

Barbara Askins
Orangeburg Preparatory
Schools

FREEDOM:

WHAT HAS IT COME TO MEAN?

NAME: Barbara Askins **DATE:** **GRADE/SUBJECT:** 3th grade Civics

TITLE: Censorship Debate

TIME: 1 class period

OBJECTIVES/SKILLS: The student will be able to
*show extensive knowledge of why censorship is constitutional or unconstitutional by debating each side of the argument

PROCEDURES: Prior to the debate the students will have learned about censorship-the different types, and why it exists. The students will also be conducting research both in and out of class to prepare for the debate. They will be split up into two sides in order to debate both sides of the issue. Each side will be required to give a five minute speech, and then be asked follow-up questions that they have to answer using the information they have gathered.

MATERIALS: speeches, follow-up questions, stopwatch and peer evaluation forms

ASSESSMENT: assessment will be based on participation, their speech, and individual evaluations

OBSTACLES: 1. Some students might not be comfortable speaking in front of others
2. might not have done enough research
3. one person might do the majority of the work or all of the work
4. they might not understand how to debate

ASSIGNMENT(S): 1. The students will need to do research prior to the debate to be prepared.
2. the students will write a journal entry that talks about the how debate affected them.

REFLECTION/COMMENTS:

NAME: Barbara Askins **DATE:** _____ **GRADE/SUBJECT:** 8th Grade Civics

TITLE: Constitution Project

TIME: 1 class period for debate, essays are due 2 days after debate

OBJECTIVES/SKILLS: The student (group) will be able to

*effectively debate their side of the issue.

*give a 3-5 minute speech and be able to answer follow-up questions.

*write effective essays by following set guidelines.

PROCEDURES: 1. The student will already have prepared for debate by doing research a head of time.

2. Each side will read speech, then receive follow-up questions by the moderator

2. After debate, students will write essays for the Federalist and Anti-Federalist Papers and will turn them in with-in two days.

MATERIALS: speeches, stopwatch, group evaluation forms, follow-up questions

ASSESSMENT: students will be assessed on the overall group presentation, individual evaluations, the speech, and their essays. The points earned for each will be added together to get the grade, which will count as two test grades.

OBSTACLES: 1. Some students might not be comfortable speaking in front of others

2. might not have done enough research

3. one person might do the majority of the work or all of the work

4. they might not understand how to debate

ASSIGNMENT(S): 1. students need to have research completed prior to debate

2. think about the debate for a brief discussion the following class

REFLECTION/COMMENTS:

NAME: Barbara Askins **DATE:** _____ **GRADE/SUBJECT:** 8th grade Civics
TITLE: Why do we have a Bill of Rights?

TIME: 3-4 class periods

OBJECTIVES/SKILLS: The student will be able to:

- *determine what the "Bill of Rights" is.
- *explain why it was determined we needed a Bill of Rights.
- *state who brought up the idea of a Bill of Rights.

PROCEDURES: 1. Students will receive notes during the first 2-2 1/2 class periods, then we will have a discussion on the Bill of Rights.

2. research will also be in the process of being completed for our debate on the Bill of Rights.

MATERIALS: Notes, Notebook, Video on George Mason if can find

ASSESSMENT: quiz, worksheets, and homework questions

OBSTACLES: 1. Students might not understand the material and might not ask questions

2. students may have differing opinions on the Bill of Rights and can't find an effective way of expressing them.

3. I may not present the material clearly and may need to spend more time than allotted to lesson.

ASSIGNMENT(S): 1. Read selected passages in We the People text, and handouts on the Bill of Rights.

2. do all (written) homework and turn in

3. study for quiz

REFLECTION/COMMENTS:

Barbara Askins

CENSORSHIP DEBATE

(this counts as 2 tests-please make sure you understand ALL requirements)

I. Objectives: The student will be able to

1. effectively debate whether or not censorship is constitutional or unconstitutional.

