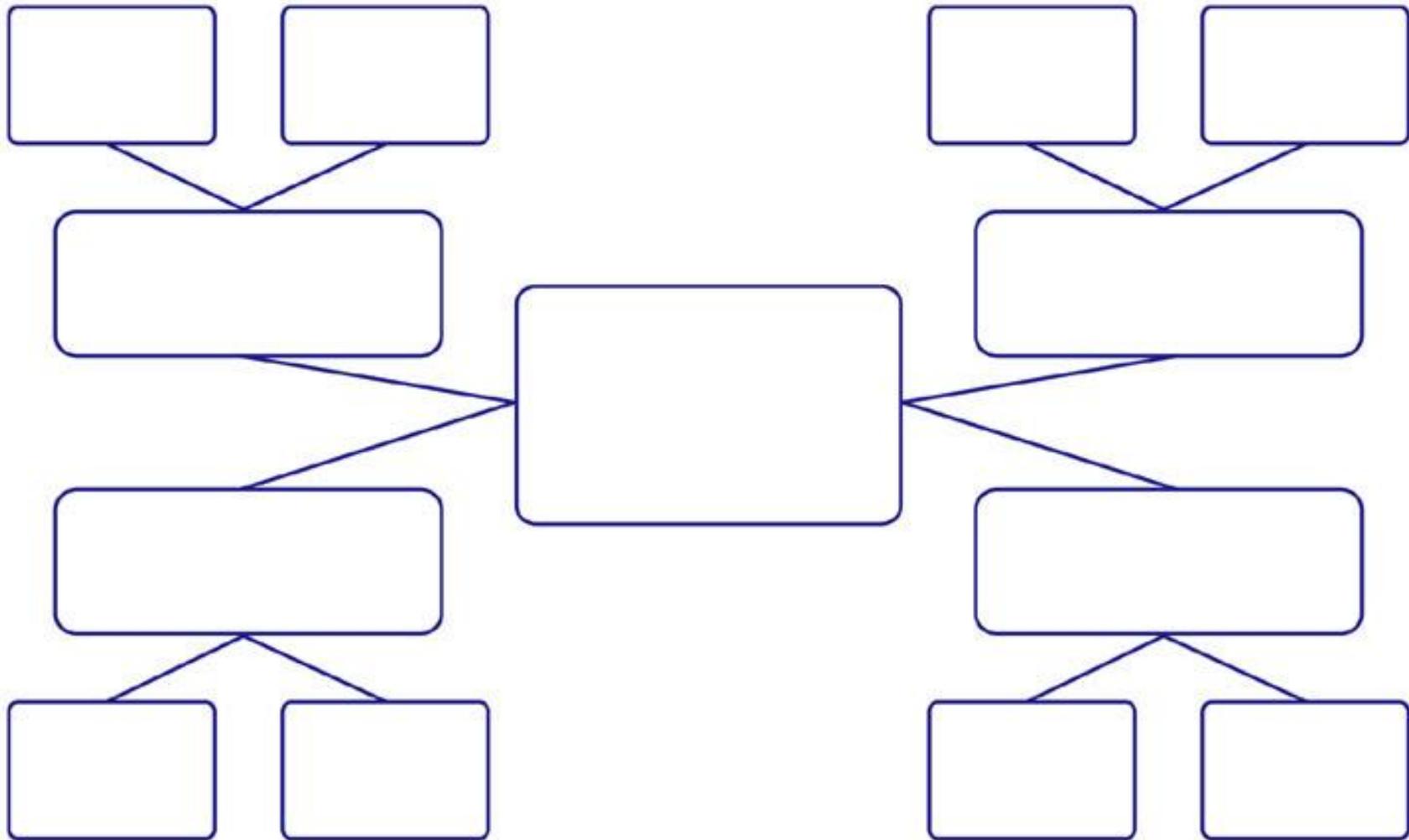
Several incidents took place on the day the students wore the armbands. There were comments and warnings by other students, some poking fun at them and an older football player warned other students they had better let the protestors alone.

The suspended students, through their fathers, filed a complaint with the United States District Court, asking for an injunction ordering the school officials not to punish them. In addition, they sought nominal damages—a small or token sum of money, usually \$1.00, to show that legal injury has been suffered by the students. The case was appealed to the Supreme Court.

