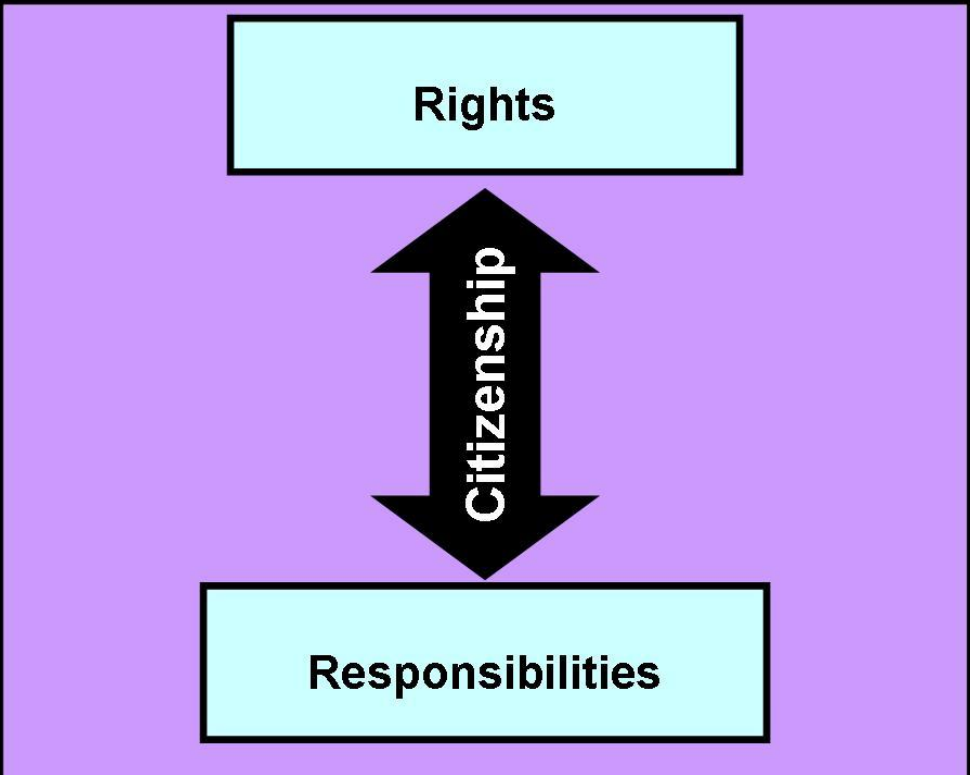
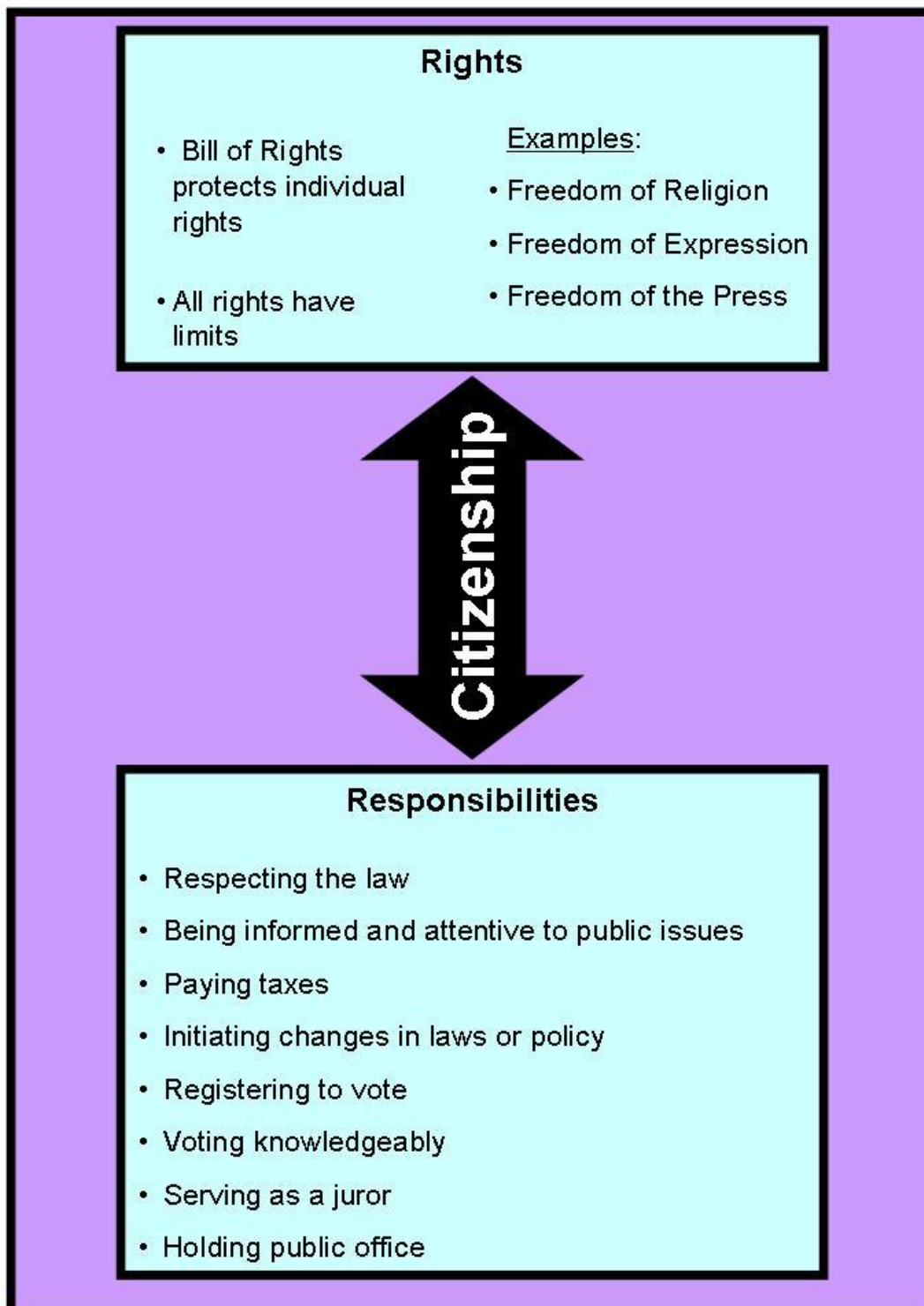


Fourth Grade Social Studies: United States Studies
Unit 6: Rights and Responsibilities of Citizenship

Big Picture Graphic

Overarching Question: Why are rights and responsibilities of citizenship essential to our form of government?		
Previous Unit: Our Federal Government	This Unit: Rights and Responsibilities of Citizenship	Next Unit: Fifth Grade Early American History
		
Questions To Focus Assessment and Instruction: <ol style="list-style-type: none">1. How are rights and responsibilities related?2. How can citizens work together to improve their government?3. Why are rights and responsibilities of citizenship essential to our form of government?		<u>Types of Thinking</u> Classification Evidentiary Argument Identifying Perspectives Issue Analysis Problem Solving

Graphic Organizer



Unit Abstract:

In this unit students explore the rights and responsibilities of citizenship. Through a lesson on the Bill of Rights, students learn how government affects their daily lives by identifying situations in which specific rights are involved. They also explore why rights have limits and the relationship between rights and responsibilities. In exploring the responsibilities of citizenship, students focus on the need for citizens to be informed about public issues. They deepen their understanding of public issues and the importance of citizen action in a democratic republic. They identify public policy issues facing citizens in the United States and then use graphic data and other sources to analyze information about a particular issue. In exploring the issue, they evaluate alternative resolutions and analyze how conflicts among core democratic values often lead people to want different resolutions to a public policy issue. Finally, students demonstrate competency in expressing their own opinions relative to a public issue in the United States and justify their opinions with a reasoned argument.

Focus Questions

1. How are rights and responsibilities related?
2. How can citizens work together to improve their government?
3. Why are rights and responsibilities of citizenship essential to our form of government?

Content Expectations

- 4 – C2.0.2: Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press).
- 4 – C5.0.1: Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).
- 4 – C5.0.2: Describe the relationship between rights and responsibilities of citizenship.
- 4 – C5.0.3: Explain why rights have limits.
- 4 – C5.0.4: Describe ways citizens can work together to promote the values and principles of American democracy.
- 4 – P3.1.1: Identify public issues in the United States that influence the daily lives of its citizens.
- 4 – P3.1.2: Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.
- 4 – P3.1.3: Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.
- 4 – P3.3.1: Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.

Integrated GLCE's

R.NT.04.03: Analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution. (English Language Arts)

W.PR.04.01: Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece. (English Language Arts)

R.IT.04.01: Identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/biography, personal essay, almanac, and newspaper. (English Language Arts)

D.RE.04.01: Construct tables and bar graphs from given data. (Mathematics)

Key Concepts

Bill of Rights
citizenship
civic responsibilities
core democratic values
individual rights
public issues

Duration

6 weeks

Lesson Sequence

Lesson 1: What is the Bill of Rights?

Lesson 2: What are the Responsibilities of Citizens?

Lesson 3: Becoming Informed about Public Issues

Lesson 4: Core Democratic Values and Public Issues

Lesson 5: Exploring a Public Issue Facing U.S. Citizens

Lesson 6: Taking a Position on a Public Issue Facing U.S. Citizens

Assessment

Selected Response Items

Constructed Response Items

Extended Response Items

Performance Assessments

Resources

Equipment/Manipulative

Copies of local and regional newspapers
Overhead Projector or Document Camera and Projector
Student journal or notebook
Two colors of highlighters each student

Student Resource

**Ben's Guide to U.S. Government for Kids*. 10 March 2009 <<http://bensguide.gpo.gov>>.

Bill of Rights in the News. Bill of Rights Institute. 9 March 2009
<<http://www.billofrightsinstitute.org/Teach/News/default.asp>>.

The Bill of Rights. Our Documents. 9 March 2009
<<http://www.ourdocuments.gov/doc.php?flash=true&doc=13>>.

Christelow, Eileen. *Vote!* New York: Sandpiper Books, 2008.

Clayton, Ed. *Martin Luther King, the Peaceful Warrior*. New York: Simon Pulse Books, 1991 (or other book about Dr. King).

Cone, Molly. *Come Back, Salmon*. New York: Harcourt Books, 1992.

**First Amendment Heroes: Part C of An Introduction to the First Amendment*. Education for Freedom Website. 10 March 2009
<<http://www.freedomforum.org/packages/first/curricula/educationforfreedom/L01main.htm>>.

**Inside the Voting Booth*. PBS Kids Democracy Project. 10 March 2009
<<http://pbs.org/democracy/kids/vote>>.

Issue Guide: Environment. Public Agenda. 9 March 2009
<<http://www.publicagenda.org/citizen/issueguides/environment>>.

Krull, Kathleen. *Harvesting Hope: The Story of Cesar Chavez*. New York: Harcourt Children's Books, 2003.

Lead Toy Recalls. 5 March 2009 <<http://www.leadtoyrecalls.com/>>.

Sierra, Judy. *Ballyhoo Bay*. New York: Simon & Schuster/Paula Wiseman Books, 2009.

Stamper, Judith. *Save the Everglades*. New York: Steck-Vaughn, 1992.

State News. 9 March 2009 <<http://www.stateline.org/live/>>.

* Although the resources denoted with an asterisk are not cited in the lessons for this unit, they are included here to provide meaningful options for teachers.

Toy Recall Database. 5 March 2009 <<http://www2.morganton.com/p/content/toy-recall-database-2008/>>.

**TLC Elementary School: Understanding Good Citizenship*. Discovery Channel School. 2006. United Streaming. 10 March 2009 <<http://streaming.discoveryeducation.com/>>.

Teacher Resource

America Votes: The Big Picture. Navigating Election Day. League of Women Voters Website. 9 March 2009 <<http://www.lwv.org>>.

**Bill of Rights Institute*. 10 March 2009 <<http://www.billofrightsintstitute.org/Teach/freeResources/>>.

**Center for Civic Education*. 10 March 2009 <<http://www.civiced.org/>>.

Choice of attire at voting booth at stake in suit. Daily Progress. 9 March 2009 <http://www.dailyprogress.com/cdp/news/local/article/choice_of_attire_at_voting_booth_at_stake_in_suit/32617/>.

**Civics Lesson Plans*. New York Times Learning Center website. 10 March 2009 <<http://www.nytimes.com/learning/teachers/lessons/civics.html>>.

Consumer Product Safety Commission. 9 March 2009 <<http://www.cpsc.gov/>>.

Consumer Product Safety Improvement Act Signed Into Law. Godfrey and Kahn. 9 March 2009 <http://www.gklaw.com/publication.cfm?publication_id=750>.

**Create Your Own Notebook on Core Democratic Values*. 10 March 2009 <<http://www.michiganepic.org/coredemocratic/indexb.html>>.

**Education for Freedom: Lesson Plans for Teaching the First Amendment*. Freedom Forum Website. 10 March 2009 <<http://www.freedomforum.org/packages/first/curricula/educationforfreedom/index.htm>>.

The Five Freedoms. First Amendment Schools. 10 March 2009 <<http://www.firstamendmentschools.org/freedoms/freedomsindex.aspx>>.

Gas Prices Pump Up Support. Pew Research Center for the People and the Press. 9 March 2009 <<http://pewresearch.org/>>.

* Although the resources denoted with an asterisk are not cited in the lessons for this unit, they are included here to provide meaningful options for teachers.

- Handcrafted Toy Makers Fear New Lead Paint Law.* Washington Times. 9 March 2009
<<http://www.washingtontimes.com/news/2008/dec/25/handcrafted-toy-makers-fear-new-lead-paint-law/>>.
- Illinois city shouldn't have silenced man at council meeting.* First Amendment Center. 9 March 2009 <<http://www.firstamendmentcenter.org/news.aspx?id=21055>>.
- Indiana high court: State can sue over political 'robo-calls'.* First Amendment Center. 9 March 2009 <<http://www.firstamendmentcenter.org/news.aspx?id=21053>>.
- Lead in Toys.* New York Times. 9 March 2009
<<http://www.nytimes.com/2007/09/11/business/worldbusiness/11lead.html>>.
- Lead Toy Recalls.* 9 March 2009 <<http://www.leadtoyrecalls.com/>>.
- **McCormick Tribune Freedom Museum.* 10 March 2009 <<http://www.freedommuseum.us/html/>>.
- Michigan House Reignites Smoking Ban Debate.* Michigan News. 9 March 2009
<http://www.mlive.com/news/index.ssf/2008/09/michigan_house_reignites_smoki.html>.
- New Jersey inmate challenges ban on prison preaching.* First Amendment Center. 9 March 2009
<<http://www.firstamendmentcenter.org/news.aspx?id=20960>>.
- Officials Defend Grade Policy.* Pittsburg Post Gazette. 9 March 2009 <<http://www.post-gazette.com/pg/09007/940011-298.stm>>.
- The Pew Research Center.* 9 March 2009 <<http://pewresearch.org/>>.
- Public Agenda.* 9 March 2009 <<http://www.publicagenda.org/>>.
- **Resources for Teachers on Core Democratic Values.* 10 March 2009
<<http://www.classroomhelp.com/lessons/cdv/index.html>>.
- Senate Okays Smoking Ban.* Michigan News. 9 March 2009
<http://www.mlive.com/news/index.ssf/2008/05/senate_oks_smoking_ban_reactio.html>.
- Sikh sues judge over demand for turban removal.* First Amendment Center. 9 March 2009
<<http://www.firstamendmentcenter.org/news.aspx?id=19003>>.
- Time Short For About 200 Deer.* Detroit Free Press. 10 March 2009
<<http://m.freep.com/news.jsp?key=378966>>.

* Although the resources denoted with an asterisk are not cited in the lessons for this unit, they are included here to provide meaningful options for teachers.

Toy Recall Database: 9 March 2009 <<http://www2.morganton.com/p/content/toy-recall-database-2008/>>.

**We the People*. Calabasas, CA: Center for Civic Education, 2003. pp. 132-172, 183-196.

**What is the State of the First Amendment?* Newsweek Education Program and the First Amendment Schools Project. 10 March 2009 <<http://www.firstamendmentschools.org>>.

*Yolen, Jane. *Letting Swift River Go*. Little Brown, 1995.

Resources for Further Professional Knowledge

CIRCLE: Center for Information and Research on Civic Learning and Engagement. 10 March 2009 <<http://www.civicyouth.org/>>.

Citizenship Education. 10 March 2009 <http://www.ecs.org/html/educationIssues/CitizenshipEducation/CitEdDB_intro.asp>.

Civitas. 10 March 2009 <<http://www.civnet.org/>>.

National Center for Learning and Citizenship. 10 March 2009 <http://www.ecs.org/html/projectsPartners/nclc/nclc_main.htm>.

National Alliance for Civic Education. 10 March 2009 <<http://www.cived.net/>>.

Teaching Students To Discuss Controversial Public Issues. ERIC Digest. 10 March 2009 <<http://www.ericdigests.org/2002-2/issues.htm>>.

* Although the resources denoted with an asterisk are not cited in the lessons for this unit, they are included here to provide meaningful options for teachers.

Instructional Organization

Lesson 1: What is the Bill of Rights?

Content Expectations:

- 4 – C2.0.2: Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press).
- 4 – C5.0.2: Describe the relationship between rights and responsibilities of citizenship.
- 4 – C5.0.3: Explain why rights have limits.

Key Concepts: Bill of Rights, citizenship, individual rights

Abstract: This lesson connects back to Unit 5 in which the importance of individual rights was explored and further builds on the concept of limited government. After reviewing the Bill of Rights, students take an in depth look at the First Amendment. Then, working in small groups they analyze a newspaper article describing a particular right in action. They share the results of their analysis with the class. Next, through class discussions and the use of examples, students examine why rights have limits and the relationship between rights and responsibilities.

Lesson 2: What are the Responsibilities of Citizens?

Content Expectations

- 4 – C5.0.1: Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).
- 4 – C5.0.4: Describe ways citizens can work together to promote the values and principles of American democracy.

Integrated GLCE's

- R.NT.04.03:* Analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution. (English Language Arts)
- W.PR.04.01:* Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece. (English Language Arts)
- D.RE.04.01:* Construct tables and bar graphs from given data. (Mathematics)

Key Concepts: citizenship, civic responsibilities

Abstract: In this lesson students explore the responsibilities of citizenship. The lesson begins by activating students' prior knowledge of the relationship between rights and responsibilities (addressed in Lesson 1). After conducting a short survey of adults about their perceptions of the responsibilities of citizenship, students explore how democratic values and principles are connected to civic responsibilities with a focus on popular sovereignty. Finally, students explore ways citizens can work together to promote the values and principles of American democracy through literature and civic initiatives in their own communities, state, or nation.

Lesson 3: Becoming Informed about Public Issues

Content Expectations:

- 4 – C5.0.1: Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).
- 4 – P3.1.1: Identify public issues in the United States that influence the daily lives of its citizens.

Integrated GLCE's

- R.IT.04.01 Identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/biography, personal essay, almanac, and newspaper. (English Language Arts)

Key Concepts: citizenship, civic responsibilities, public issues

Abstract: In this lesson students review the characteristics public issues. They use these characteristics to identify a variety of issues affecting local communities, Michigan, and the United States. After reviewing the concept of popular sovereignty, they explore how being informed about public issues is a civic responsibility. Students then work in small groups to identify several public issues facing citizens in the United States such as outsourcing of jobs, social security, national healthcare, and the wars in Iraq and Afghanistan. Students then identify resources that would help citizens become informed about these public issues and ask questions regarding the point of view of the sources.

Lesson 4: Core Democratic Values and Public Issues

Content Expectations:

- 4 – P3.1.1: Identify public issues in the United States that influence the daily lives of its citizens.
- 4 – P3.1.3: Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.

Key Concepts: core democratic values, public issues

Abstract: In this lesson students consider how making informed decisions about public issues require citizens to examine connections between core democratic values and the issues. They examine a variety of decisions and identify the core values in conflict in each decision. Next, students explore how conflicts over core democratic values often lead people to want different resolutions by examining current public issues facing U.S. citizens.

Lesson 5: Exploring a Public Issue Facing U.S. Citizens

Content Expectations:

4 – P3.1.1: Identify public issues in the United States that influence the daily lives of its citizens.

4 – P3.1.2: Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.

Key Concepts: citizenship, public issues

Abstract: In this lesson, students briefly examine a variety of public issues facing U.S. citizens such as how to deal with invasive species, water diversion from the Great Lakes, and quality control of imports. Then, they analyze one of the issues in depth by using graphic data and other sources. They evaluate possible resolutions of the issue through small group substantive discussions.

Lesson 6: Taking a Position on a Public Issue Facing U.S. Citizens

Content Expectations:

4 – P3.3.1: Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.

Key Concepts: core democratic values, public issues

Abstract: Students use information from Lesson 5 to compose a short essay on a public issue. After considering a consumer safety issue, students explore data related to the public issue. They write an essay using data and reasoning to justify their position and then revise their essays after peer editing.

Lesson 1: What is the Bill of Rights?

Big Ideas of the Lesson

The Bill of Rights is the first ten amendments to the Constitution. These amendments identify important individual rights.

The First Amendment guarantees freedom of expression which includes freedom of speech, freedom of the press, and freedom of assembly.

The First Amendment also guarantees freedom of religion.

Sometimes we have to put limits on rights. For example, freedom of speech does not allow you to yell “fire” in a crowded place when there is no fire.

Rights come with responsibilities.

Lesson Abstract:

This lesson connects back to Unit 5 in which the importance of individual rights was explored and further builds on the concept of limited government. After reviewing the Bill of Rights, students take an in depth look at the First Amendment. Then, working in small groups they analyze a newspaper article describing a particular right in action. They share the results of their analysis with the class. Next, through class discussions and the use of examples, students examine why rights have limits and the relationship between rights and responsibilities.

Content Expectations

- 4 – C2.0.2: Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press).
- 4 – C5.0.2: Describe the relationship between rights and responsibilities of citizenship.
- 4 – C5.0.3: Explain why rights have limits.

Key Concepts

Bill of Rights
citizenship
individual rights

Instructional Resources

Equipment/Manipulative

Overhead projector or Document Camera/Projector
Student journal or notebook

Student Resource

Bill of Rights in the News. Bill of Rights Institute. 9 March 2009 < HYPERLINK "http://www.billofrightsinstitute.org/Teach/News/default.asp" http://www.billofrightsinstitute.org/Teach/News/default.asp>.

The Bill of Rights. Our Documents. 9 March 2009 < HYPERLINK "http://www.ourdocuments.gov/doc.php?flash=true&doc=13" http://www.ourdocuments.gov/doc.php?flash=true&doc=13>.

Teacher Resource

Choice of attire at voting booth at stake in suit. Daily Progress. 9 March 2009 < HYPERLINK "http://www.dailyprogress.com/cdp/news/local/article/choice_of_attire_at_voting_booth_at_stake_in_suit/32617/" http://www.dailyprogress.com/cdp/news/local/article/choice_of_attire_at_voting_booth_at_stake_in_suit/32617/>.

Egbo, Carol. *Supplemental Materials (Unit 6, Lesson 1)*. Teacher-made material. Michigan Citizenship Collaborative Curriculum, 2009.

The Five Freedoms. First Amendment Schools. 10 March 2009 < HYPERLINK "http://www.firstamendmentschools.org/freedoms/freedomsindex.aspx" http://www.firstamendmentschools.org/freedoms/freedomsindex.aspx>.

Illinois city shouldn't have silenced man at council meeting. First Amendment Center. 9 March 2009 < HYPERLINK "http://www.firstamendmentcenter.org/news.aspx?id=21055" http://www.firstamendmentcenter.org/news.aspx?id=21055>.

Indiana high court: State can sue over political 'robo-calls'. First Amendment Center. 9 March 2009 < HYPERLINK "http://www.firstamendmentcenter.org/news.aspx?id=21053" http://www.firstamendmentcenter.org/news.aspx?id=21053>.

New Jersey inmate challenges ban on prison preaching. First Amendment Center. 9 March 2009 < HYPERLINK "http://www.firstamendmentcenter.org/news.aspx?id=20960" http://www.firstamendmentcenter.org/news.aspx?id=20960>.

Sikh sues judge over demand for turban removal. First Amendment Center. 9 March 2009 < HYPERLINK "http://www.firstamendmentcenter.org/news.aspx?id=19003" http://www.firstamendmentcenter.org/news.aspx?id=19003>.

Lesson Sequence

Give each student a copy of "The Bill of Rights" located in the *Supplemental*

Materials (Unit 6, Lesson 1). Have students work in groups of three or four students each to discuss the importance of each amendment. Have the groups rank the amendments in order of importance to the group. Display “The Bill of Rights” document to the class. Have the groups share their rankings with the entire class as you discuss the simplified descriptions of the rights guaranteed in these amendments. The following questions can be used to guide your discussion:

Which of these rights do you consider most important? Why?

What kind of conflicts do you think arise over the Second Amendment?

The Bill of Rights was written many years ago. Do you think any of these amendments are out-dated now and not needed? If so, which ones and why?

Why do you think more than one amendment has to do with people who are accused of a crime?

What do you think the purpose of amendments nine and ten was?

How might life be different if the Bill of Rights had never been added to the Constitution?

Display the document “The First Amendment” located in the *Supplemental Materials (Unit 6, Lesson 1)*. Using the document, show students the actual words of the First Amendment. Explain that these 45 words guarantee some of our most important freedoms: Speech, Religion, Press, Assembly, and Petition. Use the document to discuss these rights. Explain that the First Amendment guarantees that people are free to:

worship as they choose

believe in no religion at all

develop and express ideas

have access to a lot of information through a free press

criticize the government

associate with people of their choosing

join groups of their own choosing

ask the government to change

Show “The First Amendment” document again to the class. Explain to students that the rights of speech, press, assembly, and petition are often grouped under the term “Freedom of Expression.” Explain that expression means the communication of beliefs, ideas or feelings to others. Place students in small groups and have them imagine that they have an important message they want to share with others. Tell the groups to make a list of all the different ways they could express their message. For example, they could make a television commercial. Give groups time to work together and then have them share their lists with the whole group. Possible answers include:

A radio broadcast

A television broadcast

An ad

The U.S. mail

Leaflets placed on car windows
T-shirts
Bumper stickers
Buttons
Internet messages
E-mail messages
Wearing a sign on a corner
Giving a speech about the message
Billboards

Explain that all these methods of expression are protected by the First Amendment.