II. Procedure:

A. by using material previously placed on reserve, Internet addresses that have been provided, and your own textbook, you are to help your group research your position. You will have adequate time to do your research during class time and through the use of research passes. (Feel free to use ME - I can help point you in the right direction)

B. Once research is complete, write a five minute speech that specifically explains your position! (only one per group, but it needs to be typed!) Speeches need to be turned in to me 1 week prior to the debate in class. This way, I can grade them and return them for your use during the debate.

C. Prepare individually for questions from moderator (me) and possible questions from the opposing side!

III. Grading (see attached Rubric)

A. Debate (100 points)

1. Group presentation - 50 points

-this is a group effort, so please participate!

2. Individual evaluations - 30 points

-this evaluation will not only be done by me, but also by your group members on each person. You will be judged as to how big of an effort you put forth to the group

3. Speech - 20 points

-your groups speech will be graded prior to the presentation, and be graded on content, grammar and spelling.

-each grammar or spelling mistake will be minus 1 point, so please proof read.

I have read and understand the project requirements and realize that this counts as two tests. I also know that if I foresee any problems that it is my responsibility to see Mrs. Askins prior to the Project Presentation Date.

STUDENT: _____ DATE: _____

PARENT: _____ DATE: _____

DEBATE	WEAK 0-16 POINTS	MODERATE 17-33 POINTS	EFFECTIVE 34-50 POINTS	POINTS EARNED
GROUP PRESENTATION	<ul style="list-style-type: none"> -only a couple of group members contributed to the debate -responses were lacking in historical accuracy, and were not thought provoking -members were not confident with their responses 	<ul style="list-style-type: none"> -Each group member did not contribute more than once -responses were not as prepared as they could have been -were not real sure about responses 	<ul style="list-style-type: none"> -Each member contributed more than once during the debate -responses during the debate were adequate and were thoughtful and accurate -confident with replies 	

DEBATE	WEAK 0-10 POINTS	MODERATE 11-20 POINTS	EFFECTIVE 21-30 POINTS	POINTS EARNED
INDIVIDUAL EVALUATIONS	<ul style="list-style-type: none"> -almost all negative responses from group members -did not put forth an effort during presentation -constantly had to be reminded to get back on track and to buckle down and get to work -caused disruptions when were supposed to be using class time for research 	<ul style="list-style-type: none"> -not all positive evaluations from group members -lagged in responding to follow-up questions -occasionally would get off track, but quickly got back to work! 	<ul style="list-style-type: none"> -positive evaluation from all group members -forthcoming with responses and did so with confidence -used time wisely and completed tasks quickly (never needed reminding to get to work!) 	

DEBATE	WEAK 0-6 POINTS	MODERATE 7-13 POINTS	EFFECTIVE 13-20 POINTS	POINTS EARNED
SPEECH	<ul style="list-style-type: none"> -needed a lot of revisions -was not accurate nor adequate -had many mistakes with tenses and word usage -lacked tremendously in being thought provoking -appeared to have had little time spent on it -had numerous errors -did not follow directions -did not contain anything relevant to censorship 	<ul style="list-style-type: none"> -could have possibly been written better -needed revisions to make it more historically accurate -had a few mistakes with verb tenses or word usage -had a couple of grammatical errors -did not follow directions completely -contained little relevant content 	<ul style="list-style-type: none"> -speech was well written, and needed little revisions -accurate -proper word and grammar usage (i.e. proper verb tenses) -very thought provoking -few if any grammatical or spelling errors -followed directions about spacing, font and size as well as length -contained relevant content 	

total points: _____

Barbara Askins

CONSTITUTIONAL DEBATE

(this counts as 2 tests-please make sure you understand ALL requirements)

I. Objectives: The student will be able to

1. effectively and historically debate whether or not the Constitution should contain a Bill of Rights.
2. Write an effective essay for both the Federalist and Anti-Federalist Papers.

II. Procedure:

A. Debate

1. by using material previously placed on reserve, Internet addresses that have been provided, and your own textbook, you are to help your group research your position. You will have adequate time to do your research during class time and through the use of research passes. (Feel free to use ME - I can help point you in the right direction!)
2. Once research is complete, write a three to five minute speech that specifically explains your position! (only one per group, but it needs to be typed!) Speeches need to be turned in to me 1 week prior to the debate in class. This way, I can grade them and return them for your use during the debate.
3. Prepare individually for questions from moderator (me) and possible questions from the opposing side!