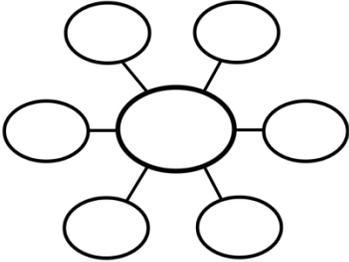
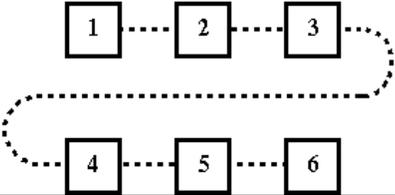
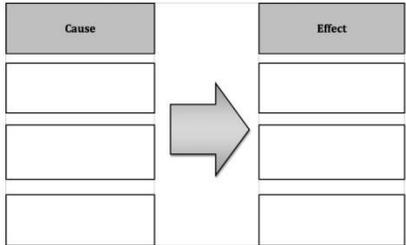
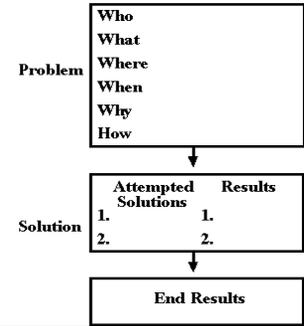
Tinker (Students)	Des Moines (School District)

Resources for the Classroom

Building on a Theme Lesson Planner



Nonfiction Text Structures

Text Structure	Definition	Signal Words	Graphic												
Description	Provides main ideas and supports them with descriptive details.	for example, in describing, properties of, for instance, characteristics include, specifically, in addition, in particular													
Sequence and Order	Gives information in a specific order.	before, in the beginning, to start, first, next, during, after, then, finally, last, in the middle, in the end	<p>Bridging Snapshots</p> 												
Compare and Contrast	Presents ideas and examines how they are alike/different	similar, alike, same, just like, both, different, unlike, in contrast, on the other hand, whereas, although	<p>Compare/Contrast Matrix</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>Name 1</th> <th>Name 2</th> </tr> </thead> <tbody> <tr> <td>Attribute 1</td> <td></td> <td></td> </tr> <tr> <td>Attribute 1</td> <td></td> <td></td> </tr> <tr> <td>Attribute 1</td> <td></td> <td></td> </tr> </tbody> </table>		Name 1	Name 2	Attribute 1			Attribute 1			Attribute 1		
	Name 1	Name 2													
Attribute 1															
Attribute 1															
Attribute 1															
Cause and Effect	Provides reasons for why or how something happens.	because, so, so that, if... then, consequently, thus, since, for, for this reason, as a result of, therefore, due to, this is how, leads to, nevertheless, and accordingly.	<p>Graphic Organizer: Cause and Effect</p> 												
Problem and Solution	Identifies a problem and offers solutions	problem, dilemma, solution, issue, cause, since, consequently, therefore, as a result, because of, leads to, due to, solve, so, then	<p>Problem/Solution Outline</p> 												

Summarizing Nonfiction

Important Idea



Important Idea



Important Idea



Summary Sentence (Use 15 words or less)

Somebody – Wanted – But – So

The Somebody-Wanted-But-So strategy is used during or after reading to help students understand literary elements such as conflicts and resolutions. It is also a great summarization technique for social studies, since so much of history is based on the wants and needs of humans. Students complete the strategy on a chart or on a folded piece of paper. They identify who wanted something, what they wanted, what conflict arose, and the resolution.

Somebody	Wanted	But	So

What – Why – How Chart: Writing About Reading

What? This is the author's opinion/point-of-view. (What does the author think about the topic?)

Why? This is the author's reasons/rationale for thinking a certain way.	How? This is the author's support, evidence, and/or examples for each reason.

Adapted from Peha, Steve. Teaching That Makes Sense. <http://ttms.org/>

Steps for Drafting a Constructed Response

Although the steps for drafting a constructed response may look simple, the process requires numerous skills (and strategies) to produce effective writing. Often, instructors use a graphic organizer to assist students in drafting the information necessary to complete their answer.

1. **Read** the passage and question
2. **Unpack** the prompt (identify key words)
3. **Rewrite** the question and turn the question into a thesis statement
4. **Collect** relevant details from passage
5. **Organize** details into a logical order. Use a graphic organizer if that helps.
6. **Draft** an answer
7. **Re-read** and **edit/revise** the answer making sure all parts of the question are answered

Adapted from WritingFix - <http://writingfix.com>

Unpacking Prompts

Do	What

Do	What

Sample Thesis Frames

A thesis is an answer to a specific question. A thesis statement makes a claim or proposition that reflects a specific point of view. The thesis statement should recognize both sides of a question, yet focus on two to three specific points (discussion points) sometimes called points of analyses. A thesis statement is the roadmap for the written response. The placement of the thesis statement is generally located in the introduction and summarized in the conclusion of a writing sample.