Ask students if they think there is ever a time when limits must be placed on freedom of expression. Discuss student responses. If necessary, give them the example of someone who yells “Fire” in a crowded movie theater. Such an act could seriously infringe on the rights and safety of others. In this case freedom of speech is limited.

Place students in small groups and give each group a copy of the “Should There Be Limits on Freedom of Expression” group activity sheet located in the *Supplemental Materials (Unit 6, Lesson 1)*. Tell groups to discuss each of the questions, come to a consensus, and describe their answers in writing on the handout. Give groups time to work. Have the small groups then share their ideas with the whole class.

Explain to students that the First Amendment also guarantees freedom of religion. This freedom is centered upon two important ideas: the Establishment Clause and the Free Exercise Clause. Display the document “Freedom of Religion” located in the *Supplemental Materials (Unit 6, Lesson 1)*. Use the document to discuss these ideas. The following questions may be helpful in guiding the discussion:

How would life be different if there were an official religion for our country to which we all had to belong?

If the President were a Catholic and he or she attended Mass on Sunday, would this be considered the government favoring one religion over another? Why or why not?

If your religion does not believe in saying the Pledge of Allegiance to the flag, could you be forced to say it at school? Why or why not?

Remind students that in some cases freedom of expression can be limited. Ask them if they think the same is true of freedom of religion. Discuss student responses. Write the following on the board or overhead transparency: “The freedom to believe is absolute, but the freedom to act is not.” Ask students to turn and talk with a partner about what this statement may mean. Then, guide students to the idea that people cannot do anything they want in the name of religion. For instance, if a person’s religion calls for them to hurt another

person, that action would not be protected under the First Amendment. The government may limit religious practices if they are considered harmful to public health or the common good. Explain to students that there have been many court cases that have addressed limits on First Amendment rights.

Explain to students that the freedoms guaranteed in the First Amendment are an important part of everyday life. Give each student a copy of the “Everyday Life and the First Amendment” worksheet located in the *Supplemental Materials (Unit 6, Lesson 1)*. Have students complete the worksheet independently. Note that an Answer Sheet has been included in the *Supplemental Materials (Unit 6, Lesson 1)*. In addition, encourage students to find other examples of First Amendment freedoms in their school and community. Examples could include campaign lawn signs, a letter to the editor complaining about community government, etc.

Display the document “Analyzing a Newspaper Article” located in the *Supplemental Materials (Unit 6, Lesson 1)*. Then, give each student a copy of the newspaper article entitled: “Judge orders S.C. to stop making 'I Believe' license plates,” located in the *Supplemental Materials (Unit 6, Lesson 1)*. Use a Think-Aloud strategy to model the process of critical analysis for students by reading the newspaper article out loud, summarizing the article, and identifying the specific right connected to this article (freedom of religion). Write on the document or an overhead transparency of the document as you model and discuss it.

Have students use the process modeled in the previous step to complete an analysis of another newspaper article in small groups. Divide students into groups and give each group a copy of the “Analyzing a Newspaper Article” chart and one of the newspaper articles located in the *Supplemental Materials (Unit 6, Lesson 1)*. Note that the articles are of varying lengths and difficulties which will allow you to differentiate this activity.

Give groups time to work together and then have each group report on the article they were assigned. If possible, supplement this activity with current articles relating to specific rights.

Explain to students that rights come with responsibilities. If we want to enjoy First Amendment freedoms, as well as other rights included in the Bill of Rights, then we must also respect other people’s rights to the same freedoms. Place students in pairs and give each pair a copy of the pair activity sheet, “Rights and Responsibilities,” located in the *Supplemental Materials (Unit 6, Lesson 1)*. Tell the pairs to work together to list citizen responsibilities linked to the rights shown on the chart. Give students time to complete the activity and then have the pairs share their ideas with the entire class. A chart showing possible answers has been included in the *Supplemental Materials (Unit 6, Lesson 1)*.

Assessment

A "Lesson Assessment" has been included in *Supplemental Materials (Unit 6, Lesson 1)* in which students choose two individual rights from the Bill of Rights and explain why they are important and then give an example of why rights are limited.

4th Grade United States Studies

Unit 6: Rights and Responsibilities of Citizenship
Lesson 1

SS040601

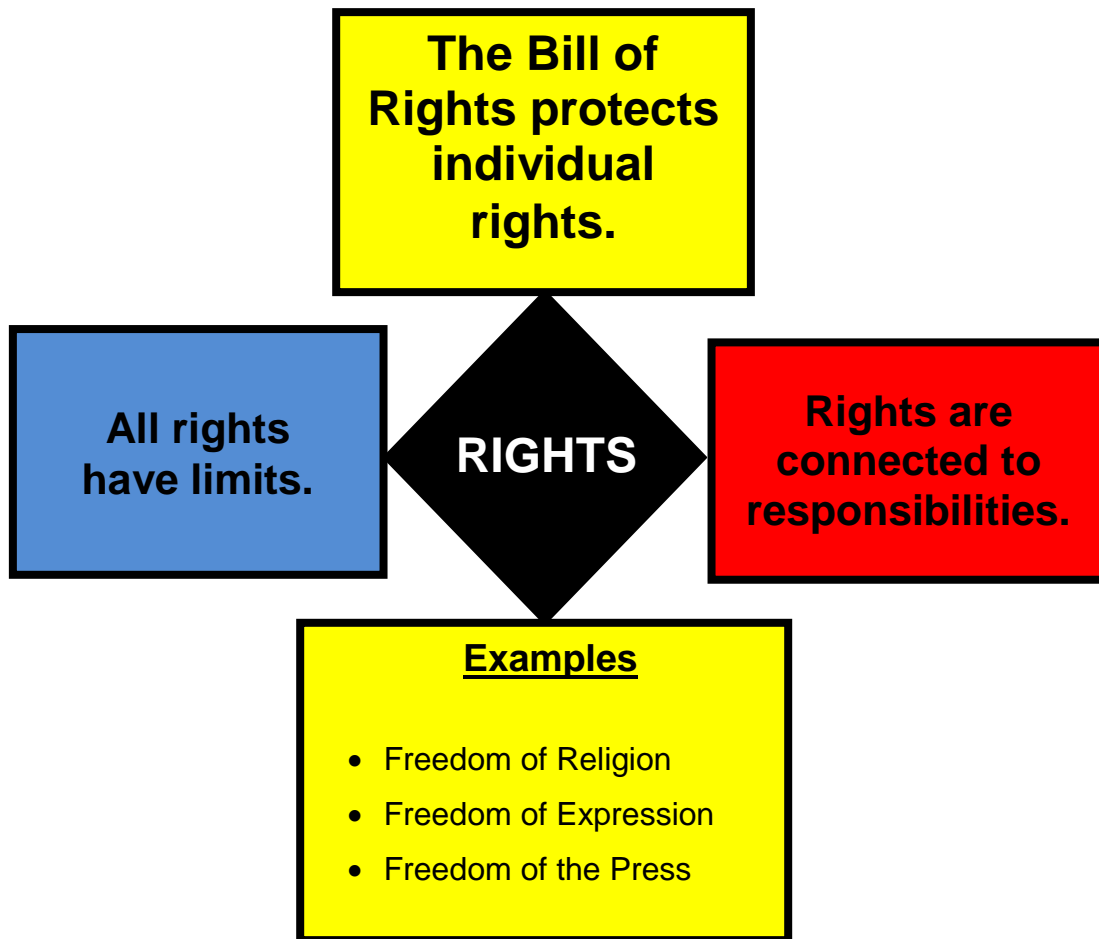
Michigan Citizenship Collaborative Curriculum

Page PAGE 2 of NUMPAGES 5

HYPERLINK "http://www.micitizenshipcurriculum.org" www.micitizenshipcurriculum.org

March 9, 2009

Graphic Organizer






Big Ideas Card

Big Ideas of Lesson 1, Unit 6

1. The Bill of Rights is the first ten amendments to the Constitution. These amendments identify important individual rights.
2. The First Amendment guarantees freedom of expression which includes freedom of speech, freedom of the press, and freedom of assembly.
3. The First Amendment also guarantees freedom of religion.
4. Sometimes we have to put limits on rights. For example, freedom of speech does not allow you to yell “fire” in a crowded place when there is no fire.
5. Rights come with responsibilities.

Word Cards

<p style="text-align: center;">1 Bill of Rights</p> <p>the first ten amendments, or additions, to the Constitution which give people important rights such as freedom of speech</p> <p>Example: The Bill of Rights is an important part of the Constitution.</p> <p style="text-align: right;">(SS040601)</p>	<p style="text-align: center;">2 individual rights</p> <p>things a an individual person is entitled to have or to do</p> <p>Example: You have the right to own property. You have the right to speak freely.</p> <p style="text-align: right;">(SS040601)</p>
<p style="text-align: center;">3 freedom of expression</p> <p>the rights of speech, press, assembly, and petition</p> <p>Example: The First Amendment guarantees people the right to freedom of expression.</p> <p style="text-align: right;">(SS040601)</p>	<p style="text-align: center;">4 freedom of speech</p>  <p>the right to say what you want and to talk about your beliefs, ideas, and feelings</p> <p>Example: He exercised freedom of speech when he stood up and gave his opinion in the meeting.</p> <p style="text-align: right;">(SS040601)</p>
<p style="text-align: center;">5 freedom of the press</p>  <p>the right to write and read what you want</p> <p>Example: The newspaper exercised freedom of the press when it included an article criticizing the president.</p> <p style="text-align: right;">(SS040601)</p>	<p style="text-align: center;">6 freedom of assembly</p>  <p>the right to meet with others</p> <p>Example: She exercised freedom of assembly when she held a meeting in her home to discuss problems with the new mayor.</p> <p style="text-align: right;">(SS040601)</p>

7
**freedom of
petition**

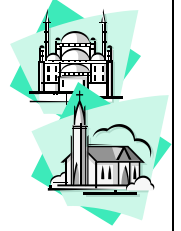


the right to ask the government to correct something you think is wrong

Example: She exercised freedom of petition when she got other people to sign a petition objecting to the new law.

(SS040601)

8
freedom of religion



the right to have any religious beliefs you want or no religious beliefs at all

Example: We have many different religions in our country because we believe in freedom of religion.

(SS040601)

The Bill of Rights

Amendment One guarantees freedom of religion, freedom of speech, freedom of the press, freedom for people to get together peacefully, and freedom for people to send petitions to their government.

Amendment Two states that in order to have a prepared military, people are guaranteed the right to keep and bear arms.

Amendment Three states that the government cannot force people to house and feed soldiers in their homes during times of peace.

Amendment Four states that people, their homes and their belongings are protected from unreasonable searches of seizures.

Amendment Five guarantees a person accused of a serious crime the right to be charged by a grand jury. It also states that people cannot be forced to give evidence against themselves. If a person is found not guilty of a crime, he/she cannot be put on trial for the same crime again. Finally, the federal government cannot unfairly take peoples' lives, freedom, or property.

Amendment Six guarantees a speedy and public trial by an impartial jury if a person is accused of a crime. The accused person also has the right to be told what they are accused of and they have the right to a lawyer. They also have the right to see and to question those people who have accused them of the crime.

Amendment Seven guarantees a trial by jury in civil cases.

Amendment Eight says that courts cannot use cruel or unusual punishment or set bail and fines that are too high.

Amendment Nine states that the people have other rights that are not stated here.

Amendment Ten states that the people have all the rights not given to the United States government or forbidden to state governments by the U.S. Constitution.

The First Amendment

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.

Freedom of Expression

Speech: the right to say what you want; to talk about your beliefs, ideas, or feelings

Press: the right to write and read what you want

Assembly: the right to meet with others to talk about what you wish and share your beliefs, ideas, or feelings

Petition: the right to ask the government to correct something you think is wrong

Should There Be Limits on the Freedom of Expression?

Group Activity Sheet

	Yes or No?	Why?
1. Some people consider writing graffiti on walls and other places a way to express themselves. Should graffiti be allowed?		
2. Some people express themselves by wearing certain kinds of T-shirts. Should schools ban certain kinds of T-shirts?		
3. People can express themselves by making phone calls. Should prank calls be allowed?		
4. Some people express themselves by playing certain kinds of music. Should communities be allowed to pass laws that limit how loud music can be played?		
5. Sometimes groups hold views that are unpopular with a lot of people. Should these groups be allowed to give public speeches in a park?		
6. Should someone be allowed to publish an ad that says mean things about another person?		

Freedom of Religion

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof;



Establishment Clause

- Congress cannot establish an official religion for our country.
- The government cannot favor one religion over any others.



Free Exercise Clause

- You can have any religious beliefs you want.
- You are free to have no religious beliefs at all.
- The government cannot unfairly limit your right to practice your religious beliefs.

Everyday Life and the First Amendment

Directions: Each situation below relates to a First Amendment right. Decide which right is at issue and put the correct answer in the space next to the number.

First Amendment rights:

religion

assembly

speech

petition

press

1. _____ Two people working at a small grocery store printed flyers describing what they considered to be unfair work conditions at the store. They handed out the flyers in front of the store.
2. _____ A group of high school students were unhappy about the firing of a teacher at their school. They met in front of the school district offices to protest the firing.
3. _____ A neighbor went door to door in her neighborhood asking people to write letters to the mayor protesting the closing of a park in the neighborhood.
4. _____ A person stood in front of a lumber company's main office with a sign that said: "Stop cutting down trees!"
5. _____ A student used the Internet to research several different newspapers and their coverage of the war in Iraq.
6. _____ Two students wore buttons to school that said, "We want a longer recess."
7. _____ Two people attended a community dinner. They refused to bow their heads during a prayer that was said at the beginning of the event.
8. _____ A former teacher began a small newspaper in her town. In the paper she often criticized school district officials and the mayor of the town.
9. _____ When the city council threatened to close a park in a neighborhood a large group of people met at the park to discuss a plan of action.
10. _____ Mr. Jones made it a habit to attend a different church every Sunday for a whole year.

Everyday Life and the First Amendment Answer Sheet

Directions: Each situation below relates to a First Amendment right. Decide which right and put the correct answer in the space next to the number.

First Amendment rights:

religion

assembly

speech

petition

press

1. **press** Two people working at a small grocery store printed flyers describing what they considered to be unfair work conditions at the store. They handed out the flyers in front of the store.
2. **assembly** A group of high school students were unhappy about the firing of a teacher at their school. They met in front of the school district offices to protect the firing.
3. **petition** A neighbor went door to door in her neighborhood asking people to write letters to the mayor protesting the closing of a park in the neighborhood.
4. **speech** A person stood in front of a lumber company's main office with a sign that said: "Stop cutting down trees!"
5. **press** A student used the Internet to research several different newspapers and their coverage of the war in Iraq.
6. **speech** Two students wore buttons to school that said "We want a longer recess."
7. **religion** Two people attended a community dinner. They refused to bow their heads during a prayer that was said at the beginning of the event.
8. **press** A former teacher began a small newspaper in her town. In the paper she often criticized school district officials and the mayor of the town.
9. **assembly** When the city council threatened to close a park in a neighborhood a large group of people met at the park to discuss a plan of action.
10. **religion** Mr. Jones made it a habit to attend a different church every Sunday for a whole year.

Analyzing a Newspaper Article

Headline of News Article	
Summary of Article	
To what right or rights is this article connected?	

Judge orders S.C. to stop making 'I Believe' license plates

BY TIM SMITH • STAFF WRITER • DECEMBER 12, 2008

COLUMBIA -- A federal judge on Thursday temporarily stopped the state from making and issuing "I Believe" religious license plates, granting a request from a group that had argued the plates showed an unconstitutional preference for Christianity.

U.S. District Court Judge Cameron McGowan Currie issued the preliminary injunction after finding that the statute creating the plate violated the constitutional establishment clause forbidding government from establishing a religion.

The license plate, approved by the Legislature, contains a stained glass emblem with a cross on it and the words "I Believe" on top. No plates have been distributed, though hundreds have been ordered.

"I am extremely disappointed in the court's ruling, and feel the 'I Believe' license tag is completely constitutional," state Attorney General Henry McMaster said. "I will strongly urge and recommend that the Department of Motor Vehicles and the Department of Corrections immediately appeal this decision to the 4th Circuit Court of Appeals."

Currie found that for the purposes of an injunction, the law creating the plate didn't have a secular purpose, didn't have a primarily secular effect and entangled religion and government. To avoid an injunction, she said, the statute would have had to have passed all three parts of that legal test.

"I find it unlikely the act satisfies even one of these," she said.

Washington-based Americans United for Separation of Church and State filed a lawsuit earlier this year against DMV and the prison system, which makes all license plates, on behalf of some religious leaders and the Hindu American Foundation who claimed their First Amendment rights were infringed by the plates.

Lawmakers voted unanimously for the plates, and some said they wouldn't vote for plates for minority faiths, Americans United argued.

Currie ordered that the state cease any production of the plates, stop taking any orders for them and provide for an alternative plate for those who have already paid for the plates until the lawsuit is decided.

Kevin Hall, a lawyer who argued the case for DMV, said officials would review the case to decide whether to appeal Currie's ruling. "This is the first step in what likely will be a long-term process," he said afterward.

Source: *Judge orders S.C. to stop making 'I Believe' license plates*. 28 December 2008
<<http://www.greenvilleonline.com/article/20081212/NEWS/312120001/1001/NEWS01>>.

Illinois city shouldn't have silenced man at council meeting

**By The Associated Press
Sunday, December 28, 2008**

CHICAGO — A federal judge says the city of Waukegan violated the First Amendment rights of a resident who wasn't allowed to speak at a 2002 City Council meeting.

Jose Zurita went to the meeting to protest a vehicle-towing ordinance. But Mayor Richard Hyde asked him to apologize before speaking because of a separate incident involving a city worker overseeing a protest Zurita helped plan.

U.S. District Judge Milton Shadur wrote in a 60-page decision released Dec. 22 that the city violated Zurita's rights.

The lawsuit contains many claims connected to the ordinance and names Hyde and Police Chief William Biang.

Waukegan attorney James Flesch said he planned to appeal the ruling. But he says he's happy with other aspects of the judge's decision.

Source: *Illinois city shouldn't have silenced man at council meeting*. First Amendment Center. 24 Feb. 2009 <<http://www.firstamendmentcenter.org/news.aspx?id=21055>>.

New Jersey court rules 'Super Lawyer' ads are protected

December 17, 2008

TRENTON, N.J. - The New Jersey Supreme Court has reversed a ruling that barred attorneys from being advertised as "the best lawyers in America" or similar superlatives.

The high court ruling stems from a 2005 case, in which a New Jersey attorney objected to an advertising magazine titled "New Jersey Super Lawyers" on the grounds it gave the impression that those attorneys were more qualified than others.

A state Supreme Court committee ruled in 2006 that such magazines violated state laws barring ads that are comparative in nature.

But the ruling published Wednesday holds that the ads are a form of commercial speech protected by the First Amendment.

New Jersey court rules 'Super Lawyer' ads are protected. 28 December 2008
<<http://www.newsday.com/news/local/wire/newjersey/ny-bc-nj--lawyerads1217dec17,0,7039042.story>>.

Choice of attire at voting booth at stake in suit

By TASHA KATES

Published: December 11, 2008

With the help of local free speech advocates, two Virginia residents have filed a lawsuit against employees of the State Board of Elections over their policy on political attire worn at polling places.

The American Civil Liberties Union of Virginia Foundation Inc., the Thomas Jefferson Center for the Protection of Free Expression and The Rutherford Institute are representing plaintiffs Jill Borak of Fairfax County and Charles Epes of Richmond.

Borak and Epes both contacted the ACLU about their experiences at the polls on Nov. 4. Epes sported an "Obama/Biden" button to his polling place, the suit said, but a poll worker at the check-in table told him that he had to remove it because campaigning wasn't permitted in the polling place.

Despite asserting that he wasn't campaigning, the lawsuit claims that Epes was told that wearing the button in the polling place was against the law.

After a poll worker told Epes that he would be unable to vote while wearing the button, another solution arose.

"At that point, another poll worker suggested that he cover up the button, and he was given a paper hospital smock," the suit said. "He was then allowed to vote."

According to the suit, Borak wore an "Obama '08" sticker to her polling place on Election Day, but was told by a poll worker that she had to remove her sticker because it was illegal to wear it while voting.

The state's electioneering law states that people can't hand out campaign literature or solicit votes within 40 feet of the entrance of the polling place. The Board of Elections announced its clarified policy on political attire earlier this year as a result of a large increase in new voters.

Officials said anyone who displays an item that advocates for a political candidate will be asked to cover or remove the message while inside the polling place. If the voter did neither, poll workers could file an incident report that would be sent to the local commonwealth's attorney.

John W. Whitehead, founder of The Rutherford Institute, said that while he believes the state's law on electioneering is written properly, he doesn't agree with the State Board of Election's interpretation of that law.

"This is just passive free speech," Whitehead said. "This is just people proudly wearing something they believe in."

The lawsuit was filed Wednesday in U.S. District Court, Eastern District of Virginia. Epes and Borak are asking for the board's policy to be deemed a violation of the First Amendment and repealed and for court costs.

Choice of attire at voting booth at stake in suit. Daily Progress. 24 February 2009

<http://www.dailyprogress.com/cdp/news/local/article/choice_of_attire_at_voting_booth_at_stake_in_suit/32617/>

Indiana high court: State can sue over political 'robo-calls'

By The Associated Press
12.24.08

TERRE HAUTE, Ind. — The Indiana Supreme Court says the state can go forward with lawsuits against companies that use autodialing machines to make prerecorded telephone calls in political races.

The court ruled 5-0 yesterday to overturn a trial court's decision to dismiss a state lawsuit against American Family Voices. At issue was whether the state's 1988 law banning so-called "robo-calls" covers political calls as well as commercial and sales calls.

Attorney General Steve Carter said the court ruling would protect Indiana residents from unwanted and illegal telephone calls.

"We aren't giving any free passes to politicians who pummel Indiana with robo calls," Carter said.

Carter's office filed suit against the Washington, D.C., group in 2006 after it made calls criticizing Republican Mike Sodrel during his race against Democrat Baron Hill for southern Indiana's 9th congressional district seat.

American Family Voices claimed Indiana's telemarketing law was clearly intended to regulate only commercial speech which tries to solicit the purchase of goods or services.

The state Republican and Democratic parties, while not named in the lawsuit, filed a joint brief with the state Supreme Court, saying that automated calls used for political messages are protected free speech.

But the state Supreme Court said in *State of Indiana v. American Family Voices, Inc.* that "the law applies to all autodialer calls, not just consumer transaction calls with commercial messages."

The Associated Press left a message seeking comment with American Family Voices and the state Democratic Party. The Indiana Republican Party said it would have no immediate comment.

Campaigns and special-interest groups use robo-calls for purposes such as reminding voters to go to the polls, delivering endorsements or criticizing opponents. They are far cheaper than calls made by volunteers or paid personnel.

More than a dozen states have placed limits or bans on political robo-calls, according to Stateline.org, a project of the Pew Center on the States that tracks state legislation.

Indiana high court: State can sue over political 'robo-calls'. First Amendment Center. 24 Feb. 2009
<<http://www.firstamendmentcenter.org/news.aspx?id=21053>>.

Sikh sues judge over demand for turban removal

DALLAS — A justice of the peace has been sued for allegedly ordering a man from his courtroom for refusing to remove his turban while defending himself in a traffic-citation case.

The lawsuit filed Aug. 31 charges that Judge Albert B. Cercone violated Amardeep Singh's religious rights because the turban is a religious article for Sikh men.

The American Civil Liberties Union filed the lawsuit on Singh's behalf in state district court in Dallas. It asked that Cercone and other judges be prohibited from forcing people to remove clothing required by their religion.

Singh said he tried to enter Cercone's courtroom in June 2006 to contest a speeding ticket, but a guard barred him under a policy barring hats, and court personnel told him to direct his objections to the judge.

Singh said he tried to explain that his faith requires wearing a turban but that the judge ordered him to leave the courtroom or face arrest.

According to the lawsuit, Singh consulted his uncle, a high priest, before removing the turban and putting his uncut hair in a pony tail to return to the courtroom in a "personally compromising and humiliating position."

The judge did not respond to a request for comment left with his staff.

Navdeep Singh, a spokesman for the Sikh American Legal Defense and Education Fund, said the group tried to contact the judge and the Dallas district attorney's office before approaching the ACLU about filing a lawsuit. He said the judge refused to respond and that an assistant district attorney said no prosecutors could recall the incident.

Sikh organizations claim there are about 500,000 adherents in the United States, and they compare the turban to yarmulkes worn by many Orthodox Jews and hijabs worn by many Muslim women.

This week, the New York-based Sikh Coalition protested a new federal policy that calls for more thorough security screening of airline passengers wearing head coverings. The screenings could include a pat-down search of the head.

The Sikh Coalition was joined by more than 25 ethnic and religious groups in saying that the policy singles out people who wear religious head coverings.

Last year, a judge in Georgia apologized to a Sikh American man who was barred from her court for a no-hat policy similar to the one in Dallas.

Sikh sues judge over demand for turban removal. First Amendment Center. 24 Feb. 2009
<<http://www.firstamendmentcenter.org/news.aspx?id=19003>>.

New Jersey inmate challenges ban on prison preaching

NEWARK, N.J. — A civil liberties group wants a New Jersey prisoner serving time for felony murder and robbery to be allowed to preach at services inside the prison.

Howard Thompson Jr., an inmate at the New Jersey State Prison who is an ordained Pentecostal minister, had been conducting weekly worship services until prison officials issued a 2007 ban on inmate preaching.

The American Civil Liberties Union has filed a federal lawsuit on behalf of Thompson that seeks to lift the ban. The suit says the move restricts his religious freedom.

The 44-year-old Thompson is serving 30 years to life.

A Corrections Department spokesman referred questions to the state Attorney General's office, where officials said they hadn't yet seen the lawsuit and couldn't comment.

According to the lawsuit, the Corrections Department in 2007 instituted a ban on all preaching by inmates — even under the supervision of the prison chaplain — without explanation.

"The right to practice one's faith, or no faith at all, is fundamental and applies inside and outside the prison gates," said Daniel Mach, director of litigation for the ACLU's religious-freedom program. "No officials should be in the business of restricting religious exercise."

Thompson, who entered the facility in 1986, started preaching and running Sunday services more than a decade ago, the lawsuit said, after being asked to fill in for a prison chaplain who fell ill. He also taught Bible study classes and founded a prison choir.

The suit argues that prison chaplains encouraged Thompson's preaching, which was always done with supervision and without incident.

The ACLU said curtailing Thompson's sermons is a form of banning religious expression and violates the federally guaranteed religious freedoms of all inmates.