B. Essays

1. After the debate, you will be required to write an essay for both the Federalist (those in favor of the ratification of the Constitution) and Anti-Federalist Papers (those opposed to the ratification of the Constitution).
 - a. They need to be typed using 12 point Times New Roman font and double spaced.

- b. They need to be at least 1 full page!!!! (if not, points will be deducted!)
 - c. Spelling and grammar count-1/2 point each, so please, please, please proof read!
 - d. Late papers will not be accepted with out a legitimate excuse! (i.e.-you are home sick with the flu! Then it will be due on your first day back!)
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III. Grading (see attached Rubric)

A. Debate (70 points)

- 1. Group presentation - 40 points
 - this is a group effort, so please participate!
- 2. Individual evaluations - 20 points
 - this evaluation will not only be done by me, but also by your group members on each person. You will be judges as to how big of an effort you put forth to the group
- 3. Speech - 10 points
 - your groups speech will be graded prior to the presentation, and be graded on historical content and accuracy.

B. Essays (30 points)

- 1. Each essay will count 15 points each!
- 2. You will be graded on content, grammar, spelling and whether you followed the above directions.

I have read and understand the project requirements and realize that this counts as two tests. I also know that if I foresee any problems that it is my responsibility to see Mrs. Askins prior to the Project Presentation Date.

STUDENT: _____ DATE: _____
PARENT: _____ DATE: _____

DEBATE	WEAK 0-13 POINTS	MODERATE 14-26 POINTS	EFFECTIVE 27-40 POINTS	POINTS EARNED
GROUP PRESENTATION	<ul style="list-style-type: none"> -only a couple of group members contributed to the debate -responses were lacking in historical accuracy, and were not thought provoking -members were not confident with their responses 	<ul style="list-style-type: none"> -Each group member did not contribute more than once -responses were not as prepared as they could have been -were not real sure about responses 	<ul style="list-style-type: none"> -Each member contributed more than once during the debate -responses during the debate were adequate and were thoughtful and accurate -confident with replies 	
DEBATE	WEAK 1-6 POINTS	MODERATE 7-12 POINTS	EFFECTIVE 13-20 POINTS	POINTS EARNED
INDIVIDUAL EVALUATIONS	<ul style="list-style-type: none"> -almost all negative responses from group members -did not put forth an effort during presentation -constantly had to be reminded to get back on track and to buckle down and get to work -caused disruptions when were supposed to be using class time for research 	<ul style="list-style-type: none"> -not all positive evaluations from group members -lagged in responding to follow-up questions -occasionally would get off track, but quickly got back to work! 	<ul style="list-style-type: none"> -positive evaluation from all group members -forthcoming with responses and did so with confidence -used time wisely and completed tasks quickly (never needed reminding to get to work!) 	
DEBATE	WEAK 1-3 POINTS	MODERATE 3-6 POINTS	EFFECTIVE 7-10 POINTS	POINTS EARNED
SPEECH	<ul style="list-style-type: none"> -needed a lot of revisions -was not historically accurate -had many mistakes with tenses and word usage -lacked tremendously in being thought provoking -appeared to have had little time spent on it 	<ul style="list-style-type: none"> -could have possibly been written better -needed revisions to make it more historically accurate -had a few mistakes with verb tenses or word usage 	<ul style="list-style-type: none"> -speech was well written, and needed little revisions -historically accurate -proper word and grammar usage (i.e. proper verb tenses) -very thought provoking 	
ESSAYS	WEAK 1-10 POINTS	MODERATE 11-20 POINTS	EFFECTIVE 21-30 POINTS	POINTS EARNED
ESSAYS	<ul style="list-style-type: none"> -had numerous errors -did not follow directions -did not contain anything relevant to the era the Constitution was written 	<ul style="list-style-type: none"> -had a couple of grammatical errors -did not follow directions completely -contained little historical content 	<ul style="list-style-type: none"> -few if any grammatical or spelling errors -followed directions about spacing, font and size as well as length -contained historical content 	

total points: _____