Start with sample thesis frames.

The general argument made by _____ in his/her work _____ is that _____.

Although _____ (believes, demonstrates, argues) that _____, _____ supports/provides the clearest evidence _____.

A key factor in both _____ can be attributed to _____.

In discussion of _____, one controversial issue has been _____ believes that _____ On the other hand, _____ asserts that _____ is clearly the best supported argument on the issue of _____.

Explaining the Evidence

Teach students how to identify evidence through direct quotes, paraphrase the information, and explain how the evidence supports the claim/thesis.

Claim	Using a Direct Quote (What direct quote supports the claim?)	Paraphrasing (How can you rewrite the direct quote in your own words?)	Explanation (How does the evidence support the claim?)

Ideas to Teach Vocabulary

Understanding the diverse vocabulary of social studies and science is extremely important to the comprehension of text and word problems. Activate your students' knowledge of terms by having them brainstorm words they know about each subject area or to use the words in a narrative chain. Some basic activities to get you started in teaching vocabulary are provided.

ABC Brainstorm

ABC Brainstorm asks students to come up with a word about a specified topic for each letter of the alphabet. This technique can be used prior to the beginning of the actual lesson or reading to assess a student's current knowledge or as a quick assessment at the end of the lesson to see what the student has learned.

Topic _____

- A
- B
- C
- D
- E
- F
- G
- H
- I
- J
- K
- L
- M
- N
- O
- P
- Q
- R
- S
- T
- U
- V
- W
- X
- Y
- Z

Summary Paragraph

KWLH

Another technique is KWLH. The first column is completed prior to the lesson being taught. A student is asked to list what he/she knows about a topic. Next, the student writes in what he/she would like to know about the topic from the lesson, and finally, after the lesson is completed, the student writes down what he/she has learned.

K What I Know for Sure About This Topic	W What I Think I Know, But Am Not Sure About This Topic	L What I would Like to Learn About This Topic	H How I Can Form Connections Between This Topic and Other Things I Know

Before and After Vocabulary Grids

Give each student a list of key words with two blank columns. In the first column, the students write the meaning of each word or what they guess the meaning is for each word. As they come across the word later during the lesson, the students can revise their original definition. At this point, the answers can be discussed and clarified in the whole class.

The benefits of Before and After Vocabulary Grids are that they:

- Focus attention onto key words
- Provide opportunities for students to actively work out word meaning
- Help students become independent learners of new words by using strategies such as context clues

Before and After Vocabulary Grid Template

Word List	What I think the word means	Revised definition

Building Word Lists

Locate lists of words from each of the areas that you will be teaching. You may also wish to have students build their own word lists by having students write unfamiliar terms on a chart that is posted in the room

Find the Words

Provide students with specific letters of the alphabet. Tell them that their task is to create as many words as possible with the letters provided in the area in which they are studying. If challenged, students should be prepared to state how the word is related to the selected topic.

Social Studies Vocabulary Example

Provide a group of students with the letters: a, c, d, e, g, h, j, i, l, m, n, o, p, r, s, t, u. Have them come up with as many vocabulary words in the area of the geography as possible from the list of letters provided. Remember, they cannot use other letters, but they can repeat letters within words as often as necessary. If challenged, they should be prepared to state how the word is related to geography.

Sample words: map, compass rose, hemisphere, latitude, longitude.

The Narrative Chain

A narrative chain requires that students link words in a list together into a sentence or paragraph. By using the words and associating them they create a firmer connection between the new words and those already stored in their memory.

Social Studies Narrative Chain Example

Provide students with the words: election, veto, amendment, congress, president, checks and balances

A sample narrative chain might be as follows:

After the election, the President expected that he would be able to recommend amendments to several bills that were being considered by Congress. However, he did not like the final version of the bills and used his veto power, an example of checks and balances included in the constitution, to prevent them from becoming law.

K. I. M. (Key Idea – Information - Memory Clue)

K. I. M. is a great strategy for new words or concepts. Write the term or key idea (K) in the left column, the information (I) that goes along with it in the center column, and draw a picture of the idea, a memory clue, (M) in the right column.

The key idea may be a new vocabulary word or a new concept. The information may be a definition or it may be a more technical explanation of the concept. The memory clue is a way for students to fully integrate the meaning of the key idea into their memories. By making a simple sketch that explains the key idea, students synthesize and interpret the new information, making it their own. Then, students can reference their drawings to remember new key ideas.