The ACLU filed a similar lawsuit and won their challenge to a preaching ban in Rhode Island prisons last year.

New Jersey inmate challenges ban on prison preaching . First Amendment Center. 24 Feb. 2009
<<http://www.firstamendmentcenter.org/news.aspx?id=20960>>.

Rights and Responsibilities

Right	Responsibility
Freedom of Religion	
Freedom of Speech	
Freedom of Petition	
Right to a Fair, Public Trial	
Right to Bear Arms	

Rights and Responsibilities

Sample Answers

Right	Responsibility
Freedom of Religion	<i>The responsibility to respect the religion of others.</i>
Freedom of Speech	<i>The responsibility to allow other people to have their own opinions.</i> <i>The responsibility not to lie about other people.</i>
Freedom of Petition	<i>The responsibility to find out about petitions being circulated in your community and make an informed decision about them.</i>
Right to a Fair, Public Trial	<i>The responsibility to serve on a jury if you are called.</i> <i>The responsibility to be a witness in a trial if you are needed.</i>
Right to Bear Arms	<i>The responsibility to follow laws relating to gun ownership.</i> <i>The responsibility to keep your gun away from children.</i>

Lesson Assessment

Choose two individual rights from the Bill of Rights and explain why they are important.	Right:	Why is it important?
	Right:	Why is it important?
Give an example of why rights are limited.		
Give an example of how rights and responsibilities are connected.		

Lesson 2: What are the Responsibilities of Citizens?

Big Ideas of the Lesson

Popular sovereignty, which means the people hold the power of government, is one of our most important core democratic values. Because people hold the power of government they have many civic responsibilities. These responsibilities are connected to other democratic values and principles.

Because we value justice and the right to a fair trial, citizens have the responsibility to serve on a jury.

Because we value the rule of law, citizens must respect and obey our laws.

Because we value the common good, citizens must pay taxes in order for the government to provide services that benefit everyone.

Because we believe in the principle of representative government, citizens have the responsibility to register to vote and vote knowledgeably.

Lesson Abstract:

In this lesson students explore the responsibilities of citizenship. The lesson begins by activating students' prior knowledge of the relationship between rights and responsibilities (addressed in Lesson 1). After conducting a short survey of adults about their perceptions of the responsibilities of citizenship, students explore how democratic values and principles are connected to civic responsibilities with a focus on popular sovereignty. Finally, students explore ways citizens can work together to promote the values and principles of American democracy through literature and civic initiatives in their own communities, state, or nation.

Content Expectations

- 4 – C5.0.1: Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).
- 4 – C5.0.4: Describe ways citizens can work together to promote the values and principles of American democracy.

Integrated GLCE's

R.NT.04.03: Analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution. (English Language Arts)

W.PR.04.01: Set a purpose, consider audience, and replicate authors' styles and

patterns when writing a narrative or informational piece. (English Language Arts)

D.RE.04.01: Construct tables and bar graphs from given data. (Mathematics)

Key Concepts

citizenship

civic responsibilities

Instructional Resources

Equipment/Manipulative

Overhead projector or Document Camera/Projector

Student journal or notebook

Student Resource

Christelow, Eileen. *Vote!* New York: Sandpiper Books, 2008.

Clayton, Ed. *Martin Luther King, the Peaceful Warrior*. New York: Simon Pulse Books, 1991 (or other book about Dr. King).

Cone, Molly. *Come Back, Salmon*. New York: Harcourt Books, 1992.

Krull, Kathleen. *Harvesting Hope: The Story of Cesar Chavez*. New York: Harcourt Children's Books, 2003.

Sierra, Judy. *Ballyhoo Bay*. New York: Simon & Schuster/Paula Wiseman Books, 2009.

Stamper, Judith. *Save the Everglades*. New York: Steck-Vaughn, 1992.

Teacher Resource

America Votes: The Big Picture. Navigating Election Day. League of Women Voters Website. 9 March 2009 < HYPERLINK "http://www.lwv.org" <http://www.lwv.org>>.

Egbo, Carol. *Supplemental Materials (Unit 6, Lesson 2)*. Teacher-made material. Michigan Citizenship Collaborative Curriculum, 2009.

Lesson Sequence

Note to Teacher: This lesson has a homework assignment that you might want to assign prior to the lesson.

Connect back to the previous lesson by displaying the following question and asking students to write an answer in their social studies journals: "How are rights and responsibilities connected?" Give students time to write and then have them share what they have written with a partner and then

with the large group.

Explain that in this lesson students will explore the responsibilities of citizens in greater depth. They will begin by surveying adults regarding their perceptions of the most important responsibilities of citizens. Give each student a copy of the “Survey Chart” located in the *Supplemental Materials (Unit 6, Lesson 2)*. Review the directions on the chart and assign the survey as homework.

When students have completed their surveys, have them work with a partner to share their data and create a table summarizing it. Have each pair report their data and share their table with the class. As students share their results, the teacher should demonstrate how to categorize the responses and construct a master chart for display in the classroom. Ask students to analyze the data on the class chart using the following questions:

What civic responsibility was identified most often by adults?

Why do you think this is true?

What were some uncommon answers?

Were there answers that you feel are not civic responsibilities? If so, which ones?

Were there adults that had difficulty identifying civic responsibilities? If so, why do you think this was true?

In case adults did not identify the following civic responsibilities add them to your master list:

Obeying laws

Serving on a jury

Paying taxes

Voting

Distribute Word Cards 1-5 located in the *Supplemental Materials (Unit 6, Lesson 2)* to students. Display the phrase “popular sovereignty” to the class. Explain to students that this core democratic value means that the power and authority of government comes from the people. Explain that because people hold the power of government, they have many civic responsibilities as students discovered in their survey and discussion. These civic responsibilities are connected to other core democratic values and principles of government.

Point out the phrase “obeying laws” on your master list of civic responsibilities compiled from the survey and ask students why this is such an important responsibility of citizens. Discuss their answers. Then pose the following questions: To what core democratic values or principles do you think the civic responsibility of obeying laws is connected? Why? Encourage students to use their word cards to help them. Discuss student responses. Note that possible answers include:

Obeying laws is connected to the core democratic value of the common good because obeying laws helps maintain a safe environment that protects the welfare of everybody.

Obeying laws is connected to the democratic principle of rule of law which means everybody, even the leaders of the government, must obey the laws.

Display the “Martin Luther King, Jr. Quotations” located in the *Supplemental Materials (Unit 6, Lesson 2)*. Read and explain the quotations to students. Then discuss the quotations using the following questions:

What is the important idea of each quote?

Do you agree or disagree? Why?

How are the quotations related to the civic responsibility of obeying laws?

Based on the two quotations, what are some other responsibilities citizens have regarding laws?

Note that if time allows this section of the lesson could be supplemented by sharing a book about Dr. King.

Pose the following question to students: What happens when citizens are irresponsible and do not obey the laws? Discuss student answers and guide them to the idea that as they learned in the previous unit that our government includes a judicial branch that deals with this problem. Ask students to identify examples of core democratic values and principles that are related to this. Discuss student responses. Note that possible answers include the justice, common good, rule of law, etc.

Point out the phrase “serving on a jury” on the master list you created at the beginning of the lesson. Ask students which core democratic values and principles this is connected with. Guide students to recognize how serving on a jury relates to the common good, justice, and rule of law. If possible share your own experience(s) as a juror or invite another staff member or parent to do so.

Write the term “the common good” and review the meaning of this important core democratic value. Then, write the phrase “public goods and services” and explain that this economic term refers to goods and services that the government provides in order to promote the common good. Place students in pairs and ask them to a list of examples of public goods and services. Give students time to work and then have them share their examples.

Pose the following question: How does the government pay for these goods and services? Discuss student responses and guide them to the idea that the government collects taxes in order to pay for these goods and services. Explain that this is the reason paying taxes is a civic responsibility.

Display the word “republic” to the class. Remind students that in the previous unit they learned that our government is a republic. Briefly review the characteristics of a republic (representative government and popular sovereignty). Remind students that a republic is based on the democratic principle of representative government. Pose the following question: To what civic responsibilities is this principle connected? Discuss student responses. Note that possible answers include registering to vote, voting knowledgeably, participating in the election process, etc.

Give each student copies of the “Should You Vote?” informational article located in the *Supplemental Materials (Unit 6, Lesson 2)*. This article is a brief excerpt from an excellent pamphlet on voting by the League of Women Voters. More of the document can be found at their website which is listed at the end of the document. Copies of the pamphlet can also be ordered at the website for a small cost. The information is kid-friendly and very readable. Give students time to read the article and then discuss it using the following questions to guide your discussion:

What do you think was the purpose of this informational article?

What problem does the article address and how does it solve it?

According to the informational article, what are some reasons people should vote?

What are some of the ways government makes a difference in people’s lives?

What is meant by the statement: “Voting is one of the few times when all Americans are equal?”

Why is voting like flying the flag?

What was the intended audience for this piece of writing? How might the article have been different if the intended audience was fourth graders?

How would you describe the writing style of this informational piece?

Note that an excellent supplement to this section of the lesson is the book “Vote?” by Eileen Christelow.

Explain that another civic responsibility is that citizens to work together to promote democratic values and principles. In other words, citizens have to work together to bring about changes in laws and policies when needed. Projects that promote the common good such as keeping the environment clean require citizens to work together. To illustrate this point choose one of the following books or a similar book to read to students:

Come Back Salmon by Molly Cone: This book and photographic essay describes a stream restoration project begun by a group of 5th graders. (This book connects well to the following Science content expectation: *L.EC.04.21.*)

Harvesting Hope: The Story of Cesar Chavez: This biography of Cesar

Chavez is centered around his 340-mile march to protest the working conditions of migrant farm workers in California.

Ballyhoo Bay by Judy Sierra: This humorous book describes an art teacher's efforts to protect an ocean area from being overtaken by a high rise building.

Save the Everglades by Judith Stamper: This book describes the successful efforts of concerned citizens to stop construction of a jetport that would have destroyed the Florida Everglades.

As you read the book guide students in identifying the democratic values and/or principles to which the story is connected as well as examples of civic responsibility. Note that reading more than one of these books provides the opportunity for text-to-text comparisons.

As a culminating project guide students in identifying examples of civic initiatives in their own community, state, or nation.

Assessment

As an assessment have students write a short informational piece with one of the following titles: Should You Obey Laws?, Should You Serve on a Jury?, Should You Pay Taxes? The writing piece should replicate the styles and patterns used in the "Should You Vote?" informational piece used in Step 12 and be directed toward adults (See ELA GLCE *W.PR.04.01*).

4th Grade United States Studies

Unit 6: Rights and Responsibilities of Citizenship
Lesson 2

SS040602

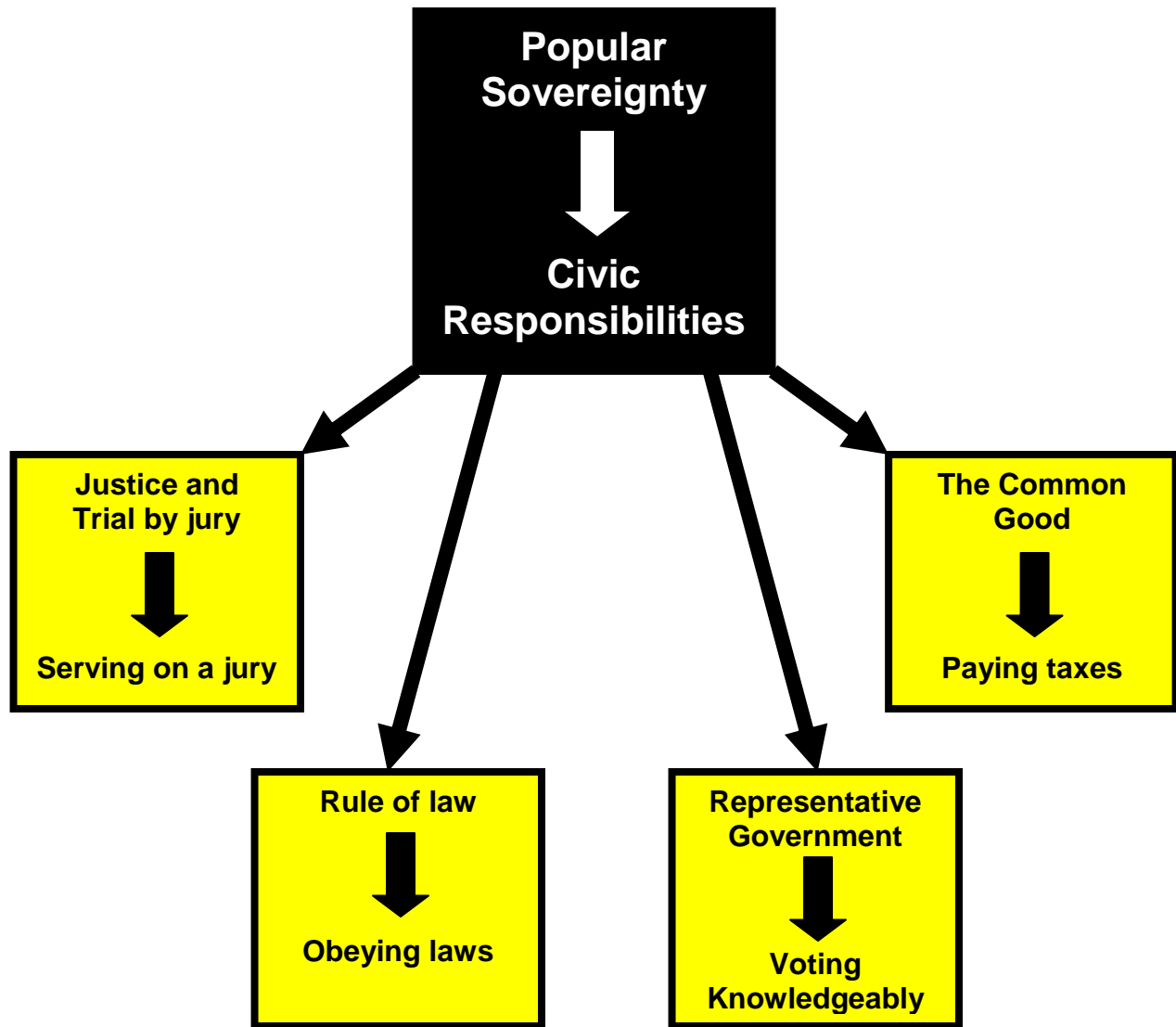
Michigan Citizenship Collaborative Curriculum

Page PAGE 2 of NUMPAGES 5

HYPERLINK "http://www.micitizenshipcurriculum.org" www.micitizenshipcurriculum.org

March 9, 2008

Graphic Organizer



Big Ideas Card

Big Ideas of Lesson 2, Unit 6

1. Popular sovereignty, which means the people hold the power of government, is one of our most important core democratic values.
2. Because people hold the power of government they have many civic responsibilities. These responsibilities are connected to other democratic values and principles.
3. Because we value justice and the right to a fair trial, citizens have the responsibility to serve on a jury.
4. Because we value the rule of law, citizens must respect and obey our laws.
5. Because we value the common good, citizens must pay taxes in order for the government to provide services that benefit everyone.
6. Because we believe in the principle of representative government, citizens have the responsibility to register to vote and vote knowledgeably.

Word Cards

9 popular sovereignty



the power and authority of the government comes from the people

Example: Popular sovereignty is an important core democratic value.

(SS040602)

10 the common good



people working together for the benefit of everybody

Example: When you help clean up in the classroom you are doing something for the common good.

(SS040602)

11 rule of law



everyone, including the people who run the government, must obey the laws

Example: Communities, states and countries have laws.

(SS040602)

12 justice



another word for fairness

Example: Justice means that people should be treated fairly.

(SS040602)

13 representative government



a form of government where people choose representatives to make decisions for them

Example: In a representative government people elect people to make decisions for them.

(SS040602)

14 civic responsibilities



things citizens are supposed to do

Example: Civic responsibilities include obeying laws, voting and paying taxes.

(SS040602)

**15
jury**



a group of citizens who listen to the evidence at a trial and decide if the law has been broken

Example: The jury listened carefully as evidence was presented.

(SS040602)

**16
public goods
and services**

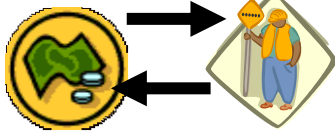


goods and services that are produced by a government

Example: Repairing roads and building schools are examples of public goods and services.

(SS040602)

**17
taxes**



what people pay to a government in exchange for services like schools and road repair

Example: People pay taxes to a government. Then, the government uses the tax money to do things like fix roads.

(SS040602)

**18
republic**



a government not led by a hereditary rule (leaders based on birth), but where people hold the power of government and choose leaders to make decisions

Example: Our government is a republic.

(SS040602)

**19
voting**

the way leaders are chosen in our country



Example: Voting knowledgeably is one of our most important civic responsibilities.

(SS040602)

Survey Chart

Directions: Conduct a survey of four adults and record your data on the chart below.

Name of person surveyed	What are the two most important responsibilities of a citizen?
	Answer #1
	Answer #2
	Answer #1
	Answer #2
	Answer #1
	Answer #2
	Answer #1
	Answer #2

Martin Luther King, Jr. Quotations

“One has not only a legal but a moral responsibility to obey just laws, but conversely, one has a moral responsibility to disobey unjust laws.”

“An individual who breaks a law that conscience tells him is unjust, and who willingly accepts the penalty of imprisonment in order to arouse the conscience of the community over its injustice, is in reality expressing the highest respect for the law.”

Should You Vote?

That's a good question. After all, lots of Americans don't bother to vote. They think it's a hassle, or they don't know how to do it, or they're afraid it would be hard to figure out who to vote for.

Truth is, those people are missing out on a great thing. Government at all levels has a big effect on our lives. Voting is a way to say what's important to you, and say it straight to the politicians and government officials.

Voting gives you a feeling of being part of America and your community. It can even be fun.

Choose or Lose

Most Americans know that the government can make a big difference in their lives – sometimes in ways they like, sometimes not. For example:

- If you're going to college or hope to go to college, government scholarship and loan programs can make the difference in whether you're able to afford school.
- If you have kids in public school, you probably want them to get a really good education. In that case, it's the local government or school district that runs the show.
- If you care about clean air or clean water or global warming, it's government at all levels that makes the rules that control pollution.

With so much depending on government, it truly makes sense for you – and your family and friends – to let the government know what you want it to do. And Election Day is the best time to do that.

That's when all the politicians are paying attention to you. From the president to the state governor to the local school board, they all want your vote. If they don't get enough votes, they won't get the job.

What's more, voting is one of the few times when all Americans are equal. We're not all rich, or beautiful, or friends of the mayor. But each of us has one vote.

Even if the person you vote for doesn't win, your vote still makes a difference, because it shows there was support for another point of view.

Not only that—politicians pay lots of attention to who votes and who doesn't. For example, because so many older Americans vote, politicians don't want to mess with Social Security, which is popular with older people. But young people and new U.S. citizens have not voted in high numbers in recent elections, so some politicians feel they don't have to pay too much attention to their needs. Of course, that needs to change.

Another thing: Did you notice that after the attacks of September 11, 2001, lots of Americans flew U.S. flags? They wanted to show they supported their country in a time of trouble. In a way, voting is just like flying that flag. It says, "I'm a U.S. citizen, I'm part of this country, I'm helping to make it work and make the decisions."

Besides, how many times have you heard people complain about the government, and what it's doing or not doing? Everyone has a right to complain — it's called freedom of speech. But if you didn't vote, you really can't complain, can you?

Source: "America Votes: The Big Picture" Navigating Election Day. League of Women Voters Website. 15 January 2009 <<http://www.lwv.org>>. Use search function.

Lesson 3: Becoming Informed about Public Issues

Big Ideas of the Lesson

Popular sovereignty, which means the people hold the power of government, is one of our most important core democratic values. Because people hold the power of government they have many civic responsibilities.

One important responsibility of citizens is to stay informed about public issues.

A public issue may affect an entire school, community, county, state, region, or country.

People disagree on how to settle or resolve public issues.

To learn about a public issue, citizens should investigate background information on the issue and different points of view.

Lesson Abstract:

In this lesson students review the characteristics public issues. They use these characteristics to identify a variety of issues affecting local communities, Michigan, and the United States. After reviewing the concept of popular sovereignty, they explore how being informed about public issues is a civic responsibility. Students then work in small groups to identify several public issues facing citizens in the United States such as outsourcing of jobs, social security, national healthcare, and the wars in Iraq and Afghanistan. Students then identify resources that would help citizens become informed about these public issues and ask questions regarding the point of view of the sources.

Content Expectations

- 4 – C5.0.1: Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).
- 4 – P3.1.1: Identify public issues in the United States that influence the daily lives of its citizens.

Integrated GLCE's

- R.IT.04.01 Identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/biography, personal essay, almanac, and newspaper. (English Language Arts)

Key Concepts

citizenship
civic responsibilities
public issues

Instructional Resources

Equipment/Manipulative

Copies of local and regional newspapers
Overhead projector or Document Camera/Projector
Student journal or notebook
Two colors of highlighters each student

Student Resource

Issue Guide: Environment. Public Agenda. 9 March 2009 < HYPERLINK "http://www.publicagenda.org/citizen/issueguides/environment" <http://www.publicagenda.org/citizen/issueguides/environment>>.

State News. 9 March 2009 < HYPERLINK "http://www.stateline.org/live/" <http://www.stateline.org/live/>>.

Teacher Resource

Egbo, Carol. *Supplemental Materials (Unit 6, Lesson 3)*. Teacher-made material. Michigan Citizenship Collaborative Curriculum, 2009.

Gas Prices Pump Up Support. Pew Research Center for the People and the Press. 9 March 2009 < HYPERLINK "http://pewresearch.org/" <http://pewresearch.org/>>.

Michigan House Reignites Smoking Ban Debate. Michigan News. 9 March 2009 < HYPERLINK "http://www.mlive.com/news/index.ssf/2008/09/michigan_house_reignites_smoki.html" http://www.mlive.com/news/index.ssf/2008/09/michigan_house_reignites_smoki.html>.

Officials Defend Grade Policy. Pittsburg Post Gazette. 9 March 2009 < HYPERLINK "http://www.post-gazette.com/pg/09007/940011-298.stm" <http://www.post-gazette.com/pg/09007/940011-298.stm>>.

The Pew Research Center. 9 March 2009 < HYPERLINK "http://pewresearch.org/" <http://pewresearch.org/>>.

Public Agenda. 9 March 2009 < HYPERLINK "http://www.publicagenda.org/" <http://www.publicagenda.org/>>.

Time Short For About 200 Deer. Detroit Free Press. 10 March 2009 < HYPERLINK "http://m.freep.com/news.jsp?key=378966" <http://m.freep.com/news.jsp?key=378966>>.

m.freep.com/news.jsp?key=378966>.

Lesson Sequence

Begin the lesson by reviewing the concept of popular sovereignty and its relationship to civic responsibilities. Remind students that civic responsibilities are connected to our democratic values and principles. For example, the responsibility to pay taxes is related to the value of promoting the common good. Ask students to list two additional civic responsibilities in their social studies journals and an accompanying core democratic value or principle. Give students time to think and write. Then, discuss their written responses in the large group. Note that possible answers include:

The responsibility of serving on a jury is linked to the democratic value of justice.

The responsibility to obey laws is linked to the constitutional principle of the rule of law.

The responsibility to vote is linked to the constitutional principle of representative government

Explain to students that another important civic responsibility is staying informed about public issues. Display the term “public issue” to students. Ask students what they remember about this term from previous grades or from Unit 3. Remind students that a public issue may affect an entire school, community, county, state, region, or country. In addition, remind students that people disagree about how to settle or resolve public issues.

Pose the following questions to students: Why should citizens have to worry about public issues? Why can't they just leave it in the hands of their elected leaders? Discuss student responses and guide students back to the concept of popular sovereignty from Step 1.

Display the “Public Issue Analysis” chart and “Newspaper Article #1” located in the *Supplemental Materials (Unit 6, Lesson 3)*. In addition, give students a copy of the article. Read the first paragraph of the newspaper article out loud. Define the word “controversial” for students. Ask students to identify what type of an issue this is and guide them in understanding this is a school issue. Place an “X” on the appropriate place on the analysis chart. Note that a completed chart has been included in the *Supplemental Materials (Unit 6, Lesson 3)* for reference.

Ask students to identify the issue in the first paragraph and highlight it. Note that the issue is where or not to set 50% as a minimum score a student may be given. If necessary, explain the difference between getting a 50% and a zero on a test or assignment.

Continue reading the article. As you read stop and highlight differing points of view on the issue using a different color marker than you used to identify the issue itself. Record the different points of view in the appropriate place on the chart (using an overhead transparency or computer projection). When you have completed the article, give students an opportunity to share their own viewpoints on the issue.

Divide students into pairs and give each pair a copy of the Public Issue Analysis” chart and “Newspaper Article #2” located in the *Supplemental Materials (Unit 6, Lesson 2)* as well as two different colors of markers. Explain that students should analyze the article and identify the issue and different points of view on the issue in the same way as you modeled in Steps 4 through 6. Give pairs time to work and then discuss the issue in the large group. Give students an opportunity to share their own viewpoints on the issue.

Give each student a copy of the “Public Issue Analysis” chart and “Newspaper Article #3” located in the *Supplemental Materials (Unit 6, Lesson 3)* as well as two different colors of markers. Explain that students should analyze the article and identify the issue and different points of view on the issue. Explain that in this case there are only two different viewpoints described. Note that this could also be assigned as homework. When students have completed the assignment, discuss the issue and give students an opportunity to express their own position on the issue. Note that you may wish to locate information regarding the current status of the smoking ban in Michigan and share it with students.

Explain to students that national public issues are often very complicated since they involve the entire country. Display a copy of “Newspaper Article #4” located in the *Supplemental Materials (Unit 6, Lesson 3)*. Read the article out loud and guide students in identifying the public issue (What should be the national priority: energy exploration or protecting the environment?) Explain that in this article it is not as easy to identify differing points of view as in the previous articles. Ask students if they find examples of different points of view in the article. Guide them in identifying the following: Because of high gas prices we should be putting a priority on new energy sources. We should be drilling in Alaska’s Wildlife Refuge. We should be exploring drilling, mining and the construction of new power plants. Explain that these all support one side of the issue.

Ask students to try and identify a viewpoint on the other side of the issue, that of protecting the environment. Guide them in identifying the following in the article: increased conservation and regulation. Discuss the following with students:

In a short article like this, it is often difficult to clearly identifying different

viewpoints.

Issues as complex as energy and the environment require citizens to learn more about them.

Sometimes news articles can be misleading. They can favor one side of an issue over another.

Articles like this with data have to be carefully read and analyzed.

Explain that the Internet can be an excellent place for citizens to gather information about public issues. However, it is important to keep the following questions in mind:

What is the purpose of the website?

Who created the website?

Is the website likely to have accurate information?

Does the website give more than one point of view on the issue?

Does the website include data on the issue? Does the data appear to be accurate?

Display the handout "Analyzing a Website" located in the *Supplemental Materials (Unit 6, Lesson 3)*. Explain that the handout describes the website, *Public Agenda*. Define the following words as you read the description of the website: "unbiased", "nonpartisan", "nonprofit" and use the following questions to discuss the website:

If you are trying to find out about a public issue why would it be important for a website to be unbiased and nonpartisan?

Are there times when you might want to investigate a website that was biased and/or partisan? If so, what cautions would be important?

What are the two main missions of this website?

Using a demonstration monitor and computer show students the "Public Agenda" website section on the environment located at the following address: HYPERLINK "http://www.publicagenda.org/citizen/issueguides/environment" <http://www.publicagenda.org/citizen/issueguides/environment>. Point out the following sections of the webpage: the Overview, the Circle Graph on Federal Spending and the three different viewpoints on the environment. Guide students in evaluating the webpage using the questions from Step 11. Note the following:

Although this website is good for demonstration purposes and teaching about the evaluation of websites for public issue information, it is not a good website for 4th graders to use on their own. The text is too difficult to read and controversial issues such as abortion are included at the website.

Remember the main point here is to guide students in thinking about the kind of sources citizens need to explore when they gather information about a public issue. It is not to explore the issue of the environment in depth or

the website in depth.
Should you find information on a public issue at this website that you think would be useful for students, it will need to be rewritten in simpler text.

As a culminating activity, place students in small groups and give them newspapers and a one copy of the "Public Issue Analysis" chart located in *Supplemental Materials (Unit 6, Lesson 2)*. Explain that students should look for a variety of articles on public issues at the local, state, and national levels. Then, they should choose one of the articles and complete the analysis chart for it.

Assessment

The paired public issue analysis activity in Step 7 can be used as an assessment as well as the independent analysis activity in Step 8. The culminating group activity can also be used as an assessment.

4th Grade United States Studies

Unit 6: Rights and Responsibilities of Citizenship
Lesson 3

SS040603

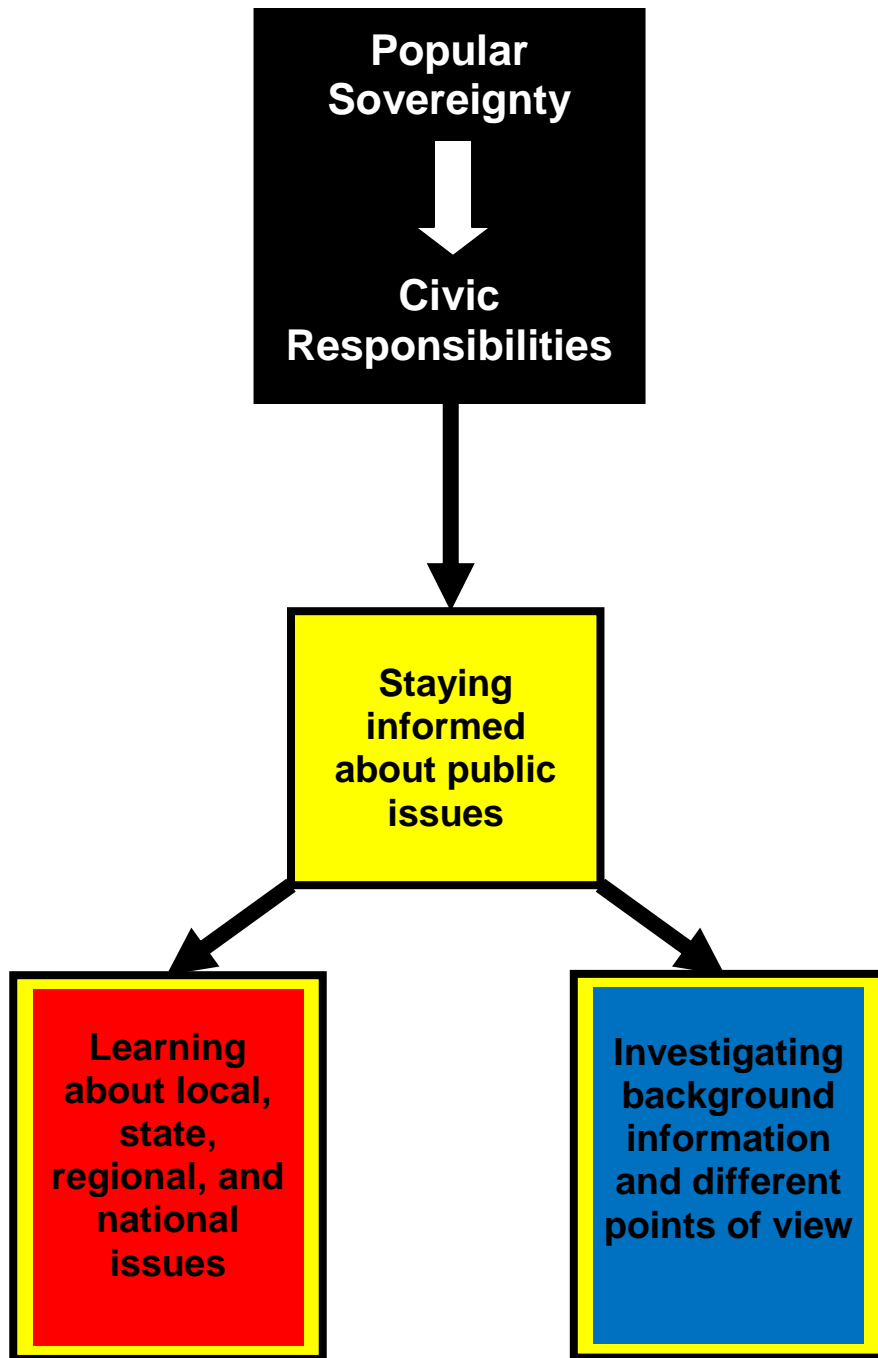
Michigan Citizenship Collaborative Curriculum

Page PAGE 5 of NUMPAGES 5

HYPERLINK "http://www.micitizenshipcurriculum.org" www.micitizenshipcurriculum.org

March 10, 2009

Graphic Organizer



Big Ideas Card





Big Ideas of Lesson 3, Unit 6

1. Popular sovereignty, which means the people hold the power of government, is one of our most important core democratic values.
2. Because people hold the power of government they have many civic responsibilities.
3. One important responsibility of citizens is to stay informed about public issues.
4. A public issue may affect an entire school, community, county, state, region, or country.
5. People disagree on how to settle or resolve public issues.
6. To learn about a public issue, citizens should investigate background information on the issue and different points of view.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Popular Sovereignty – Word Card #9 from Lesson 2
- Civic Responsibilities– Word Card #14 from Lesson 2

<p>20 public issue</p>  <p>an issue that affects many, many people</p>  <p>Example: Public issues can affect a local community, a state, or the nation.</p> <p>(SS040603)</p>	<p>21 point of view</p>   <p>how a person looks at a problem or an event</p> <p>Example: People can have different points of view because their ages or backgrounds are different.</p> <p>(SS040603)</p>
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Public Issue Analysis

What level of issue?

___ school ___ local community ___ state ___ region ___ nation

<p>What is the Issue?</p>	
<p>What are some different points of view on the issue?</p>	

Newspaper Article #1

Officials defend grade policy

City schools keep minimum scores

Wednesday, January 07, 2009

By Joe Smydo, Pittsburgh Post-Gazette

Pittsburgh Public Schools administrators last night defended a controversial policy that sets 50 percent as the minimum score a student may receive for classroom work, homework or marking periods, saying it's fair and mathematically logical.

The presentation to the school board Education Committee signaled that officials may tweak the policy but don't plan to abandon it. The handful of board members who attended the meeting offered little argument.

Some students have said they'd rather take a 50 percent than do work, and some are "shutting down" academically once they're satisfied with the grades they've compiled, according to a report by Jerri Lippert, executive director of curriculum, instruction and professional development.

There's also the complaint that the policy amounts to grade inflation and gives failing students a free ride.

Last night, for the first time, administrators publicly defended the policy to the board, saying the 50 percent minimum gives struggling students a chance to recover academically and an incentive to stay in school.

Under the policy, work scored from 100 percent to 90 percent is an A, from 89 percent to 80 percent a B, from 79 percent to 70 percent a C, from 69 percent to 60 percent a D and from 59 percent to 50 percent an E, the failing grade. Work may not be scored lower than 50 percent.

Dr. Lippert called the policy mathematically sound. If the E ranged from 59 percent to zero, she said, it would carry more weight than passing grades.

Source: Pittsburg Post Gazette. 5 March 2009 <<http://www.post-gazette.com/pg/09007/940011-298.stm>>.

Public Issue Analysis – Sample Answers – Article #1

What level of issue?

school local community state region nation

What is the Issue?	<i>Whether or not to set 50% as a minimum score a student may be given</i>
What are some different points of view on the issue?	<ul style="list-style-type: none">• <i>It gives failing students a free ride.</i>• <i>It's fairer than giving students a zero.</i>• <i>Some students will just take the 50% instead of doing the work.</i>• <i>It will give struggling students a chance.</i>

Newspaper Article #2

Time short for about 200 deer in Rochester Hills

Oakland Co. sheriff's sharpshooters are to start culling herd next month

Beginning in January, up to 200 deer could be killed in Rochester Hills by Oakland County Sheriff's Office sharpshooters, as the city begins reducing its deer population.

With more than 1,000 deer in the city, officials say the cull is necessary to curb vehicle-deer crashes. In 2007, 219 of those crashes occurred, a total that gave the city the highest rate of such accidents in the tri-county area.

But city officials won't release the days and locations of the culls. They say that keeping the information quiet will keep residents safe and prevent opponents from sabotaging the effort. Those against the cull, though, say that not releasing the times potentially puts residents in danger.

"We don't want anybody out there when we're doing it," said Lance DeVoe, the city's naturalist.

The only information the city and Sheriff's Office released is that the cull could happen on a few occasions in January and in February at select sites that are no less than 50 acres in size. The woods in Bloomer Park and sites off Hamlin and Avon roads might be selected, DeVoe has said.

He said the sharpshooters will be using suppressors on their rifles to muffle the sound of the shots and to prevent echoing.

"We think it's very disconcerting that the city doesn't want to tell the residents even near the sites when it's happening, where it's happening," said Don Hughes, an Auburn Hills resident who's a member of Residents for Safe Deer Management, a group that has actively protested the cull.

"We think it's very dangerous to have people out discharging firearms in the city."

Many of the deer-car collisions happen on roads around Oakland University. A large deer population lives in the wooded areas on campus. Mayor Bryan Barnett said he's approached university administrators about the deer problem, but he "hadn't gotten any indications from them that they're going to be on board" with participating in the cull.

Oakland University Police Chief Samuel Lucido said vehicle-deer accidents on campus are rare, partly because of the low speed limits.

Monique Balaban, a Rochester Hills resident who opposes the culling, doesn't believe it will be effective.

She proposed to the City Council that, among other things, the city install deer-detering reflectors along roads and then postpone the cull for more than a year to measure the effectiveness of the reflectors.

"This isn't right, what they're doing," Balaban said. "They're not taking care of the residents' safety."

Source: Detroit Free Press. 5 March 2009

<<http://www.freep.com/article/20081231/NEWS03/812310386/1005/NEWS>>.

Public Issue Analysis – Sample Answers – Article #2

What level of issue?

school local community state region nation

What is the Issue?	<i>Whether or not to kill deer in order to reduce the deer population</i>
What are some different points of view on the issue?	<ul style="list-style-type: none">• <i>It will help cut down on car-deer crashes.</i>• <i>It could be dangerous for residents</i>• <i>It won't be effective.</i>• <i>There are other things that could be done.</i>

Newspaper Article #3

Michigan House reignites smoking ban debate

by The Associated Press
Tuesday September 23, 2008,

LANSING -- The Michigan House is preparing for another vote on legislation to ban smoking in Michigan workplaces, including bars and restaurants.

But it isn't immediately clear Tuesday afternoon if the expected vote will break a stalemate over what should be covered in the legislation.

The Democrat-led chamber has supported legislation that carves out exemptions to the smoking ban for casinos, smoke shops and some other businesses. The Republican-led Senate has passed legislation to ban smoking at all workplaces.

Without a compromise, there will not be a change in Michigan law that now lets restaurants and bars set their own smoking rules.

The House is considering possible amendments to the legislation Tuesday.

Source: *Michigan House Reignites Smoking Ban Debate*. Michigan News. 5 March 2009
<http://www.mlive.com/news/index.ssf/2008/09/michigan_house_reignites_smoki.html>.

Public Issue Analysis – Sample Answers – Article #3

What level of issue?

___ school ___ local community X state ___ region ___ nation

What is the Issue?	<i>What should be covered in the smoking ban?</i>
What are some different points of view on the issue?	<ul style="list-style-type: none">• <i>There should be exemptions for casinos, smoke shops and other businesses.</i>• <i>Smoking should be banned in all workplaces.</i>

Newspaper Article #4

Gas Prices Pump Up Support for Drilling

Support for Conservation and Environmental Protection Declines, More Favor Drilling in Alaska's Arctic National Wildlife Refuge

July 1, 2008

Amid record gas prices, public support for greater energy exploration is spiking. Compared with just a few months ago, many more Americans are giving higher priority to more energy exploration, rather than more conservation. An increasing proportion also says that developing new sources of energy -- rather than protecting the environment -- is the more important national priority.

The latest nationwide survey by the Pew Research Center for the People & the Press, conducted June 18-29 among 2,004 adults, also finds that half of Americans now support drilling in Alaska's Arctic National Wildlife Refuge, up from 42% in February.

The public's changing energy priorities are most evident in the growing percentage that views increased energy exploration -- including mining and drilling, as well as the construction of new power plants -- as a more important priority for energy policy than increased conservation and regulation. Nearly half (47%) now rates energy exploration as the more important priority, up from 35% in February. The proportion saying it is more important to increase energy conservation and regulation has declined by 10 points (from 55% to 45%).

In surveys dating to 2001, majorities or pluralities had consistently said that greater energy conservation and regulation on energy use and prices was more important than increased energy exploration.

Source: *Gas Prices Pump Up Support*. Pew Research Center for the People and the Press. 5 March 2009
<<http://pewresearch.org/>>.

Public Issue Analysis – Sample Answers – Article #4

What level of issue?

school local community state region nation

What is the Issue?	<i>What should be the national priority: energy exploration or protecting the environment?</i>
What are some different points of view on the issue?	<ul style="list-style-type: none">• <i>Gas prices are up so we need to find new energy sources.</i>• <i>We should be drilling in Alaska's Wildlife Refuge.</i>• <i>We should be exploring mining, drilling and the construction of new power plants.</i>• <i>Energy conservation and regulation is more important than energy exploration.</i>

Analyzing a Website

PUBLIC AGENDA

[HTTP://WWW.PUBLICAGENDA.ORG](http://www.PublicAgenda.org)

WHO WE ARE

For over 30 years, Public Agenda has been providing unbiased and unparalleled research that bridges the gap between American leaders and what the public really thinks about issues ranging from education to foreign policy to immigration to religion and civility in American life. Nonpartisan and nonprofit, Public Agenda was founded by social scientist and author Daniel Yankelovich and former Secretary of State Cyrus Vance in 1975. Public Agenda's two-fold mission is to help:

- American leaders better understand the public's point of view.
- Citizens know more about critical policy issues so they can make thoughtful, informed decisions.

Lesson 4: Core Democratic Values and Public Issues

Big Ideas of the Lesson

People disagree about how to resolve public issues.

To understand these disagreements it is important to examine connections between core democratic values and the issues.

Core democratic values often in conflict include the common good, equality, justice and freedom.

Lesson Abstract:

In this lesson students consider how making informed decisions about public issues require citizens to examine connections between core democratic values and the issues. They examine a variety of decisions and identify the core values in conflict in each decision. Next, students explore how conflicts over core democratic values often lead people to want different resolutions by examining current public issues facing U.S. citizens.

Content Expectations

- 4 – P3.1.1: Identify public issues in the United States that influence the daily lives of its citizens.
- 4 – P3.1.3: Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.

Key Concepts

core democratic values
public issues

Instructional Resources

Equipment/Manipulative

Copies of local and regional newspapers
Overhead projector or Document Camera/Projector
Student journal or notebook
Two different color highlighters for each student

Student Resource

Egbo, Carol. *Supplemental Materials (Unit 6, Lesson 4)*. Teacher-made material.
Michigan Citizenship Collaborative Curriculum, 2009.

Issue Guide: Environment. Public Agenda. 9 March 2009 < HYPERLINK "http://www.publicagenda.org/citizen/issueguides/environment" <http://www.publicagenda.org/citizen/issueguides/environment>>.

State News. 9 March 2009 < HYPERLINK "http://www.stateline.org/live/" <http://www.stateline.org/live/>>.

Teacher Resource

Gas Prices Pump Up Support. Pew Research Center for the People and the Press. 9 March 2009 < HYPERLINK "http://pewresearch.org/" <http://pewresearch.org/>>.

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The Pew Research Center. 9 March 2009 < HYPERLINK "http://pewresearch.org/" <http://pewresearch.org/>>.

Public Agenda. 9 March 2009 < HYPERLINK "http://www.publicagenda.org/" <http://www.publicagenda.org/>>.

Senate Okays Smoking Ban. Michigan News. 9 March 2009 < HYPERLINK "http://www.mlive.com/news/index.ssf/2008/05/senate_oks_smoking_ban_reactio.html" http://www.mlive.com/news/index.ssf/2008/05/senate_oks_smoking_ban_reactio.html>.

Lesson Sequence

Review the idea that one very important civic responsibility is staying informed about public issues. Then, briefly discuss a current school issue such as a playground problem, homework policy, etc. Discuss how people differ regarding how to resolve the issue.

Write the term “core democratic values” on the board. Review the term and ask students to identify examples of core democratic values. Explain that in this lesson students will examine the connection between public issues and core democratic values.

Divide students into pairs and give each pair a copy of the “Core Democratic Values” chart located in the *Supplemental Materials (Unit 6, Lesson 4)*. Explain that pairs should work together to explain the meaning of each of the core democratic values in their own terms. Give pairs time to work and then discuss the meaning of each value in the large group using the chart with sample answers included in the *Supplemental Materials (Unit 6, Lesson 4)* as a guide.

Explain that conflicts over core democratic values often lead people to want different resolutions of a public issue. Using “Newspaper Article #1” review the issue of whether or not to ban smoking in all workplaces in Michigan. Divide students in pairs and give each pair a copy of the “Examining Different Positions on an Issue” chart located in the *Supplemental Materials (Unit 6, Lesson 4)*. Explain that pairs should work together to analyze each position described on the chart and identify one or more core democratic values on which the position is based. If necessary, model the process by doing the first position on the chart together with the whole group.

Review each of the positions on the chart from Step 4 and ask students to share the core democratic values they connected to each position.

Next, briefly review the issue of water diversion from the Great Lakes which was explored in Unit 3 by discussing these ideas:

Many areas of the United States, particularly in the Southwest, are experiencing severe water shortages.

As cities like Las Vegas continue to grow water becomes a bigger and bigger problem.

Some people have suggested diverting water from the Great Lakes to these dry regions.

Divide students into pairs and give each pair a copy of the “Looking at Both Sides of an Issue” activity sheet located in the *Supplemental Materials (Unit 6, Lesson 4)*. Review the directions on the sheet with students and give pairs time to work together. Encourage them to use the chart of core democratic values from Step 3 as they work together to look at both sides of the issue of water diversion.

Have students share what they wrote on their charts from Step 7. Discuss responses and correct misinterpretation of core democratic value connections if necessary. Note that a chart with sample answers has been included in the *Supplemental Materials (Unit 6, Lesson 4)*.

Using newspapers, website resources from the Teacher resources, television newscasts, and other resources identify examples of current public issues affecting the United States. Using a chart similar to the one used in Step 7 guide students in examining different positions on the issues and the connected core democratic values.

Assessment

The activity from Step 4 in which students identify core democratic values connected to a position on a specific issue can be used as an assessment as well as the activity from Step 7. In addition, students could be assigned one of

the issues identified in Step 9 and asked to take a position on the issue based on a specific core democratic value.

4th Grade United States Studies

Unit 6: Rights and Responsibilities of Citizenship
Lesson 4

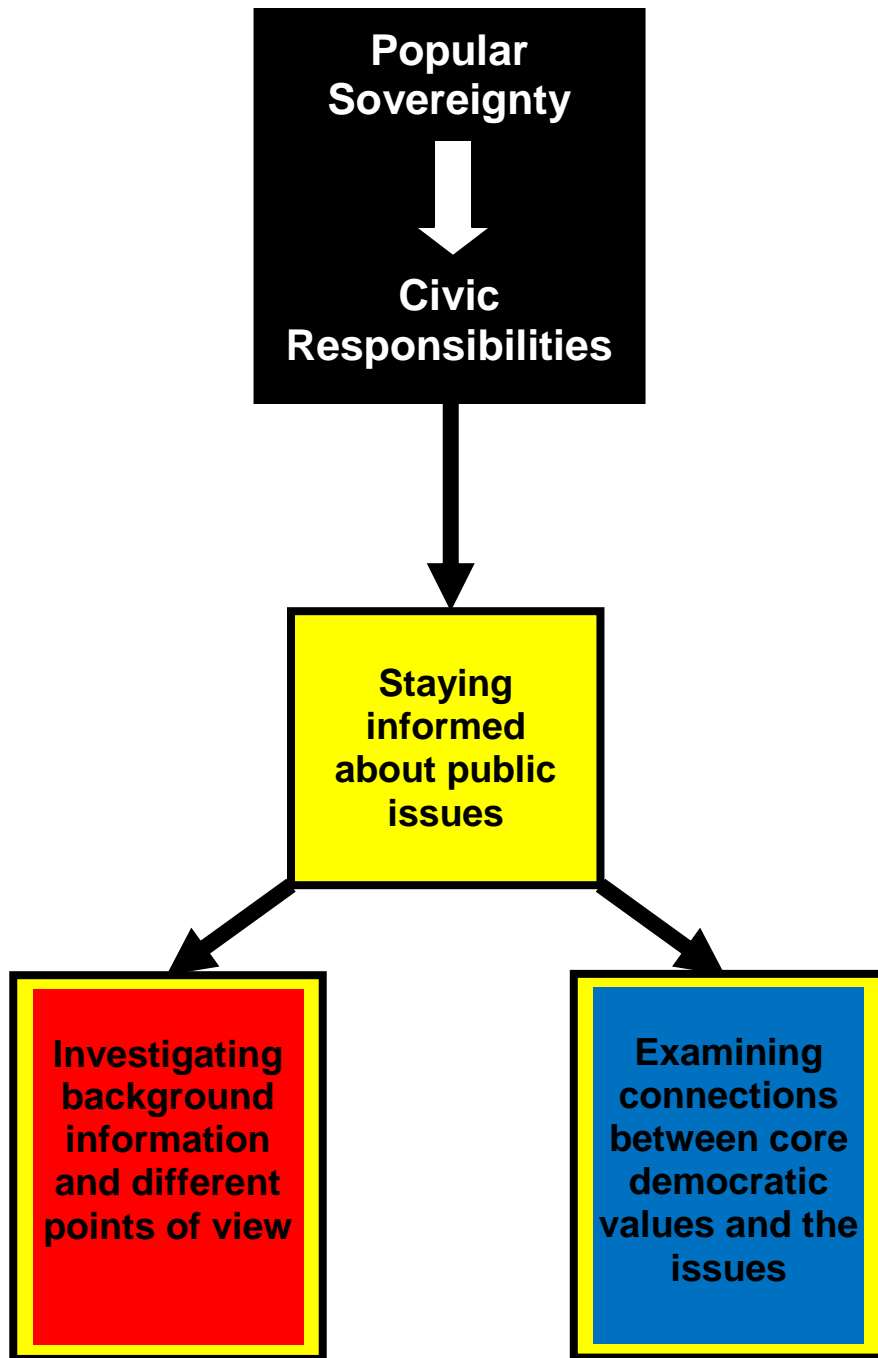
Michigan Citizenship Collaborative Curriculum

Page PAGE 1 of NUMPAGES 3

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March 9, 2008

Graphic Organizer



Big Ideas Card

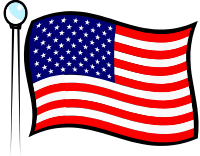

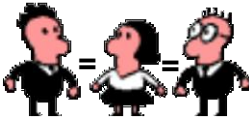
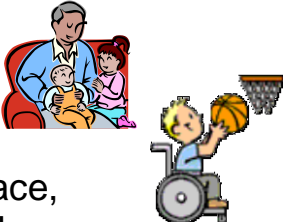
Big Ideas of Lesson 4, Unit 6

1. People disagree about how to resolve public issues.
2. To understand these disagreements it is important to examine connections between core democratic values and the issues.
3. Core democratic values often in conflict include the common good, equality, justice and freedom.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Public Issue – Word Card #20 from Lesson 3
- Common Good – Word Card #10 from Lesson 2
- Justice – Word Card #12 from Lesson 2

<p>22 core democratic values</p>  <p>ideals and beliefs that people in America have in common and upon which our country is based</p> <p>Example: Freedom and fairness are examples of core democratic values.</p> <p>(SS040604)</p>	<p>23 liberty</p>  <p>another word for freedom</p> <p>Example: Liberty, or freedom, means you have the right to make choices and have your own ideas.</p> <p>(SS040604)</p>
<p>24 equality</p>  <p>equal treatment and equal protection</p> <p>Example: Equality means everyone in the class should have a chance to talk in a discussion.</p> <p>(SS040604)</p>	<p>25 diversity</p>  <p>differences in things such as race, culture, age, and abilities</p> <p>Example: As Americans we value and respect diversity.</p> <p>(SS040604)</p>

26

informed decision



a decision that is based on
information not just feelings

Example: To make an informed decision you
have to think carefully about a problem.