K (Key Idea)	I (Information)	M (Memory Clue)
drought	Little or no rain over a period of time	

Sample Lessons and a Few Classroom Ideas to Get Started

Comparing and Contrasting U.S. Presidential Campaign Ads from the Cold War

Lesson Overview

This lesson is adapted from the National Council of Social Studies and enables students to:

- learn more about time, continuity, and change;
- understand civic ideas and practices, including the complexity of campaigns and their historical context; and
- understand a complex concept – the Cold War.

For this lesson, students will need to access *EASE History* an online learning environment that supports the teaching and learning of U.S. History. *EASE History* has three entry points: Campaign Ads, Historical Events, and Core Democratic Values. This lesson helps students acquire conceptual understanding by:

- Looking at multiple cases related to the Cold War
- Placing events in context
- Reviewing events from multiple perspectives

Instructional Steps

Students should work in teams of two. Each team will need access to a computer, high-speed Internet, and two sets of headphones. If computer access is not available for individual teams, conduct the session as a group activity, using an LCD projector and computer to project the ads.

1. Go to the EASE History website at <http://www.easehistory.org/> and review the key features.
2. Provide each team with a compare and contrast worksheet.
3. Have teams examine at least twelve Cold War ads from the 1960s.
4. Assign each team two ads.
5. Have students view the ads and compare and contrast using the worksheet.
6. Have students come back together as a whole group and discuss how they compared and contrasted the ads and how their understanding of the Cold War has changed.

Comparing and Contrasting Campaign Ads Worksheet

Ad #1	Ad #2
Title Candidate Year Party Do you think that this source is reliable? Rate from 1 2 3 4 5 (circle one) Why did you give the source this rating?	Title Candidate Year Party Do you think that this source is reliable? Rate from 1 2 3 4 5 (circle one) Why did you give the source this rating?
First Impressions What is the first ad about? What is the second ad about?	
Looking Back (Review the two ads again.) After looking back, what did you notice that you didn't notice the first time? Ad #1 Ad #2	

Multiple Goals

How does each ad highlight the candidate's strengths and compensate for the candidate's weaknesses? EASE History candidate profiles include information on the candidate's strengths and weaknesses.

	Case 1	Case 2
How are the candidate's strengths highlighted?		
How does the ad compensate for the candidate's weaknesses?		

Multiple Perspectives

Think about the campaign ads from different perspectives. With your partner discuss how each ad could be viewed based on each of the following perspectives.

Perspective #1 National Security	Perspective #2: Patriotism
Perspective #3: Common Good	Perspective #4: Freedom

And the Best Supported Argument Is . . .

After completing the analysis of the two ads, determine which argument is best supported by the evidence provided in the ad. Incorporate relevant and specific evidence from each ad to support your argument. Your response should take about 25 minutes to complete.

The following are Campaign Ad pairs that you may wish to use in the lesson:

- Pair 1. Richard Nixon's 1960 "Important" ad and John F. Kennedy's 1960 "Issue" ad
- Pair 2. John F. Kennedy's 1960 "Issue" ad and Richard Nixon's 1968 "Leadership" ad
- Pair 3 Lyndon Johnson's 1964 "Daisy" ad and Richard Nixon's 1968 "Chicago" ad
- Pair 4 Barry Goldwater's 1964 "March" ad and Barry Goldwater's 1964 "Reagan" ad
- Pair 5 Hubert Humphrey's 1968 "Bomb" ad and Lyndon Johnson's 1964 "Cone" ad
- Pair 6 Richard Nixon's 1968 "Percy" ad and Lyndon Johnson's 1964 "Poverty" ad

Adapted from *Comparing and Contrasting U.S. Presidential Campaign Ads from the Cold War* developed by Brian P. Collins, Rand J. Spiro, and Aparna R. Ramchandran, Digital Age: Technology-Based K-12 Lessons Plans for Social Studies, National Council for the Social Studies, 2007.

First Amendment Scavenger Hunt

“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.”

Get a local newspaper or a *USA Today*. It doesn't matter what day you use.

Complete the following chart:

- Provide information on the newspaper used and the date.
- List the five freedoms guaranteed by the First Amendment.
- Find an example of each of the five freedoms.
- Write down the headline or an accurate description of the advertisement, letter, or symbol.
- Identify what type of example you used: article, letter to the editor, editorial, editorial cartoon, graphic, picture, advertisement, etc.
- Identify where you located each example; include the section of the newspaper (front page, classifieds, business section, home and family, local news, etc.) and the page number.
- Finally, write one or two sentences describing how the article reflects the freedom guaranteed in the First Amendment. Example: An article about whether or not a book should be banned from a library reflects the purpose for the Freedom of Press.