(SS040604)

Some Important Core Democratic Values

Liberty/Freedom	
Justice	
The Common Good	
Equality	
Diversity	

Some Important Core Democratic Values

Liberty/Freedom	<ul style="list-style-type: none">• The freedom to make choices• The freedom to believe what you want• The freedom to have your own ideas• The freedom to choose your own friends
Justice	<ul style="list-style-type: none">• This is the same as fairness• The idea that all people should be treated fairly• No person or group should be favored
The Common Good	<ul style="list-style-type: none">• The good of the whole community• People working together for the benefit of all
Equality	<ul style="list-style-type: none">• Equal treatment• Equal protection under the law• Equal opportunity
Diversity	<ul style="list-style-type: none">• Respect for variety in cultural background, race, beliefs, differences, etc.

Newspaper Article #1

Michigan House reignites smoking ban debate

by The Associated Press
Tuesday September 23, 2008

LANSING -- The Michigan House is preparing for another vote on legislation to ban smoking in Michigan workplaces, including bars and restaurants.

But it isn't immediately clear Tuesday afternoon if the expected vote will break a stalemate over what should be covered in the legislation.

The Democrat-led chamber has supported legislation that carves out exemptions to the smoking ban for casinos, smoke shops and some other businesses. The Republican-led Senate has passed legislation to ban smoking at all workplaces.

Without a compromise, there will not be a change in Michigan law that now lets restaurants and bars set their own smoking rules.

The House is considering possible amendments to the legislation Tuesday.

Source: *Michigan House Reignites Smoking Ban Debate*. Michigan News. 5 March 2009
<http://www.mlive.com/news/index.ssf/2008/09/michigan_house_reignites_smoki.html>.

Examining Different Positions on an Issue

Issue: Should Smoking be banned in all workplaces?

Position on the Issue	Core Democratic Value(s)
It takes away people's choice. People have a choice of what they watch on TV, why shouldn't they have a choice of where they can go to smoke?	
It will help protect workers and families from harmful secondhand smoke and reduce long-term health care costs to the state and to businesses.	
People should not be exposed to secondhand smoke in the places where they work. They can't afford to quit their jobs so why should they have to endanger their lives just because of a smoker's bad habits.	
Patrons of my bar know what they are dealing with when they come in here. People come in here because they choose to come in here. The people that don't smoke, if they don't want to come in and they don't like to smoke, they don't come in – and that's their choice and they had a choice. Now, smokers don't have a choice. Smokers are being treated unfairly. They are being treated differently than non-smokers.	

Adapted from: *Senate Okays Smoking Ban*. Michigan News. 5 March 2009
<http://www.mlive.com/news/index.ssf/2008/05/senate_oks_smoking_ban_reactio.html>.

Examining Different Positions on an Issue

Sample Answers

Issue: Should Smoking be banned in all workplaces?

Position on the Issue	Core Democratic Value(s)
It takes away people's choice. People have a choice of what they watch on TV, why shouldn't they have a choice of where they can go to smoke?	Liberty/Freedom
It will help protect workers and families from harmful secondhand smoke and reduce long-term health care costs to the state and to businesses.	Common Good
People should not be exposed to secondhand smoke in the places where they work. They can't afford to quit their jobs so why should they have to endanger their lives just because of a smoker's bad habits.	Justice
Patrons of my bar know what they are dealing with when they come in here. People come in here because they choose to come in here. The people that don't smoke, if they don't want to come in and they don't like to smoke, they don't come in – and that's their choice and they had a choice. Now, smokers don't have a choice. Smokers are being treated unfairly. They are being treated differently than non-smokers.	Equality Justice

Looking at Both Sides of an Issue

Issue: Should water be diverted from the Great Lakes to dry places in other parts of the United States that need water?

Directions: Describe a position on each side of this issue using a core democratic value.

YES	NO

Looking at Both Sides of an Issue

Sample Answers

Issue: Should water be diverted from the Great Lakes to dry places in other parts of the United States that need water?

Directions: Describe a position on each side of this issue using a core democratic value.

YES	NO
<p><i>In the United States we believe in promoting the common good and looking out for the welfare of everybody. If people in one area need water, than it should be taken from another area so that people can survive. Water is important for survival.</i></p>	<p><i>The Great Lakes are one of the most important resources for people in the Great Lakes region. People there depend on the lakes for water, transportation, energy, food and many other things. It is not fair to them to take water away from their region.</i></p>

Lesson 5: Exploring a Public Issue Facing U.S. Citizens

Big Ideas of the Lesson

Citizens have to work together to resolve public issues.
Often there are alternative resolutions to public issues.
Citizens have to analyze data and information in order to evaluate alternative resolutions.
Often the resolution of a public issue requires legislation or other governmental action.

Lesson Abstract:

In this lesson, students briefly examine a variety of public issues facing U.S. citizens such as how to deal with invasive species, water diversion from the Great Lakes, and quality control of imports. Then, they analyze one of the issues in depth by using graphic data and other sources. They evaluate possible resolutions of the issue through small group substantive discussions.

Content Expectations

- 4 – P3.1.1: Identify public issues in the United States that influence the daily lives of its citizens.
- 4 – P3.1.2: Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.

Key Concepts

citizenship
public issues

Instructional Resources

Equipment/Manipulative

Overhead projector or Document Camera/Projector
Student journal or notebook

Student Resource

Consumer Product Safety Commission. 9 March 2009 < HYPERLINK "http://www.cpsc.gov/" <http://www.cpsc.gov/>>.

Lead Toy Recalls. 9 March 2009 < HYPERLINK "http://www.leadtoyrecalls.com/" <http://www.leadtoyrecalls.com/>>.

Toy Recall Database. 9 March 2009 < HYPERLINK "http://www2.morganton.com/p/content/toy-recall-database-2008/" <http://www2.morganton.com/p/content/toy-recall-database-2008/>>.

Teacher Resource

Consumer Product Safety Improvement Act Signed Into Law. Godfrey and Kahn. 9 March 2009 < HYPERLINK "http://www.gklaw.com/publication.cfm?publication_id=750" http://www.gklaw.com/publication.cfm?publication_id=750>.

Egbo, Carol. *Supplemental Materials (Unit 6, Lesson 5)*. Teacher-made material. Michigan Citizenship Collaborative Curriculum, 2009.

Lead in Toys. *New York Times*. 9 March 2009 < HYPERLINK "http://www.nytimes.com/2007/09/11/business/worldbusiness/11lead.html" <http://www.nytimes.com/2007/09/11/business/worldbusiness/11lead.html>>.

The Pew Research Center. 9 March 2009 < HYPERLINK "http://pewresearch.org/" <http://pewresearch.org/>>.

Public Agenda. 9 March 2009 < HYPERLINK "http://www.publicagenda.org/" <http://www.publicagenda.org/>>.

Lesson Sequence

Begin the lesson by having students do a quick write about public issues and civic responsibility. Then, review the idea that one very important civic responsibility is staying informed about public issues. Briefly discuss a current issue affecting U.S. citizens such as one of those identified in the previous lesson (e.g., water diversion). Discuss how people differ regarding how to resolve the issue.

Place students in pairs and give each pair a copy of the “What’s the Public Issue?” information sheet located in the *Supplemental Materials (Unit 6, Lesson 5)*. Explain that pairs should read the information together and identify a public issue related to the information. Give students time to read and discuss. Have pairs share the issues they identified with the entire class group. Note that the issue described in the information is the problem of lead paint in toys.

Refer students back to the information sheet used in Step 2 as you lead a discussion using the following questions:

According to the information what is the problem with lead paint?

Are there laws against using lead paint in toys? If so, why were these toys sold?

Where were these toys manufactured?

How might the fact that these toys were made in another country be related to the problem of lead paint?

Why do we import toys?

Do you think lead paint in toys is still a problem? Why or why not?

Using the same pairs as Step 2, have students use one or more of the websites listed below to investigate the recall of toys because of lead paint. Explain that students should gather information on the “Gathering Data” chart located in the *Supplemental Materials (Unit 6, Lesson 5)*.

Consumer Product Safety Commission. [HYPERLINK "http://www.cpsc.gov/"](http://www.cpsc.gov/)
<http://www.cpsc.gov/>

Lead toy Recalls. [HYPERLINK "http://www.leadtoyrecalls.com/"](http://www.leadtoyrecalls.com/) <http://www.leadtoyrecalls.com/>

Toy Recall Database: [HYPERLINK "http://www2.morganton.com/p/content/toy-recall-database-2008/"](http://www2.morganton.com/p/content/toy-recall-database-2008/) <http://www2.morganton.com/p/content/toy-recall-database-2008/>

Have pairs share their charts with the whole class and engage students in a discussion about what they have discovered. The following questions might be used for the discussion:

Where were most of the toys manufactured?

What different types of toys had lead paint?

What were some of the companies that imported the toys?

Is lead paint in toys still a problem? Why or why not?

Explain that citizens need to look at multiple sources of information in order to become informed on a public issue. As another source of information relating to the public issue of lead paint and toy recalls give each student a copy of “Newspaper Article #1” located in the *Supplemental Materials (Unit 6, Lesson 5)*. Explain that students should read the article and highlight new information relating to the issue. Give students time to read and then have them share what they identified in the large group. Note that new information includes the following:

Toy companies in China use lead paint because it is cheaper than other paint.

China has strict regulations limiting the amount of lead in paint used on consumer products.

These regulations are even stricter than those of the U.S.

The problem is that the regulations are not enforced.

Divide students into five small groups. Explain that each group should come up with one solution for the problem of lead paint in toys. If necessary, explain that the solution may involve legislation or other government action. Give groups time to work. Then, have each group explain their solution. Display to the class the evaluation chart, “What can be done

about the problem of lead paint in toys?” located in the *Supplemental Materials (Unit 6, Lesson 5)*. As student groups share their solutions, record each in the left column of the chart.

Using the same groups as Step 7, give each group a copy of the chart “What can be done about the problem of lead paint in toys?” from Step 7. Have one person in the group copy each of the 5 solutions in the correct place on the chart using class chart as a guide. Explain that students should discuss each solution and identify strengths and weaknesses of each one. Give groups time to work and then discuss each solution in the large group. Explain that in the next lesson students will have an opportunity to explore one way the government tried to resolve the issue of lead paint in toys.

Assessment

Informal observation of the small group discussions can be used as an assessment, as well as the strengths and weaknesses charts constructed in Step 8.

4th Grade United States Studies

Unit 6: Rights and Responsibilities of Citizenship
Lesson 5

SS040605

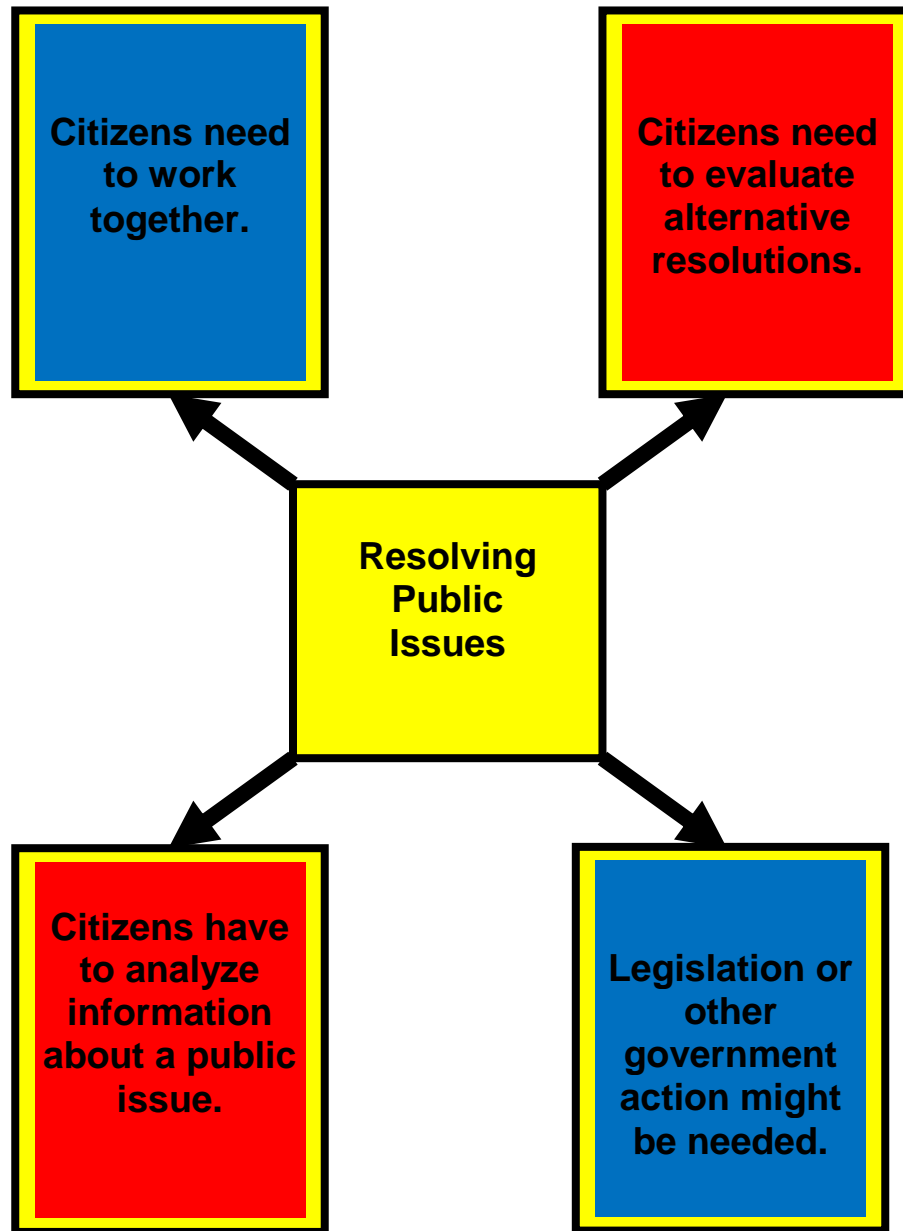
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Page PAGE 2 of NUMPAGES 3

HYPERLINK "http://www.micitizenshipcurriculum.org" www.micitizenshipcurriculum.org

March 9, 2009

Graphic Organizer



Big Ideas Card

Big Ideas of Lesson 5, Unit 6

1. Citizens have to work together to resolve public issues.
2. Often there are alternative resolutions to public issues.
3. Citizens have to analyze data and other sources of information in order to evaluate alternative resolutions.
4. Often the resolution of a public issue requires legislation or other governmental action.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Public Issue – Word Card #20 from Lesson 3
- Informed Decision – Word Card #26 from Lesson 4

What is the Issue?

Effective - January 29, 2009

Name of Product: Construction Play Sets

Units: About 3,000

Manufacturer/Distributor: DDI Inc., of Dubuque, Iowa

Hazard: Surface paint on the recalled play sets can contain lead, violating the federal lead paint standard.

Description: This lead recall involves the 136-piece Mega Construction Play Set (item# 911346) and includes various construction equipment, vehicles, buildings and roads. The play sets are packaged in a black and yellow box with the word "Builder" printed in the upper left hand corner of the package.

Sold at: Home centers, hardware stores and farm stores nationwide from October 2008 through December 2008 for about \$20.

Manufactured in: China

Effective - January 27, 2009

Name of Product: High School Musical Manicure Kits

Units: About 15,000

Importer: Fantas-Eyes Inc., of New York, N.Y.

Hazard: The lettering "HIGH SCHOOL MUSICAL" with glitter on the pouch used with the manicure kit contains excess levels of lead. Lead can be toxic if ingested by young children and cause adverse health effects.

Description: This lead recall involves the pouch that contains the "High School Musical" manicure kit. The 7-1/2 inch by 4-3/4 inch plastic see-through pouch has a pink zipper with "High School Musical" printed in yellow gold with glitter and "Sharpay" printed in dark red on one side.

Sold by: LTD Commodities and ABC distributing catalogs and Web Sites and on www.lakeside.com from September 2008 to November 2008 for about \$11.

Manufactured in: China

Lead toy Recalls. 5 March 2009 <<http://www.leadtoyrecalls.com/>>.

Gathering Data

Toy	Importer	Place of Manufacture	Date	Other information

Newspaper Article #1

SHANGHAI, Sept. 7, 2007 — When Mattel, the world's largest toy maker, announced its third recall in six weeks this month, the company asked consumers to return toys because they contained dangerously high levels of lead paint.

Toxic paint also turned up in several other products Mattel recalled in recent weeks, and in about 16 other recalls this year, including the popular Thomas & Friends train sets, according to the United States Consumer Product Safety Commission.

All the products were made in China.

Why is lead paint — or lead, for that matter — turning up in so many recalls involving Chinese-made goods?

The simplest answer, experts and toy companies in China say, is price. Paint with higher levels of lead often sells for a third of the cost of paint with low levels. So Chinese factory owners, trying to eke out profits in an intensely competitive and poorly regulated market, sometimes cut corners and use the cheaper leaded paint.

On the books, China's paint standards are stricter than those in the United States, requiring that paint intended for household or consumer-product use contain no more than 90 parts of lead per million. By comparison, American regulations allow up to 600 parts per million.

The regulations are supposed to safeguard health, particularly in cases involving children, where ingesting excessive amounts of lead has been linked to disorders including mental retardation and behavioral problems.

But enforcement of the regulations in China is lax.

Lead in Toys. New York Times. 5 March 2009
<<http://www.nytimes.com/2007/09/11/business/worldbusiness/11lead.html>>.

What can be done about the problem of lead paint in toys? Evaluating Solutions

Solution	Strengths	Weaknesses

Lesson 6: Taking a Position on a Public Issue Facing U.S. Citizens

Big Ideas of the Lesson

- It is important for citizens to make informed decisions about public issues.
- To make an informed decision, citizens should examine different resolutions of the issue.
- To make an informed decision, citizens should explore data and other sources of information relating to the issue.
- To make an informed decision, citizens should also consider how core democratic values influence their position on the issue.
- Finally, citizens should make a persuasive and reasoned argument to support their position on a public issue.

Lesson Abstract:

Students use information from Lesson 5 to compose a short essay on a public issue. After considering a consumer safety issue, students explore data related to the public issue. They write an essay using data and reasoning to justify their position and then revise their essays after peer editing.

Content Expectations

4 – P3.3.1: Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.

Key Concepts

core democratic values
public issues

Instructional Resources

Equipment/Manipulative

Overhead projector or Document Camera/Projector
Student journal or notebook

Student Resource

Egbo, Carol. *Supplemental Materials (Unit 6, Lesson 6)*. Teacher-made material. Michigan Citizenship Collaborative Curriculum, 2009.

Teacher Resource

Consumer Product Safety Commission. 9 March 2009 <<http://www.cpsc.gov/>>.

Consumer Product Safety Improvement Act Signed Into Law. Godfrey and Kahn. 9 March 2009 <http://www.gklaw.com/news.cfm?action=pub_detail&publication_id=671>.

Handcrafted Toy Makers Fear New Lead Paint Law. Washington Times. 9 March 2009
<<http://www.washingtontimes.com/news/2008/dec/25/handcrafted-toy-makers-fear-new-lead-paint-law/>>.

Lead in Toys. New York Times. 9 March 2009
<<http://www.nytimes.com/2007/09/11/business/worldbusiness/11lead.html>>.

Lead Toy Recalls. 9 March 2009 <<http://www.leadtoyrecalls.com/>>.

Toy Recall Database: 9 March 2009 <<http://www2.morganton.com/p/content/toy-recall-database-2008/>>.

Lesson Sequence

1. Remind students of the very important civic responsibility to stay informed about public issues. Then, briefly discuss the issue of lead paint in toys which was the focus of the Lesson 5. Discuss the different resolutions the small groups came up with.
2. Give each student a copy of the “Information on the Consumer Product Safety Improvement Law” located in the *Supplemental Materials (Unit 6, Lesson 6)*. Guide students in reading and note taking by highlighting relevant sections. As a class, use the highlighted sections to summarize this law. Major points include the following:
 - It expands government monitoring and enforcement authority relating to consumer products especially those designed for children.
 - It imposes new restrictions on businesses.
 - It will be phased in over time.
 - It includes stiffer penalties for violations of product safety.
 - It enlarges the Consumer Product Safety Commission and provides more funding for it.
 - It reduces the amount of lead allowable in children’s products and toys.
 - It imposes new testing requirements for products.
 - It has new rules on exporting and importing.
3. Working in pairs, ask students to evaluate how effective they think the Consumer Product Safety Improvement Law will be in resolving the problems with lead in toys. Students should indicate their opinions using a scale of 1-10. On the scale a “1” indicates not at all effective, and a “10” indicates completely effective. Lead a large group discussion comparing students’ opinions and rankings of the law. Close by discussing any potential problems with the law students may identify.
4. Place students in pairs and distribute a copy of the “Newspaper Article” on handcrafted toy makers included in the *Supplemental Materials (Unit 6, Lesson 6)*. Explain that this article describes a potential problem with the Consumer Product Safety Improvement Act. Students should read the article together and highlight sections describing the problem. As a whole group, discuss the article using the following questions:
 - Which group is concerned about the Consumer Product Safety Improvement Act?
 - How do they feel about the restrictions in the law?
 - What is their worry about the new law?

- Why might the new law put some toy makers out of business?
 - Do you think the toy makers described in the article have a fair concern? Why or why not?
5. Explain that sometimes legislation designed to resolve one public issue leads to the creation of another public issue (an unintended consequence). In the case of the Consumer Product Safety Improvement Act, the new law led to small toy makers in the U.S. being concerned about their ability to afford the testing and labeling required by the law. Therefore, they would like to see small toy makers exempt from the law. Display the following question: “Should small toy companies within the U.S. be exempt from the testing and labeling rules of the Consumer Product Safety Improvement Act?” Be sure to explain that the word exempt means being freed or release from some responsibility or requirement.
6. Give each student a copy of the “Writing Plan” located in the *Supplemental Materials (Unit 6, Lesson 6)* and review the plan with students. Explain that they should review the information they have explored about the issue of lead paint in toys from the Lesson 5 as well as that of the Consumer Product Safety Improvement Law in this lesson. Students should make an informed decision regarding the public issue by completing the Writing Plan and then using it to write a short essay expressing their opinion and justifying it with clear reasons.
7. Give students time to work on their Writing Plans. Meet with students as necessary to offer suggestions, guidance, etc. Have students construct a draft of their essays using their Writing Plans as guides. Note that this could be done as a homework assignment.
8. Display the “Sample Essays” located in the *Supplemental Materials (Unit 6, Lesson 6)*. Read each essay out loud and guide students in identifying weaknesses in the essays. Possible answers include the following:
- Essay #1: The writer takes both sides of the issue.
 - Essay #2: There is a reference to data but it is not clear or specific enough. Also, examples of core democratic values are included but with no explanation of why they are connected to the issue.
 - Essay #3: The writer does not take a position on the issue.
- Ask students to reflect on weakness all three essays have. Guide students to the idea that these essays are too short or brief to adequately make the writer’s argument.
9. Give each student a copy of the “Essay Review” located in the *Supplemental Materials (Unit 6, Lesson 6)* and explain that students will now have a chance to review a partner’s draft essay. Review the Essay Review sheet and answer any questions students may have. Then, have students trade their draft papers and complete the editing process. Give them time to discuss the review sheets with their partner. Have students use the review sheet and the comments of their partner to write a final copy of their essay.
10. Allow time for selected student to read their essays out loud in the large group.

Assessment

The short essay in which students take a position on a public issue and give reasons for their position serves as the assessment for this lesson.

Graphic Organizer

Examine information relating to the public issue

Consider data relating to the public issue

Consider how democratic values influence their position on the public issue.

Make a decision on the public issue based on data, information, and core democratic values.

Write your decision and give reasons for it.

Big Ideas Card

Big Ideas of Lesson 6, Unit 6

It is important for citizens to make informed decisions about public issues.

To make an informed decision, citizens should examine different resolutions of the issue.

To make an informed decision, citizens should explore data and other sources of information relating to the issue.

To make an informed decision, citizens should also consider how core democratic values influence their position on the issue.

Finally, citizens should make a persuasive and reasoned argument to support their position on a public issue.

Word Cards

Word Cards from previous lessons needed for this lesson:

Public Issue – Word Card #20 from Lesson 3

Core Democratic Values – Word Card #22 from Lesson 4

Informed Decision – Word Card #26 from Lesson 4

Information on the Consumer Product Safety Improvement Law

"Consumer Product Safety Improvement Act Signed Into Law"

September 2, 2008

by Josh Johanningmeier and Adam C. Briggs

Last month, President George W. Bush signed into law the Consumer Product Safety Improvement Act of 2008 ("CPSIA"), the most sweeping consumer product safety law enacted in the United States in over 30 years. Passed by strong majorities in both the House and the Senate, CPSIA significantly expands government monitoring and enforcement authority at the federal and state levels and imposes many new product safety restrictions on businesses. While many of the key provisions will not become effective for several months, it is not too soon to identify the many ways in which the new law will affect consumer product manufacturers, importers, distributors and retailers.

Stronger Government Enforcement and Stiffer Penalties

The strongest indication that Congress intends CPSIA to be an unprecedented expansion of product safety enforcement activity is the new law's drastic increase in Consumer Product Safety Commission ("CPSC") funding. Under the CPSIA, CPSC funding is expected to more than double in the next six years, allowing the CPSC to add more employees and increase enforcement activity. The CPSIA also expands independent, state-level enforcement activity. State Attorneys General have new authority under CPSIA to initiate legal actions in federal courts relating to product safety. The CPSIA will also bring much stiffer penalties for violations of both pre-existing and new requirements. Civil penalties, for example, are to be increased over tenfold, to \$100,000 per violation, and the overall cap on penalties will

increase to \$15 million.

New Restrictions on Children's Products

CPSIA focuses heavily on products for or related to children and imposes an array of new requirements on businesses dealing in these products.

Lead Restrictions

CPSIA mandates that lead content in children's products and toys be reduced to:

No more than 600 parts per million by February 10, 2009;

No more than 300 parts per million by August 14, 2009; and

No more than 100 parts per million by August 14, 2011.

Rules and Testing Requirements

New testing requirements will soon become operative after the CPSC issues new accreditation and testing standards for certain product categories. Manufacturers must now certify, upon completion of accredited, third-party testing, that all their products comply with all product safety requirements. New requirements for lead paint can be expected by September 13, 2008, for cribs and pacifiers by October 13, 2008, for small parts by November 12, 2008, for children's metal jewelry by December 12, 2008, for baby bouncers, walkers, and jumpers by March 13, 2009, and for all other children's products by June 14, 2009.

New Import/Export Rules

The new law's import/export provisions include self-certification requirements on businesses importing consumer products subject to any CPSC rule, ban, standard, or regulation, as well as increased cooperation between CPSC and U.S. Customs. Exports of recalled, non-conforming, and/or banned products are also prohibited under CPSIA.

Conclusion

CPSIA is the most far-reaching consumer protection law enacted in decades. By expanding both federal and state government enforcement power, imposing new restrictions on manufacturers, importers, distributors, and retailers, and increasing penalties, CPSIA has created a long list of new obligations and risks for any business involved in the sale of consumer products.

Adapted from: "Consumer Product Safety Improvement Act Signed Into Law". 9 March 2009
< HYPERLINK "http://www.gklaw.com/publication.cfm?publication_id=750" http://www.gklaw.com/publication.cfm?publication_id=750>.

Newspaper Article

Handcrafted toy makers fear new lead paint law

Marcus Wohlsen ASSOCIATED PRESS
Thursday, December 25, 2008

SAN FRANCISCO | Worries over lead paint in mass-market toys made the holidays a little brighter for handcrafted toy makers last year, but now the federal government's response to the scare has some workshops fearful that this Christmas might be their last.

Without changes to strict new safety rules, they say, mom-and-pop toy makers and retailers could be forced to conduct testing and labeling they can't afford, even if they use materials as safe as unfinished wood, organic cotton and beeswax.

"It's ironic that the companies who never violated the public trust, who have already operated with integrity, are the ones being threatened," said Julia Chen, owner of the Playstore in Palo Alto, which specializes in wooden and organic playthings.

Lead paint spurred the recall of 45 million toys last year, mostly made in China for larger manufacturers. Parents flocked to stores like the Playstore in the recall's aftermath searching for safer alternatives.

Lawmakers also responded. In August, President Bush imposed the world's strictest lead ban in products for children 12 or younger by signing the Consumer Product Safety Improvement Act.

Small toy makers strongly back the restrictions in the bill, which they say reflect voluntary standards they have long observed to keep harmful substances out of toys. But they never thought their products would also be considered a threat.

Under the law, all children's products must be tested for lead and other harmful substances. Toy makers are required to pay a third-party lab for the testing and to put tracking labels on all toys to show when and

where they were made.

Those requirements make sense for a multinational toy manufacturer churning out thousands of plastic toys on an overseas assembly line, said Dan Marshall, co-owner of Peapods Natural Toys and Baby Care in St. Paul, Minn.

But a business that makes, for example, a few hundred handcrafted wooden baby rattles each year cannot afford to pay up to \$4,000 per product for testing, a price some toy makers have been quoted, he said.

Mr. Marshall and nearly 100 other toy stores and makers have formed the Handmade Toy Alliance to ask Congress and the federal agency that enforces the law to exempt small toy companies or those that make toys entirely within the U.S. from testing and labeling rules.

Adapted from: "Handcrafted Toy Makers Fear New Lead Paint Law". 9 March 2009 <
HYPERLINK "http://www.washingtontimes.com/news/2008/dec/25/handcrafted-toy-makers-fear-
new-lead-paint-law/" [http://www.washingtontimes.com/news/2008/dec/25/handcrafted-toy-
makers-fear-new-lead-paint-law/](http://www.washingtontimes.com/news/2008/dec/25/handcrafted-toy-makers-fear-new-lead-paint-law/)>.

Writing Plan

The Issue: Should small toy companies within the U.S. be exempt from the testing and labeling rules of the Consumer Product Safety Improvement Act?

My decision: _____yes _____no

My reference to data:

My connection to a core democratic value:

My reasons:

Sample Essays

Essay #1

I think small toymakers and companies that make toys just within the U.S. should be exempt from the labeling and testing rules because they might go out of business. But I also feel that the rules should apply to all companies because I don't want there to be any chance of lead in toys. So, maybe they shouldn't be exempt.

Essay #2

I think all toy companies should have to obey the rules on labeling and testing because it would be the right thing to do. Plus, I read some data that said the rules are needed. It seems to be the fair thing to do and it will help our freedom.

Essay #3

Lead paint in toys is a terrible thing. It can kill children or make them very sick. We had a very big problem with lead paint in toys a couple of years ago. It is a good thing that we have a new law so toy makers can't put lead in toys.

Essay Review

Check off the parts that you found in the essay:

- A position statement
- At least two reasons
- A reference to data
- A core democratic value connection
- A concluding sentence

My favorite part of your essay was:

A question I have about your essay is:

Something I might change in your essay is:

I liked your essay because:

Reviewed by: _____

4th Grade United States Studies

SS040606

Unit 6: Rights and Responsibilities of Citizenship

Lesson 6

Michigan Citizenship Collaborative Curriculum

Page PAGE 4 of NUMPAGES 10

HYPERLINK "http://www.micitizenshipcurriculum.org" www.micitizenshipcurriculum.org

July 21, 2009

Fourth Grade Social Studies



Unit 6: Rights and Responsibilities of Citizenship

Student Name:

Big Picture Graphic

Overarching Question:

Why are rights and responsibilities of citizenship essential to our form of government?

Previous Unit:

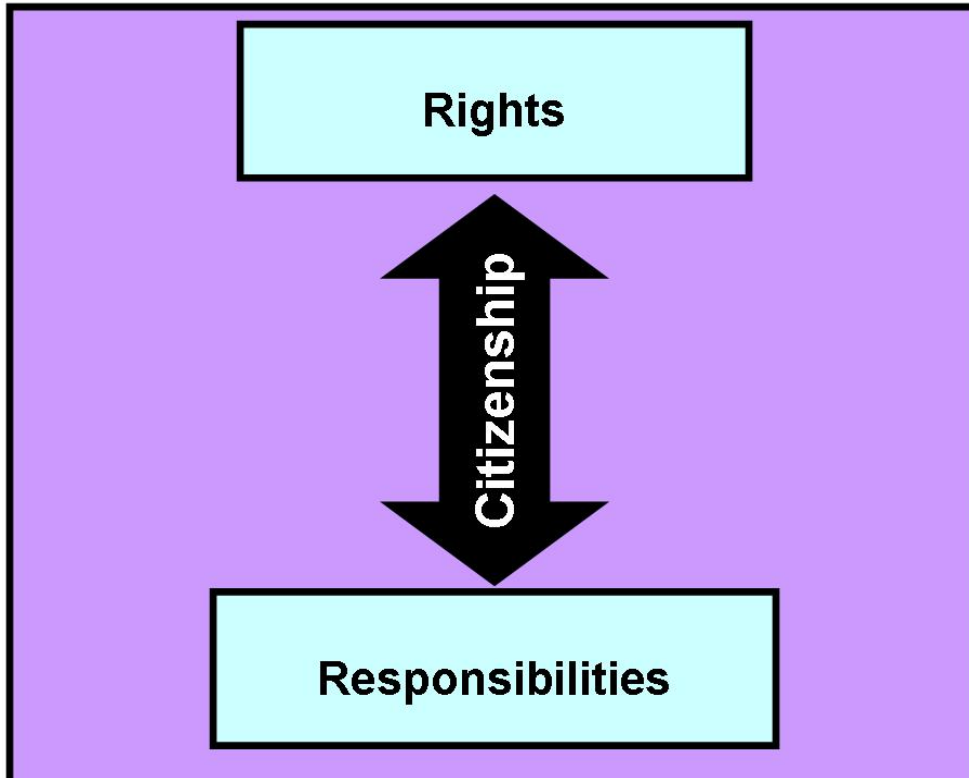
**Our Federal
Government**

This Unit:

Rights and Responsibilities of Citizenship

Next Unit:

**Fifth Grade Early
American History**



Questions To Focus Assessment and Instruction:

1. How are rights and responsibilities related?
2. How can citizens work together to improve their government?
3. Why are rights and responsibilities of citizenship essential to our form of government?

Types of Thinking

Classification
Evidentiary Argument
Identifying Perspectives
Issue Analysis
Problem Solving

Questions for Students

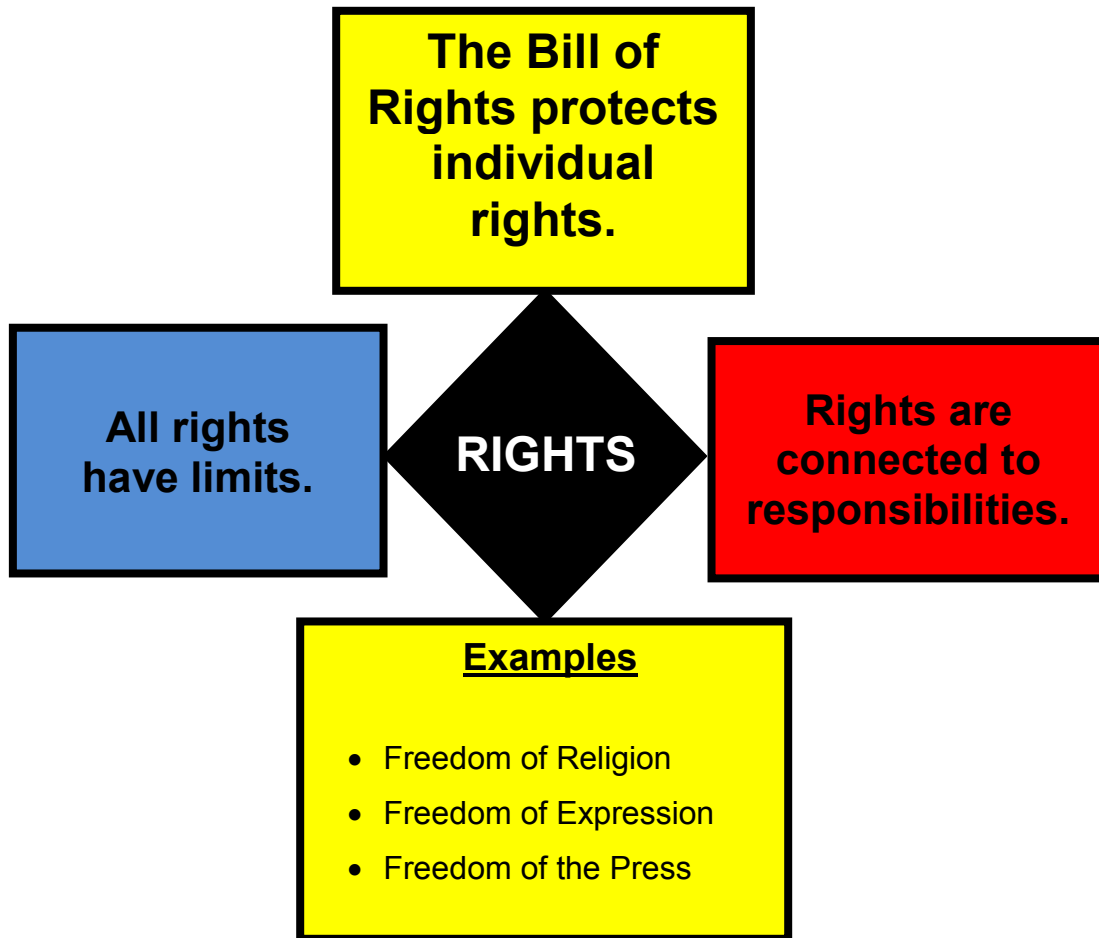
In this unit, we are going to be learning about the rights and responsibilities of citizenship. Think about the focus questions:

1. How are rights and responsibilities related?
2. How can citizens work together to improve their government?
3. Why are rights and responsibilities of citizenship essential to our form of government?

Use the chart below to write or draw about these questions.

Things I Know	Questions I Have




Lesson 1 Graphic Organizer



Big Ideas of Lesson 1, Unit 6

- The Bill of Rights is the first ten amendments to the Constitution. These amendments identify important individual rights.
- The First Amendment guarantees freedom of expression which includes freedom of speech, freedom of the press, and freedom of assembly.
- The First Amendment also guarantees freedom of religion.
- Sometimes we have to put limits on rights. For example, freedom of speech does not allow you to yell “fire” in a crowded place when there is no fire.
- Rights come with responsibilities.

Word Cards

<p>1 Bill of Rights</p> <p>the first ten amendments, or additions, to the Constitution which give people important rights such as freedom of speech</p> <p>Example: The Bill of Rights is an important part of the Constitution.</p>	<p>2 individual rights</p> <p>things a an individual person is entitled to have or to do</p> <p>Example: You have the right to own property. You have the right to speak freely.</p>
<p>3 freedom of expression</p> <p>the rights of speech, press, assembly, and petition</p> <p>Example: The First Amendment guarantees people the right to freedom of expression.</p>	<p>4 freedom of speech</p>  <p>the right to say what you want and to talk about your beliefs, ideas, and feelings</p> <p>Example: He exercised freedom of speech when he stood up and gave his opinion in the meeting.</p>
<p>5 freedom of the press</p>  <p>the right to write and read what you want</p> <p>Example: The newspaper exercised freedom of the press when it included an article criticizing the president.</p>	<p>6 freedom of assembly</p>  <p>the right to meet with others</p> <p>Example: She exercised freedom of assembly when she held a meeting in her home to discuss problems with the new mayor.</p>

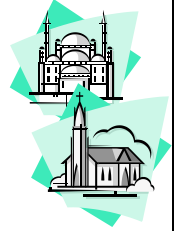
7 freedom of petition



the right to ask the government to correct something you think is wrong

Example: She exercised freedom of petition when she got other people to sign a petition objecting to the new law.

8 freedom of religion



the right to have any religious beliefs you want or no religious beliefs at all

Example: We have many different religions in our country because we believe in freedom of religion.

The Bill of Rights

Amendment One guarantees freedom of religion, freedom of speech, freedom of the press, freedom for people to get together peacefully, and freedom for people to send petitions to their government.

Amendment Two states that in order to have a prepared military, people are guaranteed the right to keep and bear arms.

Amendment Three states that the government cannot force people to house and feed soldiers in their homes during times of peace.

Amendment Four states that people, their homes and their belongings are protected from unreasonable searches of seizures.

Amendment Five guarantees a person accused of a serious crime the right to be charged by a grand jury. It also states that people cannot be forced to give evidence against themselves. If a person is found not guilty of a crime, he/she cannot be put on trial for the same crime again. Finally, the federal government cannot unfairly take peoples' lives, freedom, or property.

Amendment Six guarantees a speedy and public trial by an impartial jury if a person is accused of a crime. The accused person also has the right to be told what they are accused of and they have the right to a lawyer. They also have the right to see and to question those people who have accused them of the crime.

Amendment Seven guarantees a trial by jury in civil cases.

Amendment Eight says that courts cannot use cruel or unusual punishment or set bail and fines that are too high.

Amendment Nine states that the people have other rights that are not stated here.

Amendment Ten states that the people have all the rights not given to the United States government or forbidden to state governments by the U.S. Constitution.

The First Amendment

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.

Freedom of Expression

Speech: the right to say what you want; to talk about your beliefs, ideas, or feelings

Press: the right to write and read what you want

Assembly: the right to meet with others to talk about what you wish and share your beliefs, ideas, or feelings

Petition: the right to ask the government to correct something you think is wrong

Should There Be Limits on the Freedom of Expression?

Group Activity Sheet

	Yes or No?	Why?
1. Some people consider writing graffiti on walls and other places a way to express themselves. Should graffiti be allowed?		
2. Some people express themselves by wearing certain kinds of T-shirts. Should schools ban certain kinds of T-shirts?		
3. People can express themselves by making phone calls. Should prank calls be allowed?		
4. Some people express themselves by playing certain kinds of music. Should communities be allowed to pass laws that limit how loud music can be played?		
5. Sometimes groups hold views that are unpopular with a lot of people. Should these groups be allowed to give public speeches in a park?		
6. Should someone be allowed to publish an ad that says mean things about another person?		

Freedom of Religion

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof;



Establishment Clause

- Congress cannot establish an official religion for our country.
- The government cannot favor one religion over any others.



Free Exercise Clause

- You can have any religious beliefs you want.
- You are free to have no religious beliefs at all.
- The government cannot unfairly limit your right to practice your religious beliefs.

Everyday Life and the First Amendment

Directions: Each situation below relates to a First Amendment right. Decide which right is at issue and put the correct answer in the space next to the number.

First Amendment rights:

religion**assembly****speech****petition****press**

1. _____ Two people working at a small grocery store printed flyers describing what they considered to be unfair work conditions at the store. They handed out the flyers in front of the store.
2. _____ A group of high school students were unhappy about the firing of a teacher at their school. They met in front of the school district offices to protest the firing.
3. _____ A neighbor went door to door in her neighborhood asking people to write letters to the mayor protesting the closing of a park in the neighborhood.
4. _____ A person stood in front of a lumber company's main office with a sign that said: "Stop cutting down trees!"
5. _____ A student used the Internet to research several different newspapers and their coverage of the war in Iraq.
6. _____ Two students wore buttons to school that said, "We want a longer recess."
7. _____ Two people attended a community dinner. They refused to bow their heads during a prayer that was said at the beginning of the event.
8. _____ A former teacher began a small newspaper in her town. In the paper she often criticized school district officials and the mayor of the town.
9. _____ When the city council threatened to close a park in a neighborhood a large group of people met at the park to discuss a plan of action.
10. _____ Mr. Jones made it a habit to attend a different church every Sunday for a whole year.

Analyzing a Newspaper Article

Headline of News Article	
Summary of Article	
To what right or rights is this article connected?	

Judge orders S.C. to stop making 'I Believe' license plates

BY TIM SMITH • STAFF WRITER • DECEMBER 12, 2008

COLUMBIA -- A federal judge on Thursday temporarily stopped the state from making and issuing "I Believe" religious license plates, granting a request from a group that had argued the plates showed an unconstitutional preference for Christianity.

U.S. District Court Judge Cameron McGowan Currie issued the preliminary injunction after finding that the statute creating the plate violated the constitutional establishment clause forbidding government from establishing a religion.

The license plate, approved by the Legislature, contains a stained glass emblem with a cross on it and the words "I Believe" on top. No plates have been distributed, though hundreds have been ordered.

"I am extremely disappointed in the court's ruling, and feel the 'I Believe' license tag is completely constitutional," state Attorney General Henry McMaster said. "I will strongly urge and recommend that the Department of Motor Vehicles and the Department of Corrections immediately appeal this decision to the 4th Circuit Court of Appeals."

Currie found that for the purposes of an injunction, the law creating the plate didn't have a secular purpose, didn't have a primarily secular effect and entangled religion and government. To avoid an injunction, she said, the statute would have had to have passed all three parts of that legal test.

"I find it unlikely the act satisfies even one of these," she said.

Washington-based Americans United for Separation of Church and State filed a lawsuit earlier this year against DMV and the prison system, which makes all license plates, on behalf of some religious leaders and the Hindu American Foundation who claimed their First Amendment rights were infringed by the plates.

Lawmakers voted unanimously for the plates, and some said they wouldn't vote for plates for minority faiths, Americans United argued.

Currie ordered that the state cease any production of the plates, stop taking any orders for them and provide for an alternative plate for those who have already paid for the plates until the lawsuit is decided.

Kevin Hall, a lawyer who argued the case for DMV, said officials would review the case to decide whether to appeal Currie's ruling. "This is the first step in what likely will be a long-term process," he said afterward.

Source: *Judge orders S.C. to stop making 'I Believe' license plates*. 28 December 2008
<<http://www.greenvilleonline.com/article/20081212/NEWS/312120001/1001/NEWS01>>.

Illinois city shouldn't have silenced man at council meeting

**By The Associated Press
Sunday, December 28, 2008**

CHICAGO — A federal judge says the city of Waukegan violated the First Amendment rights of a resident who wasn't allowed to speak at a 2002 City Council meeting.

Jose Zurita went to the meeting to protest a vehicle-towing ordinance. But Mayor Richard Hyde asked him to apologize before speaking because of a separate incident involving a city worker overseeing a protest Zurita helped plan.

U.S. District Judge Milton Shadur wrote in a 60-page decision released Dec. 22 that the city violated Zurita's rights.

The lawsuit contains many claims connected to the ordinance and names Hyde and Police Chief William Biang.

Waukegan attorney James Flesch said he planned to appeal the ruling. But he says he's happy with other aspects of the judge's decision.

Source: *Illinois city shouldn't have silenced man at council meeting*. First Amendment Center. 24 Feb. 2009 <<http://www.firstamendmentcenter.org/news.aspx?id=21055>>.

New Jersey court rules 'Super Lawyer' ads are protected

December 17, 2008

TRENTON, N.J. - The New Jersey Supreme Court has reversed a ruling that barred attorneys from being advertised as "the best lawyers in America" or similar superlatives.

The high court ruling stems from a 2005 case, in which a New Jersey attorney objected to an advertising magazine titled "New Jersey Super Lawyers" on the grounds it gave the impression that those attorneys were more qualified than others.

A state Supreme Court committee ruled in 2006 that such magazines violated state laws barring ads that are comparative in nature.

But the ruling published Wednesday holds that the ads are a form of commercial speech protected by the First Amendment.

New Jersey court rules 'Super Lawyer' ads are protected. 28 December 2008
<<http://www.newsday.com/news/local/wire/newjersey/ny-bc-nj--lawyerads1217dec17,0,7039042.story>>.

Choice of attire at voting booth at stake in suit

By TASHA KATES

Published: December 11, 2008

With the help of local free speech advocates, two Virginia residents have filed a lawsuit against employees of the State Board of Elections over their policy on political attire worn at polling places.

The American Civil Liberties Union of Virginia Foundation Inc., the Thomas Jefferson Center for the Protection of Free Expression and The Rutherford Institute are representing plaintiffs Jill Borak of Fairfax County and Charles Epes of Richmond.

Borak and Epes both contacted the ACLU about their experiences at the polls on Nov. 4. Epes sported an “Obama/Biden” button to his polling place, the suit said, but a poll worker at the check-in table told him that he had to remove it because campaigning wasn’t permitted in the polling place.

Despite asserting that he wasn’t campaigning, the lawsuit claims that Epes was told that wearing the button in the polling place was against the law.

After a poll worker told Epes that he would be unable to vote while wearing the button, another solution arose.

“At that point, another poll worker suggested that he cover up the button, and he was given a paper hospital smock,” the suit said. “He was then allowed to vote.”

According to the suit, Borak wore an “Obama ‘08” sticker to her polling place on Election Day, but was told by a poll worker that she had to remove her sticker because it was illegal to wear it while voting.

The state’s electioneering law states that people can’t hand out campaign literature or solicit votes within 40 feet of the entrance of the polling place. The Board of Elections announced its clarified policy on political attire earlier this year as a result of a large increase in new voters.

Officials said anyone who displays an item that advocates for a political candidate will be asked to cover or remove the message while inside the polling place. If the voter did neither, poll workers could file an incident report that would be sent to the local commonwealth’s attorney.

John W. Whitehead, founder of The Rutherford Institute, said that while he believes the state’s law on electioneering is written properly, he doesn’t agree with the State Board of Election’s interpretation of that law.

“This is just passive free speech,” Whitehead said. “This is just people proudly wearing something they believe in.”

The lawsuit was filed Wednesday in U.S. District Court, Eastern District of Virginia. Epes and Borak are asking for the board’s policy to be deemed a violation of the First Amendment and repealed and for court costs.

Choice of attire at voting booth at stake in suit. Daily Progress. 24 February 2009

<http://www.dailyprogress.com/cdp/news/local/article/choice_of_attire_at_voting_booth_at_stake_in_suit/32617/>

Indiana high court: State can sue over political 'robo-calls'

By The Associated Press
12.24.08

TERRE HAUTE, Ind. — The Indiana Supreme Court says the state can go forward with lawsuits against companies that use autodialing machines to make prerecorded telephone calls in political races.

The court ruled 5-0 yesterday to overturn a trial court's decision to dismiss a state lawsuit against American Family Voices. At issue was whether the state's 1988 law banning so-called "robo-calls" covers political calls as well as commercial and sales calls.

Attorney General Steve Carter said the court ruling would protect Indiana residents from unwanted and illegal telephone calls.

"We aren't giving any free passes to politicians who pummel Indiana with robo calls," Carter said.

Carter's office filed suit against the Washington, D.C., group in 2006 after it made calls criticizing Republican Mike Sodrel during his race against Democrat Baron Hill for southern Indiana's 9th congressional district seat.

American Family Voices claimed Indiana's telemarketing law was clearly intended to regulate only commercial speech which tries to solicit the purchase of goods or services.

The state Republican and Democratic parties, while not named in the lawsuit, filed a joint brief with the state Supreme Court, saying that automated calls used for political messages are protected free speech.

But the state Supreme Court said in *State of Indiana v. American Family Voices, Inc.* that "the law applies to all autodialer calls, not just consumer transaction calls with commercial messages."

The Associated Press left a message seeking comment with American Family Voices and the state Democratic Party. The Indiana Republican Party said it would have no immediate comment.

Campaigns and special-interest groups use robo-calls for purposes such as reminding voters to go to the polls, delivering endorsements or criticizing opponents. They are far cheaper than calls made by volunteers or paid personnel.

More than a dozen states have placed limits or bans on political robo-calls, according to Stateline.org, a project of the Pew Center on the States that tracks state legislation.

Indiana high court: State can sue over political 'robo-calls'. First Amendment Center. 24 Feb. 2009
<<http://www.firstamendmentcenter.org/news.aspx?id=21053>>.

Sikh sues judge over demand for turban removal

DALLAS — A justice of the peace has been sued for allegedly ordering a man from his courtroom for refusing to remove his turban while defending himself in a traffic-citation case.

The lawsuit filed Aug. 31 charges that Judge Albert B. Cercone violated Amardeep Singh's religious rights because the turban is a religious article for Sikh men.

The American Civil Liberties Union filed the lawsuit on Singh's behalf in state district court in Dallas. It asked that Cercone and other judges be prohibited from forcing people to remove clothing required by their religion.

Singh said he tried to enter Cercone's courtroom in June 2006 to contest a speeding ticket, but a guard barred him under a policy barring hats, and court personnel told him to direct his objections to the judge.

Singh said he tried to explain that his faith requires wearing a turban but that the judge ordered him to leave the courtroom or face arrest.

According to the lawsuit, Singh consulted his uncle, a high priest, before removing the turban and putting his uncut hair in a pony tail to return to the courtroom in a "personally compromising and humiliating position."

The judge did not respond to a request for comment left with his staff.