Newspaper _____ Date _____

Freedom	Headline/Description	Type of Example	Section	Page Number	How does this article reflect the freedom?

It's My Right! (or is it?)

Read the following synopsis of *Tinker v. Des Moines*. Pretend that you are the attorney for each side. What arguments would you make to the Supreme Court? Document your ideas for each side. Think about which side had the stronger case. You may wish to complete a search on the Internet for information on this case and then return to the lesson to see the decision.

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Tinker (Students)	Des Moines (School District)

A Few Websites in Social Studies to Get You Started!

Annenberg Interactives. Access lessons and activities for all areas of learning.
<http://www.learner.org/interactives/>

An Outline of American History. An overview of history and government developed as part of *The American Revolution—an HTML Project*. <http://www.let.rug.nl/usa/>

Consumer Index Calculator - The Federal Reserve Bank of Minneapolis Find out the cost of items from different points in time.
<http://www.minneapolisfed.org/index.cfm>

Daryl Cagle's Professional Cartoonists Index! This site includes cartoons from over sixty cartoonists on a variety of topics, plus a teacher's guide, games, and activities. The site stays current. <http://www.cagle.com>

Digital History. An interactive, multimedia history of the United States from the Revolution to the present. <http://www.digitalhistory.uh.edu/>

DocsTeach – This site includes links to primary sources, lesson plans, activity ideas, and template to build your own lessons.
<http://docsteach.org/>

Four Reads: Learning to Read Primary Documents. Take a step-by-step process for learning how to read primary documents. <http://teachinghistory.org/teaching-materials/teaching-guides/25690>

History World This is a massive site with histories, timelines, quizzes, and more, an excellent resource. <http://www.historyworld.net/>

- Brain Teasers - <http://www.historyworld.net/chronology/teaser1.asp>
- Places in History - <http://www.historyworld.net/about/googlemaps.asp?gtrack=more>

Lessons for Economics. Developed through the National Foundation for Teachers of Economics, this site provides a variety of lessons for use in the classroom. <http://www.fte.org/>

National Archives and Records Administration. The website of the National Archives. All types of educational units and copies of national documents are available from this governmental site. <http://www.archives.gov>

National Geographic. This section of the National Geographic website has political, physical, cultural, and weather maps to download for use in the classroom.
<http://maps.nationalgeographic.com/maps>

National Public Radio (NPR) Podcast Directory. All types of podcasts from National Public Radio to assist students in staying informed.
http://www.npr.org/rss/podcast/podcast_directory.php

Teaching History. National History Clearinghouse. This site has lots of materials to assist in the teaching of history. <http://teachinghistory.org/>

The Dirksen Center – CongressLink – Lesson plans and resources to help students understand Congress and government.
http://www.congresslink.org/print_lp_simulatecongaaction.htm

The Dirksen Center’s Editorial Cartoon Collection (with lesson plans)
<http://www.congresslink.org/cartoons/about.htm>

The History Channel. The History Channel provides both historic and current topics, readings, audio and video recordings, and lessons for the classroom. <http://www.history.com/>

The Library of Congress. The Library of Congress has historic documents, as well as timelines and articles that can be downloaded for classroom use. <http://www.loc.gov/teachers/>

- Teaching with the Library of Congress - Blog
<http://blogs.loc.gov/teachers/>
- Classroom Materials – Primary Source Sets from the Library of Congress
<http://www.loc.gov/teachers/classroommaterials/>

The Road to Citizenship Quiz Game. The History Channel website. 2013. Available at:
<http://www.history.com/interactives/the-road-to-citizenship-quiz-game>.

U. S. Department of State. Basic Readings in U.S. Democracy. From the Mayflower Compact to excerpts from presidential debates, this site from the U. S. Department of State has a variety of resources for use in the classroom.
<http://usinfo.org/enus/government/overview/demo.html>

Stay in Touch!

- **Florida GED® 2014 Preparation Program Frameworks** –
http://www.fldoe.org/workforce/dwdframe/ad_frame.asp
- **GED Testing Service®** – www.GEDtestingservice.com
- **Twitter at @GEDTesting®** – <https://twitter.com/gedtesting>
- **GED® Facebook** – <https://www.facebook.com/GEDTesting>
- **YouTube channel** – <http://www.youtube.com/gedtestingservice>
- **Common Core State Standards** – <http://corestandards.org>
- **College and Career Readiness Standards for Adult Education** –
<http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>
<https://www.ed.gov/edblogs/ovae/2013/04/22/college-and-career-readiness-ccr-standards-for-adult-education/>