Navdeep Singh, a spokesman for the Sikh American Legal Defense and Education Fund, said the group tried to contact the judge and the Dallas district attorney's office before approaching the ACLU about filing a lawsuit. He said the judge refused to respond and that an assistant district attorney said no prosecutors could recall the incident.

Sikh organizations claim there are about 500,000 adherents in the United States, and they compare the turban to yarmulkes worn by many Orthodox Jews and hijabs worn by many Muslim women.

This week, the New York-based Sikh Coalition protested a new federal policy that calls for more thorough security screening of airline passengers wearing head coverings. The screenings could include a pat-down search of the head.

The Sikh Coalition was joined by more than 25 ethnic and religious groups in saying that the policy singles out people who wear religious head coverings.

Last year, a judge in Georgia apologized to a Sikh American man who was barred from her court for a no-hat policy similar to the one in Dallas.

Sikh sues judge over demand for turban removal . First Amendment Center. 24 Feb. 2009
<<http://www.firstamendmentcenter.org/news.aspx?id=19003>>.

New Jersey inmate challenges ban on prison preaching

NEWARK, N.J. — A civil liberties group wants a New Jersey prisoner serving time for felony murder and robbery to be allowed to preach at services inside the prison.

Howard Thompson Jr., an inmate at the New Jersey State Prison who is an ordained Pentecostal minister, had been conducting weekly worship services until prison officials issued a 2007 ban on inmate preaching.

The American Civil Liberties Union has filed a federal lawsuit on behalf of Thompson that seeks to lift the ban. The suit says the move restricts his religious freedom.

The 44-year-old Thompson is serving 30 years to life.

A Corrections Department spokesman referred questions to the state Attorney General's office, where officials said they hadn't yet seen the lawsuit and couldn't comment.

According to the lawsuit, the Corrections Department in 2007 instituted a ban on all preaching by inmates — even under the supervision of the prison chaplain — without explanation.

“The right to practice one's faith, or no faith at all, is fundamental and applies inside and outside the prison gates,” said Daniel Mach, director of litigation for the ACLU's religious-freedom program. “No officials should be in the business of restricting religious exercise.”

Thompson, who entered the facility in 1986, started preaching and running Sunday services more than a decade ago, the lawsuit said, after being asked to fill in for a prison chaplain who fell ill. He also taught Bible study classes and founded a prison choir.

The suit argues that prison chaplains encouraged Thompson's preaching, which was always done with supervision and without incident.

The ACLU said curtailing Thompson's sermons is a form of banning religious expression and violates the federally guaranteed religious freedoms of all inmates.

The ACLU filed a similar lawsuit and won their challenge to a preaching ban in Rhode Island prisons last year.

New Jersey inmate challenges ban on prison preaching . First Amendment Center. 24 Feb. 2009
<<http://www.firstamendmentcenter.org/news.aspx?id=20960>>.

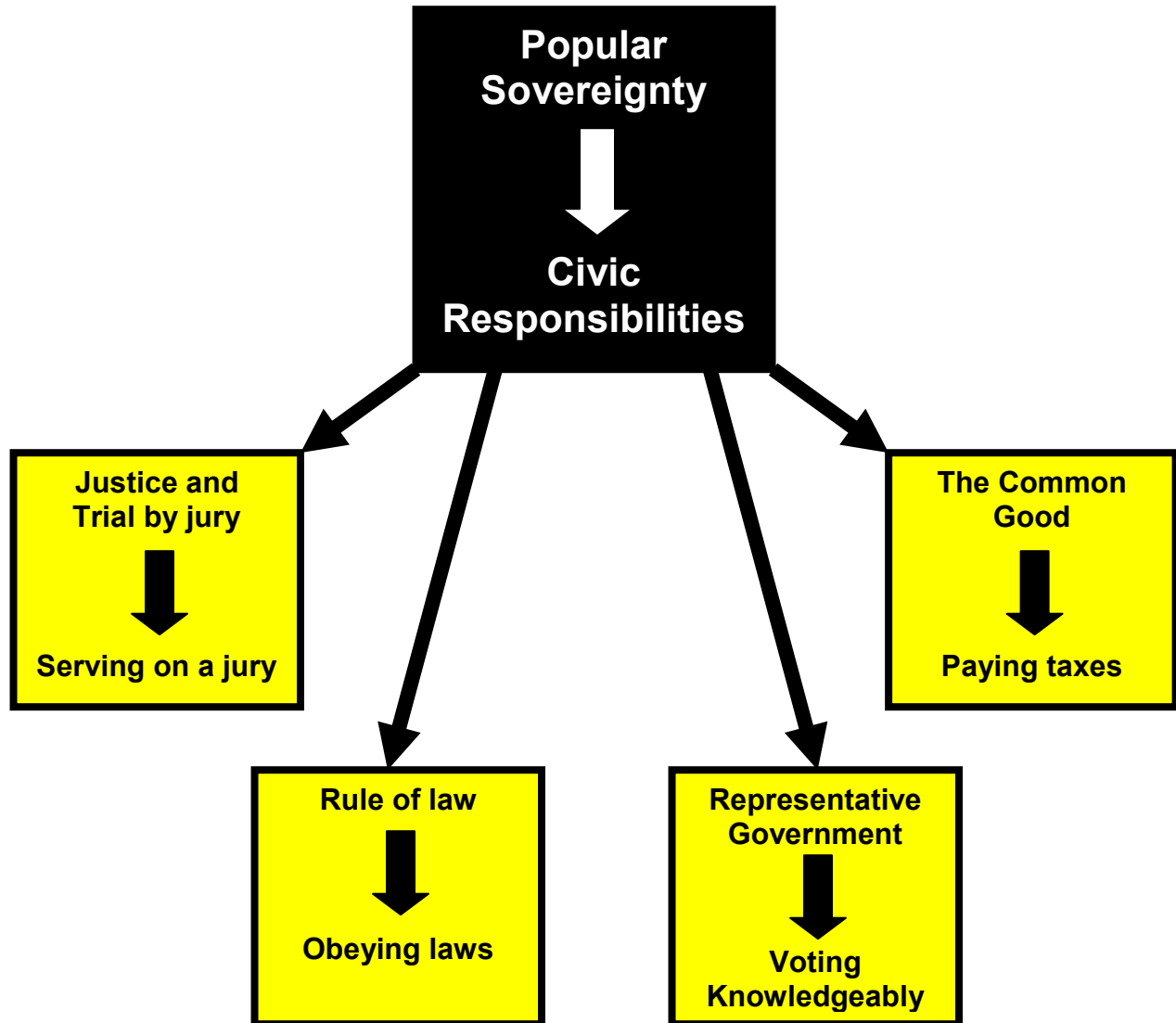
Rights and Responsibilities

Right	Responsibility
Freedom of Religion	
Freedom of Speech	
Freedom of Petition	
Right to a Fair, Public Trial	
Right to Bear Arms	

Lesson Review

<p>Choose two individual rights from the Bill of Rights and explain why they are important.</p>	<p>Right:</p>	<p>Why is it important?</p>
	<p>Right:</p>	<p>Why is it important?</p>
<p>Give an example of why rights are limited.</p>		
<p>Give an example of how rights and responsibilities are connected.</p>		

Lesson 2 Graphic Organizer

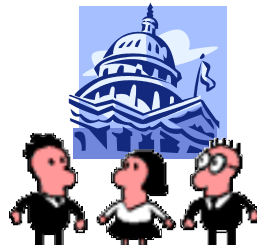


Big Ideas of Lesson 2, Unit 6

- Popular sovereignty, which means the people hold the power of government, is one of our most important core democratic values.
- Because people hold the power of government they have many civic responsibilities. These responsibilities are connected to other democratic values and principles.
- Because we value justice and the right to a fair trial, citizens have the responsibility to serve on a jury.
- Because we value the rule of law, citizens must respect and obey our laws.
- Because we value the common good, citizens must pay taxes in order for the government to provide services that benefit everyone.
- Because we believe in the principle of representative government, citizens have the responsibility to register to vote and vote knowledgeably.

Word Cards

9
popular
sovereignty



the power and authority of the government comes from the people







Example: Popular sovereignty is an important core democratic value.

10
common
good

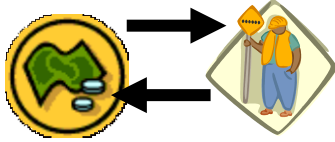


people working together for the benefit of everybody

Example: When you help clean up in the classroom you are doing something for the common good.

<p>11 rule of law</p>  <p>everyone, including the people who run the government, must obey the laws</p> <p>Example: Communities, states and countries have laws.</p>	<p>12 justice</p>  <p>another word for fairness</p> <p>Example: Justice means that people should be treated fairly.</p>
<p>13 representative government</p>  <p>a form of government where people choose representatives to make decisions for them</p> <p>Example: In a representative government people elect people to make decisions for them.</p>	<p>14 civic responsibilities</p>  <p>things citizens are supposed to do</p> <p>Example: Civic responsibilities include obeying laws, voting and paying taxes.</p>
<p>15 jury</p>  <p>a group of citizens who listen to the evidence at a trial and decide if the law has been broken</p> <p>Example: The jury listened carefully as evidence was presented.</p>	<p>16 public goods and services</p>  <p>goods and services that are produced by a government</p> <p>Example: Repairing roads and building schools are examples of public goods and services.</p>

**17
taxes**



what people pay to a government in exchange for services like schools and road repair

Example: People pay taxes to a government. Then, the government uses the tax money to do things fix roads.

**18
republic**



a government not led by a hereditary rule (leaders based on birth), but where people hold the power of government and choose leaders to make decisions

Example: Our government is a republic.

**19
voting**



the way leaders are chosen in our country

Example: Voting knowledgeably is one of our most important civic responsibilities.

Survey Chart

Directions: Conduct a survey of four adults and record your data on the chart below.

Name of person surveyed	What are the two most important responsibilities of a citizen?
	Answer #1
	Answer #2
	Answer #1
	Answer #2
	Answer #1
	Answer #2
	Answer #1
	Answer #2

Martin Luther King, Jr. Quotations

“One has not only a legal but a moral responsibility to obey just laws, but conversely, one has a moral responsibility to disobey unjust laws.”

“An individual who breaks a law that conscience tells him is unjust, and who willingly accepts the penalty of imprisonment in order to arouse the conscience of the community over its injustice, is in reality expressing the highest respect for the law.”

Should You Vote?

That's a good question. After all, lots of Americans don't bother to vote. They think it's a hassle, or they don't know how to do it, or they're afraid it would be hard to figure out who to vote for.

Truth is, those people are missing out on a great thing. Government at all levels has a big effect on our lives. Voting is a way to say what's important to you, and say it straight to the politicians and government officials.

Voting gives you a feeling of being part of America and your community. It can even be fun.

Choose or Lose

Most Americans know that the government can make a big difference in their lives – sometimes in ways they like, sometimes not. For example:

- If you're going to college or hope to go to college, government scholarship and loan programs can make the difference in whether you're able to afford school.
- If you have kids in public school, you probably want them to get a really good education. In that case, it's the local government or school district that runs the show.
- If you care about clean air or clean water or global warming, it's government at all levels that makes the rules that control pollution.

With so much depending on government, it truly makes sense for you – and your family and friends – to let the government know what you want it to do. And Election Day is the best time to do that.

That's when all the politicians are paying attention to you. From the president to the state governor to the local school board, they all want your vote. If they don't get enough votes, they won't get the job.

What's more, voting is one of the few times when all Americans are equal. We're not all rich, or beautiful, or friends of the mayor. But each of us has one vote.

Even if the person you vote for doesn't win, your vote still makes a difference, because it shows there was support for another point of view.

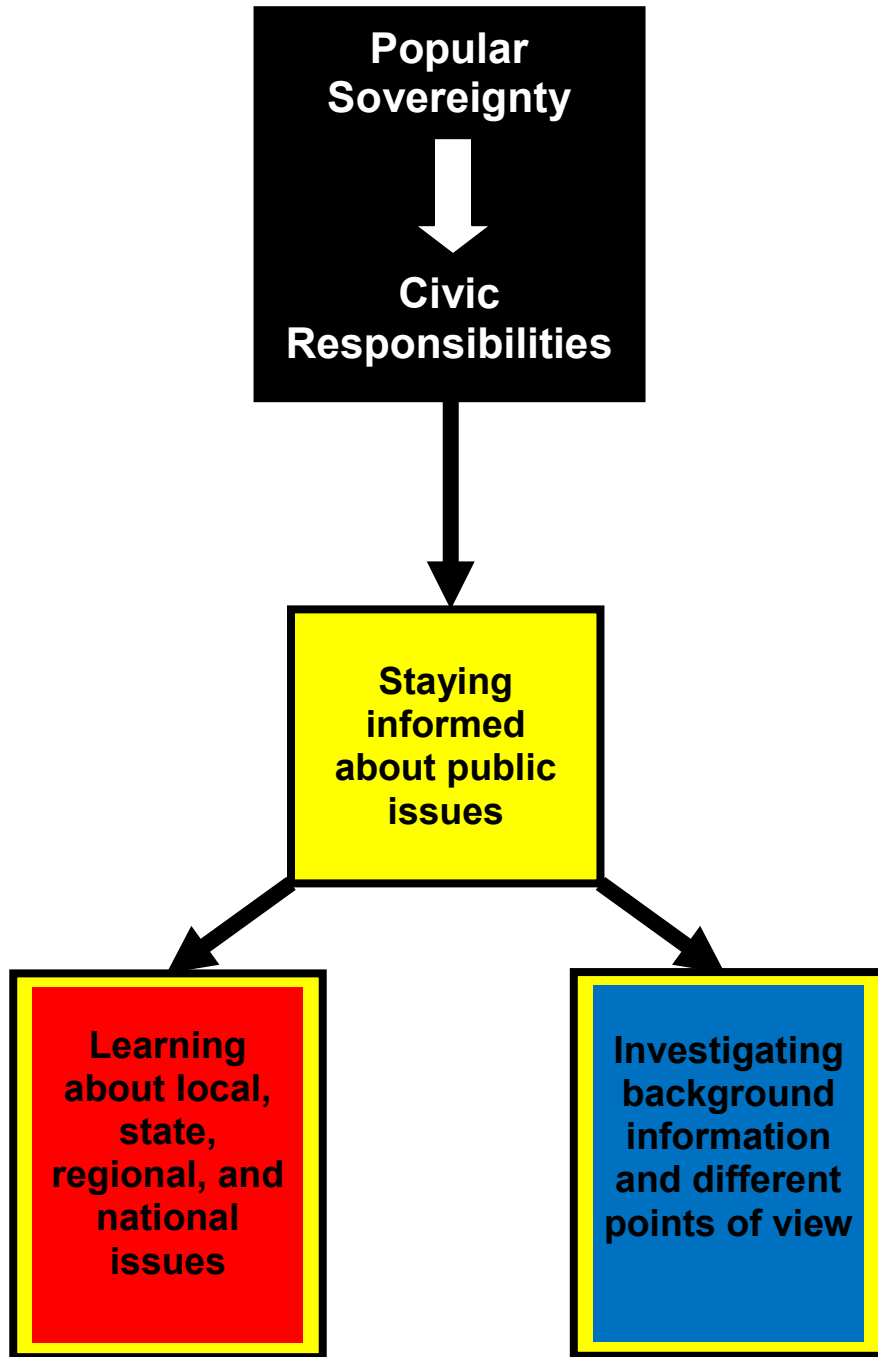
Not only that—politicians pay lots of attention to who votes and who doesn't. For example, because so many older Americans vote, politicians don't want to mess with Social Security, which is popular with older people. But young people and new U.S. citizens have not voted in high numbers in recent elections, so some politicians feel they don't have to pay too much attention to their needs. Of course, that needs to change.

Another thing: Did you notice that after the attacks of September 11, 2001, lots of Americans flew U.S. flags? They wanted to show they supported their country in a time of trouble. In a way, voting is just like flying that flag. It says, "I'm a U.S. citizen, I'm part of this country, I'm helping to make it work and make the decisions."

Besides, how many times have you heard people complain about the government, and what it's doing or not doing? Everyone has a right to complain — it's called freedom of speech. But if you didn't vote, you really can't complain, can you?

Source: "America Votes: The Big Picture" Navigating Election Day. League of Women Voters Website. 15 January 2009 <<http://www.lwv.org>>. Use search function.

Lesson 3 Graphic Organizer






Big Ideas of Lesson 3, Unit 6

- Popular sovereignty, which means the people hold the power of government, is one of our most important core democratic values.
- Because people hold the power of government they have many civic responsibilities.
- One important responsibility of citizens is to stay informed about public issues.
- A public issue may affect an entire school, community, county, state, region, or country.
- People disagree on how to settle or resolve public issues.
- To learn about a public issue, citizens should investigate background information on the issue and different points of view.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Popular Sovereignty – Word Card #9 from Lesson 2
- Civic Responsibilities– Word Card #14 from Lesson 2

<p>20 public issue</p>  <p>an issue that affects many, many people</p>  <p>Example: Public issues can affect a local community, a state, or the nation.</p>	<p>21 point of view</p>  <p>how a person looks at a problem or an event</p> <p>Example: People can have different points of view because their ages or backgrounds are different.</p>
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Public Issue Analysis

What level of issue?

school
 local community
 state
 region
 nation

<p>What is the Issue?</p>	
<p>What are some different points of view on the issue?</p>	

Newspaper Article #1**Officials defend grade policy****City schools keep minimum scores**

Wednesday, January 07, 2009

By Joe Smydo, Pittsburgh Post-Gazette

Pittsburgh Public Schools administrators last night defended a controversial policy that sets 50 percent as the minimum score a student may receive for classroom work, homework or marking periods, saying it's fair and mathematically logical.

The presentation to the school board Education Committee signaled that officials may tweak the policy but don't plan to abandon it. The handful of board members who attended the meeting offered little argument.

Some students have said they'd rather take a 50 percent than do work, and some are "shutting down" academically once they're satisfied with the grades they've compiled, according to a report by Jerri Lippert, executive director of curriculum, instruction and professional development.

There's also the complaint that the policy amounts to grade inflation and gives failing students a free ride.

Last night, for the first time, administrators publicly defended the policy to the board, saying the 50 percent minimum gives struggling students a chance to recover academically and an incentive to stay in school.

Under the policy, work scored from 100 percent to 90 percent is an A, from 89 percent to 80 percent a B, from 79 percent to 70 percent a C, from 69 percent to 60 percent a D and from 59 percent to 50 percent an E, the failing grade. Work may not be scored lower than 50 percent.

Dr. Lippert called the policy mathematically sound. If the E ranged from 59 percent to zero, she said, it would carry more weight than passing grades.

Source: Pittsburg Post Gazette. 5 March 2009 <<http://www.post-gazette.com/pg/09007/940011-298.stm>>.

Newspaper Article #2**Time short for about 200 deer in Rochester Hills****Oakland Co. sheriff's sharpshooters are to start culling herd next month**

Beginning in January, up to 200 deer could be killed in Rochester Hills by Oakland County Sheriff's Office sharpshooters, as the city begins reducing its deer population.

With more than 1,000 deer in the city, officials say the cull is necessary to curb vehicle-deer crashes. In 2007, 219 of those crashes occurred, a total that gave the city the highest rate of such accidents in the tri-county area.

But city officials won't release the days and locations of the culls. They say that keeping the information quiet will keep residents safe and prevent opponents from sabotaging the effort. Those against the cull, though, say that not releasing the times potentially puts residents in danger.

"We don't want anybody out there when we're doing it," said Lance DeVoe, the city's naturalist.

The only information the city and Sheriff's Office released is that the cull could happen on a few occasions in January and in February at select sites that are no less than 50 acres in size. The woods in Bloomer Park and sites off Hamlin and Avon roads might be selected, DeVoe has said.

He said the sharpshooters will be using suppressors on their rifles to muffle the sound of the shots and to prevent echoing.

"We think it's very disconcerting that the city doesn't want to tell the residents even near the sites when it's happening, where it's happening," said Don Hughes, an Auburn Hills resident who's a member of Residents for Safe Deer Management, a group that has actively protested the cull.

"We think it's very dangerous to have people out discharging firearms in the city."

Many of the deer-car collisions happen on roads around Oakland University. A large deer population lives in the wooded areas on campus. Mayor Bryan Barnett said he's approached university administrators about the deer problem, but he "hadn't gotten any indications from them that they're going to be on board" with participating in the cull.

Oakland University Police Chief Samuel Lucido said vehicle-deer accidents on campus are rare, partly because of the low speed limits.

Monique Balaban, a Rochester Hills resident who opposes the culling, doesn't believe it will be effective.

She proposed to the City Council that, among other things, the city install deer-detering reflectors along roads and then postpone the cull for more than a year to measure the effectiveness of the reflectors.

"This isn't right, what they're doing," Balaban said. "They're not taking care of the residents' safety."

Source: Detroit Free Press. 5 March 2009

<<http://www.freep.com/article/20081231/NEWS03/812310386/1005/NEWS>>.

Newspaper Article #3**Michigan House reignites smoking ban debate**

by The Associated Press
Tuesday September 23, 2008,

LANSING -- The Michigan House is preparing for another vote on legislation to ban smoking in Michigan workplaces, including bars and restaurants.

But it isn't immediately clear Tuesday afternoon if the expected vote will break a stalemate over what should be covered in the legislation.

The Democrat-led chamber has supported legislation that carves out exemptions to the smoking ban for casinos, smoke shops and some other businesses. The Republican-led Senate has passed legislation to ban smoking at all workplaces.

Without a compromise, there will not be a change in Michigan law that now lets restaurants and bars set their own smoking rules.

The House is considering possible amendments to the legislation Tuesday.

Source: *Michigan House Reignites Smoking Ban Debate*. Michigan News. 5 March 2009
<http://www.mlive.com/news/index.ssf/2008/09/michigan_house_reignites_smoki.html>.

Newspaper Article #4**Gas Prices Pump Up Support for Drilling****Support for Conservation and Environmental Protection Declines,
More Favor Drilling in Alaska's Arctic National Wildlife Refuge**

July 1, 2008

Amid record gas prices, public support for greater energy exploration is spiking. Compared with just a few months ago, many more Americans are giving higher priority to more energy exploration, rather than more conservation. An increasing proportion also says that developing new sources of energy -- rather than protecting the environment -- is the more important national priority.

The latest nationwide survey by the Pew Research Center for the People & the Press, conducted June 18-29 among 2,004 adults, also finds that half of Americans now support drilling in Alaska's Arctic National Wildlife Refuge, up from 42% in February.

The public's changing energy priorities are most evident in the growing percentage that views increased energy exploration -- including mining and drilling, as well as the construction of new power plants -- as a more important priority for energy policy than increased conservation and regulation. Nearly half (47%) now rates energy exploration as the more important priority, up from 35% in February. The proportion saying it is more important to increase energy conservation and regulation has declined by 10 points (from 55% to 45%).

In surveys dating to 2001, majorities or pluralities had consistently said that greater energy conservation and regulation on energy use and prices was more important than increased energy exploration.

Source: *Gas Prices Pump Up Support*. Pew Research Center for the People and the Press. 5 March 2009
<<http://pewresearch.org/>>.

PUBLIC AGENDA

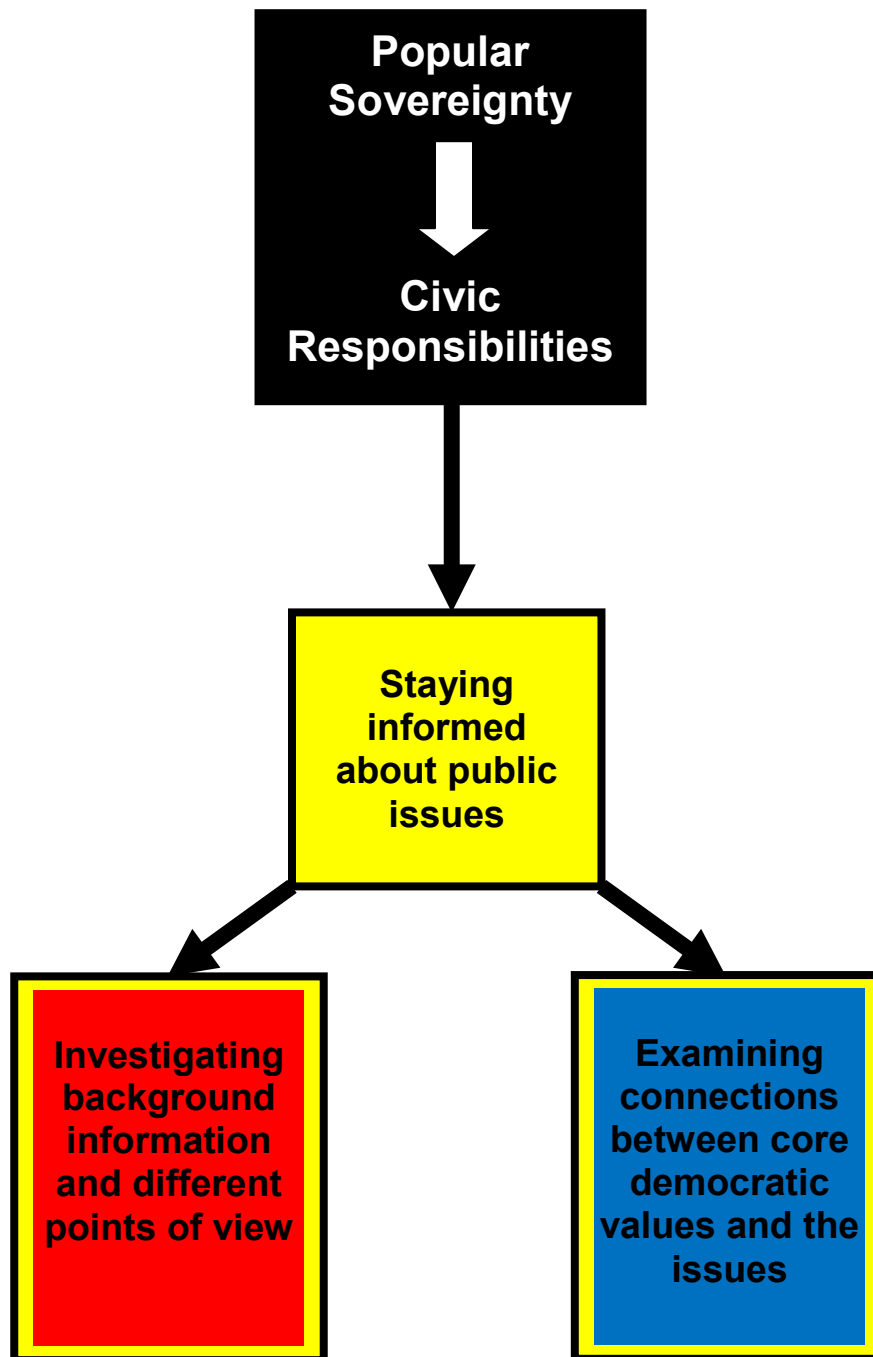
[HTTP://WWW.PUBLICAGENDA.ORG](http://www.PublicAgenda.org)

WHO WE ARE

For over 30 years, Public Agenda has been providing unbiased and unparalleled research that bridges the gap between American leaders and what the public really thinks about issues ranging from education to foreign policy to immigration to religion and civility in American life. Nonpartisan and nonprofit, Public Agenda was founded by social scientist and author Daniel Yankelovich and former Secretary of State Cyrus Vance in 1975. Public Agenda's two-fold mission is to help:

- American leaders better understand the public's point of view.
- Citizens know more about critical policy issues so they can make thoughtful, informed decisions.

Lesson 4 Graphic Organizer



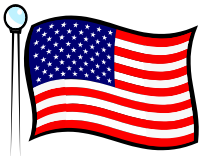

Big Ideas of Lesson 4, Unit 6

- People disagree about how to resolve public issues.
- To understand these disagreements it is important to examine connections between core democratic values and the issues.
- Core democratic values often in conflict include the common good, equality, justice and freedom.

Word Cards

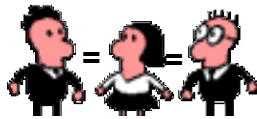
Word Cards from previous lessons needed for this lesson:

- Public Issue – Word Card #20 from Lesson 3
- Common Good – Word Card #10 from Lesson 2
- Justice – Word Card #12 from Lesson 2

<p style="text-align: center;">22 core democratic values</p>  <p>ideals and beliefs that people in America have in common and upon which our country is based</p> <p>Example: Freedom and fairness are examples of core democratic values.</p> <p style="text-align: right;">(SS040604)</p>	<p style="text-align: center;">23 liberty</p>  <p>another word for freedom</p> <p>Example: Liberty, or freedom, means you have the right to make choices and have your own ideas.</p> <p style="text-align: right;">(SS040604)</p>
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**24
equality**

equal treatment
and equal protection

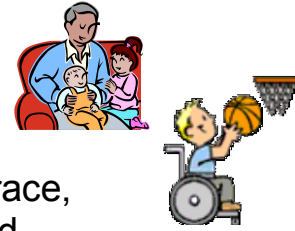


Example: Equality means everyone in the class should have a chance to talk in a discussion.

(SS040604)

**25
diversity**

differences in
things such as race,
culture, age, and
abilities



Example: As Americans we value and respect diversity.

(SS040604)

**26
informed decision**

a decision that is based on
information not just feelings



Example: To make an informed decision you have to think carefully about a problem.

(SS040604)

Some Important Core Democratic Values

Liberty/Freedom	
Justice	
The Common Good	
Equality	
Diversity	

Newspaper Article #1**Michigan House reignites smoking ban debate**

by The Associated Press
Tuesday September 23, 2008

LANSING -- The Michigan House is preparing for another vote on legislation to ban smoking in Michigan workplaces, including bars and restaurants.

But it isn't immediately clear Tuesday afternoon if the expected vote will break a stalemate over what should be covered in the legislation.

The Democrat-led chamber has supported legislation that carves out exemptions to the smoking ban for casinos, smoke shops and some other businesses. The Republican-led Senate has passed legislation to ban smoking at all workplaces.

Without a compromise, there will not be a change in Michigan law that now lets restaurants and bars set their own smoking rules.

The House is considering possible amendments to the legislation Tuesday.

Source: *Michigan House Reignites Smoking Ban Debate*. Michigan News. 5 March 2009
<http://www.mlive.com/news/index.ssf/2008/09/michigan_house_reignites_smoki.html>.

Examining Different Positions on an Issue

Issue: Should Smoking be banned in all workplaces?

Position on the Issue	Core Democratic Value(s)
<p>It takes away people's choice. People have a choice of what they watch on TV, why shouldn't they have a choice of where they can go to smoke?</p>	
<p>It will help protect workers and families from harmful secondhand smoke and reduce long-term health care costs to the state and to businesses.</p>	
<p>People should not be exposed to secondhand smoke in the places where they work. They can't afford to quit their jobs so why should they have to endanger their lives just because of a smoker's bad habits.</p>	
<p>Patrons of my bar know what they are dealing with when they come in here. People come in here because they choose to come in here. The people that don't smoke, if they don't want to come in and they don't like to smoke, they don't come in – and that's their choice and they had a choice. Now, smokers don't have a choice. Smokers are being treated unfairly. They are being treated differently than non-smokers.</p>	

Adapted from: *Senate Okays Smoking Ban*. Michigan News. 5 March 2009
 <http://www.mlive.com/news/index.ssf/2008/05/senate_oks_smoking_ban_reactio.html>.

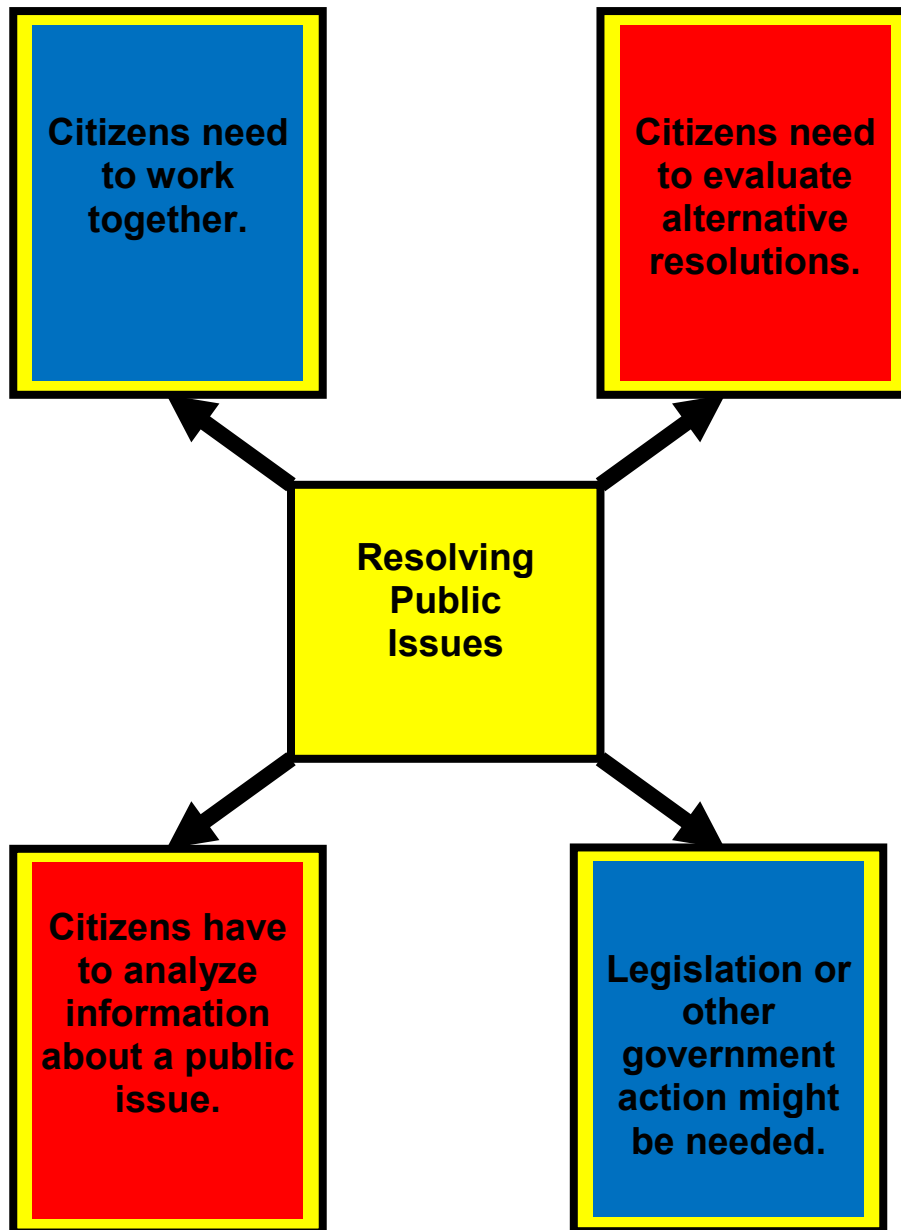
Looking at Both Sides of an Issue

Issue: Should water be diverted from the Great Lakes to dry places in other parts of the United States that need water?

Directions: Describe a position on each side of this issue using a core democratic value.

YES	NO

Lesson 5 Graphic Organizer



Big Ideas of Lesson 5, Unit 6

- Citizens have to work together to resolve public issues.
- Often there are alternative resolutions to public issues.
- Citizens have to analyze data and other sources of information in order to evaluate alternative resolutions.
- Often the resolution of a public issue requires legislation or other governmental action.

Word Cards**Word Cards from previous lessons needed for this lesson:**

- Public Issue – Word Card #20 from Lesson 3
- Informed Decision – Word Card #26 from Lesson 4

What is the Issue?

Effective - January 29, 2009

Name of Product: Construction Play Sets

Units: About 3,000

Manufacturer/Distributor: DDI Inc., of Dubuque, Iowa

Hazard: Surface paint on the recalled play sets can contain lead, violating the federal lead paint standard.

Description: This lead recall involves the 136-piece Mega Construction Play Set (item# 911346) and includes various construction equipment, vehicles, buildings and roads. The play sets are packaged in a black and yellow box with the word "Builder" printed in the upper left hand corner of the package.

Sold at: Home centers, hardware stores and farm stores nationwide from October 2008 through December 2008 for about \$20.

Manufactured in: China

Effective - January 27, 2009

Name of Product: High School Musical Manicure Kits

Units: About 15,000

Importer: Fantas-Eyes Inc., of New York, N.Y.

Hazard: The lettering "HIGH SCHOOL MUSICAL" with glitter on the pouch used with the manicure kit contains excess levels of lead. Lead can be toxic if ingested by young children and cause adverse health effects.

Description: This lead recall involves the pouch that contains the "High School Musical" manicure kit. The 7-1/2 inch by 4-3/4 inch plastic see-through pouch has a pink zipper with "High School Musical" printed in yellow gold with glitter and "Sharpay" printed in dark red on one side.

Sold by: LTD Commodities and ABC distributing catalogs and Web Sites and on www.lakeside.com from September 2008 to November 2008 for about \$11.

Manufactured in: China

Lead toy Recalls. 5 March 2009 <<http://www.leadtoyrecalls.com/>>.

Gathering Data

Toy	Importer	Place of Manufacture	Date	Other information

Newspaper Article #1

SHANGHAI, Sept. 7, 2007 — When Mattel, the world's largest toy maker, announced its third recall in six weeks this month, the company asked consumers to return toys because they contained dangerously high levels of lead paint.

Toxic paint also turned up in several other products Mattel recalled in recent weeks, and in about 16 other recalls this year, including the popular Thomas & Friends train sets, according to the United States Consumer Product Safety Commission.

All the products were made in China.

Why is lead paint — or lead, for that matter — turning up in so many recalls involving Chinese-made goods?

The simplest answer, experts and toy companies in China say, is price. Paint with higher levels of lead often sells for a third of the cost of paint with low levels. So Chinese factory owners, trying to eke out profits in an intensely competitive and poorly regulated market, sometimes cut corners and use the cheaper leaded paint.

On the books, China's paint standards are stricter than those in the United States, requiring that paint intended for household or consumer-product use contain no more than 90 parts of lead per million. By comparison, American regulations allow up to 600 parts per million.

The regulations are supposed to safeguard health, particularly in cases involving children, where ingesting excessive amounts of lead has been linked to disorders including mental retardation and behavioral problems.

But enforcement of the regulations in China is lax.

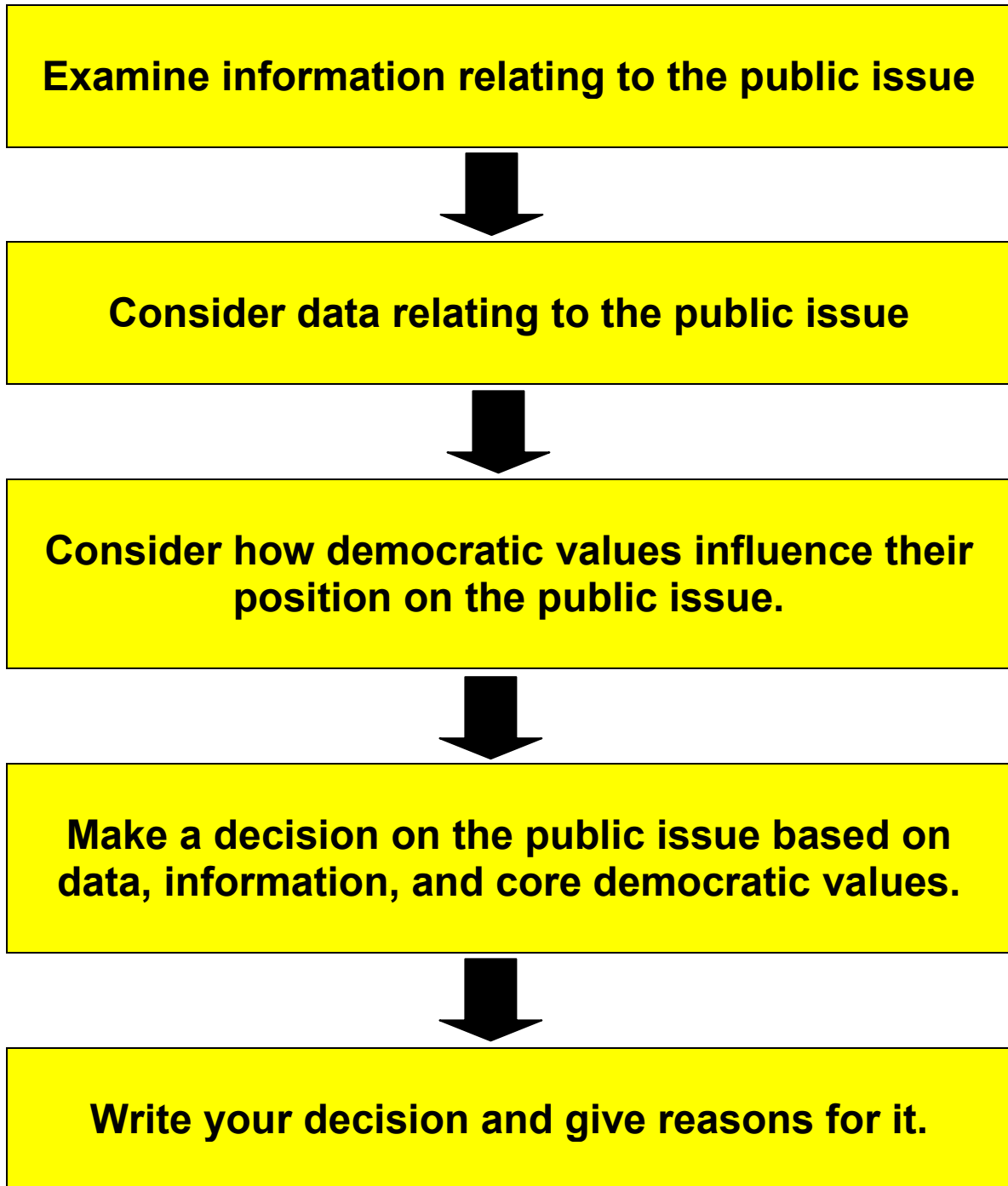
Lead in Toys. New York Times. 5 March 2009

<<http://www.nytimes.com/2007/09/11/business/worldbusiness/11lead.html>>.

What can be done about the problem of lead paint in toys? Evaluating Solutions

Solution	Strengths	Weaknesses

Lesson 6 Graphic Organizer



Big Ideas of Lesson 6, Unit 6

- It is important for citizens to make informed decisions about public issues.
- To make an informed decision, citizens should examine different resolutions of the issue.
- To make an informed decision, citizens should explore data and other sources of information relating to the issue.
- To make an informed decision, citizens should also consider how core democratic values influence their position on the issue.
- Finally, citizens should make a persuasive and reasoned argument to support their position on a public issue.

Word Cards**Word Cards from previous lessons needed for this lesson:**

- Public Issue – Word Card #20 from Lesson 3
- Core Democratic Values – Word Card #22 from Lesson 4
- Informed Decision – Word Card #26 from Lesson 4

Information on the Consumer Product Safety Improvement Law

"Consumer Product Safety Improvement Act Signed Into Law"

September 2, 2008

by Josh Johanningmeier and Adam C. Briggs

Last month, President George W. Bush signed into law the Consumer Product Safety Improvement Act of 2008 ("CPSIA"), the most sweeping consumer product safety law enacted in the United States in over 30 years. Passed by strong majorities in both the House and the Senate, CPSIA significantly expands government monitoring and enforcement authority at the federal and state levels and imposes many new product safety restrictions on businesses. While many of the key provisions will not become effective for several months, it is not too soon to identify the many ways in which the new law will affect consumer product manufacturers, importers, distributors and retailers.

Stronger Government Enforcement and Stiffer Penalties

The strongest indication that Congress intends CPSIA to be an unprecedented expansion of product safety enforcement activity is the new law's drastic increase in Consumer Product Safety Commission ("CPSC") funding. Under the CPSIA, CPSC funding is expected to more than double in the next six years, allowing the CPSC to add more employees and increase enforcement activity. The CPSIA also expands independent, state-level enforcement activity. State Attorneys General have new authority under CPSIA to initiate legal actions in federal courts relating to product safety. The CPSIA will also bring much stiffer penalties for violations of both pre-existing and new requirements. Civil penalties, for example, are to be increased over tenfold, to \$100,000 per violation, and the overall cap on penalties will increase to \$15 million.

New Restrictions on Children's Products

CPSIA focuses heavily on products for or related to children and imposes an array of new requirements on businesses dealing in these products.

Lead Restrictions

CPSIA mandates that lead content in children's products and toys be reduced to:

- No more than 600 parts per million by February 10, 2009;
- No more than 300 parts per million by August 14, 2009; and
- No more than 100 parts per million by August 14, 2011.

Rules and Testing Requirements

New testing requirements will soon become operative after the CPSC issues new accreditation and testing standards for certain product categories. Manufacturers must now certify, upon completion of accredited, third-party testing, that all their products comply with all product safety requirements. New requirements for lead paint can be expected by September 13, 2008, for cribs and pacifiers by October 13, 2008, for small parts by November 12, 2008, for children's metal jewelry by December 12, 2008, for baby bouncers, walkers, and jumpers by March 13, 2009, and for all other children's products by June 14, 2009.

New Import/Export Rules

The new law's import/export provisions include self-certification requirements on businesses importing consumer products subject to any CPSC rule, ban, standard, or regulation, as well as increased cooperation between CPSC and U.S. Customs. Exports of recalled, non-conforming, and/or banned products are also prohibited under CPSIA.

Conclusion

CPSIA is the most far-reaching consumer protection law enacted in decades. By expanding both federal and state government enforcement power, imposing new restrictions on manufacturers, importers, distributors, and retailers, and increasing penalties, CPSIA has created a long list of new obligations and risks for any business involved in the sale of consumer products.

Adapted from: "Consumer Product Safety Improvement Act Signed Into Law". 9 March 2009
<http://www.gklaw.com/publication.cfm?publication_id=750>.

Newspaper Article

Handcrafted toy makers fear new lead paint law

Marcus Wohlsen ASSOCIATED PRESS
Thursday, December 25, 2008

SAN FRANCISCO | Worries over lead paint in mass-market toys made the holidays a little brighter for handcrafted toy makers last year, but now the federal government's response to the scare has some workshops fearful that this Christmas might be their last.

Without changes to strict new safety rules, they say, mom-and-pop toy makers and retailers could be forced to conduct testing and labeling they can't afford, even if they use materials as safe as unfinished wood, organic cotton and beeswax.

"It's ironic that the companies who never violated the public trust, who have already operated with integrity, are the ones being threatened," said Julia Chen, owner of the Playstore in Palo Alto, which specializes in wooden and organic playthings.

Lead paint spurred the recall of 45 million toys last year, mostly made in China for larger manufacturers. Parents flocked to stores like the Playstore in the recall's aftermath searching for safer alternatives.

Lawmakers also responded. In August, President Bush imposed the world's strictest lead ban in products for children 12 or younger by signing the Consumer Product Safety Improvement Act.

Small toy makers strongly back the restrictions in the bill, which they say reflect voluntary standards they have long observed to keep harmful substances out of toys. But they never thought their products would also be considered a threat.

Under the law, all children's products must be tested for lead and other harmful substances. Toy makers are required to pay a third-party lab for the testing and to put tracking labels on all toys to show when and where they were made.

Those requirements make sense for a multinational toy manufacturer churning out thousands of plastic toys on an overseas assembly line, said Dan Marshall, co-owner of Peapods Natural Toys and Baby Care in St. Paul, Minn.

But a business that makes, for example, a few hundred handcrafted wooden baby rattles each year cannot afford to pay up to \$4,000 per product for testing, a price some toy makers have been quoted, he said.

Mr. Marshall and nearly 100 other toy stores and makers have formed the Handmade Toy Alliance to ask Congress and the federal agency that enforces the law to exempt small toy companies or those that make toys entirely within the U.S. from testing and labeling rules.

Adapted from: "Handcrafted Toy Makers Fear New Lead Paint Law". 9 March 2009
<<http://www.washingtontimes.com/news/2008/dec/25/handcrafted-toy-makers-fear-new-lead-paint-law/>>.

Writing Plan

The Issue: Should small toy companies within the U.S. be exempt from the testing and labeling rules of the Consumer Product Safety Improvement Act?

My decision: yes no

My reference to data:

My connection to a core democratic value:

My reasons:

Essay Review

Check off the parts that you found in the essay:

- A position statement
- At least two reasons
- A reference to data
- A core democratic value connection
- A concluding sentence

My favorite part of your essay was:

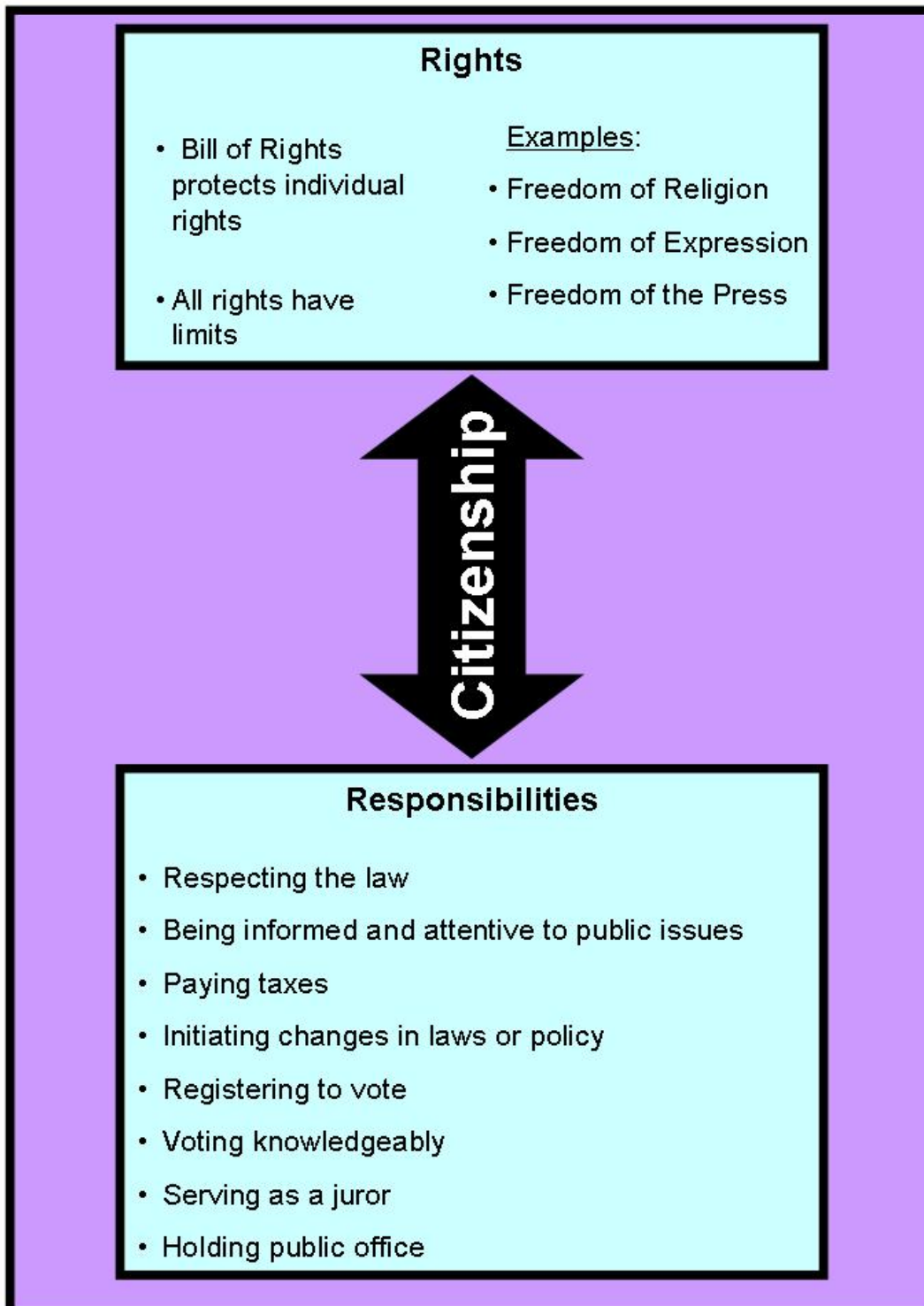
A question I have about your essay is:

Something I might change in your essay is:

I liked your essay because:

Reviewed by: _____

Unit 6 Graphic Organizer



Unit 6 Vocabulary Words

Bill of Rights	4
civic responsibilities	23
common good	22
core democratic values	38
diversity	39
equality	39
freedom of assembly	4
freedom of expression	4
freedom of petition	5
freedom of religion.....	5
freedom of speech	4
freedom of the press	4
individual rights.....	4
informed decision	39
jury	23
justice	23
liberty	38
point of view	30
popular sovereignty	22
public goods and services	23
public issue.....	30

representative government23

republic24

rule of law23

taxes.....24

voting24