

Extended Common Core Social Studies Lesson Plan Template

Lesson Title: Free Speech Inside the Schoolhouse Gate

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Appropriate for Grade Level(s): 5-12

US History Standard(s)/Applicable CCSS(s):

H2.5.2 Describe issues of compromise and conflict within the United States.

H3.5.1 Compare and/or contrast the daily lives of children throughout the United States, both past and present.

C13.5.1 Explain that the Declaration of Independence, the U.S. **Constitution**, and the Bill of Rights, are written documents that are the foundation of the United States government.

C14.5.6 Explain that the U.S. Supreme Court is the highest court in the land.

C14.5.7 Describe the purpose of a judge and jury in a trial as it relates to resolving disputes.

C15.5.4 Compare sources of information people use to form an opinion.

CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CCSS.ELA-Literacy.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

The pages that follow the Lesson Plan Template include student readings and reading strategy/questions, source(s), handouts, assignment sheet, and a rubric or grading checklist related to the student assessment of this lesson.

Engagement Strategy: Structured Academic Controversy and Socratic Seminar

Student Readings (list): Tinker V Des Moines Independent Community School District (excerpts from Decision and Dissent), Public School Uniforms: The Pros and Cons for Your Child, 1st and 14th Amendments

Total Time Needed: Four 45 minute periods

Lesson Outline:

Time Frame (e.g. 15 minutes)	What is the teacher doing?	What are students doing?
Day 1: 30 min.	Giving background on Student Free Speech cases to students.	Students are filling out a notetaker on Student Free Speech cases.
Day 2: 45 min.	<ol style="list-style-type: none">1. Group students into groups of four, then partners of two. Intentional grouping, don't group below grade level readers as partners.2. Pass out Tinker case Decision to one set of partners and the Dissent to the other set of partners. Each group of four should have two Decision and two Dissent.3. Teacher can pull a small group of students (ESL, Sped., and Intervention) with the same text to read aloud. Make sure they are not partners in the group of four.4. Teacher checks to make sure the students understand the author's claim, opinion of the paper. Scaffold students with evidence to help them create the author's claim.	<ol style="list-style-type: none">3. Students read Tinker v. Des Moines one time through, focus on the author's claim.4. Students complete a second reading of Tinker v. Des Moines this time highlighting key words and phrases from the text that connect to Student Free Speech in the school environment.5. Students list their evidence, highlighted words and phrases, that answer the question: Do First Amendment Rights of Free Speech apply to students in the school environment? Next to the evidence, students explain why this is evidence for the author's claim.
3 min.	<ol style="list-style-type: none">6. Teacher monitors the discussion during "Keep It" or "Junk It".7. Teacher monitors to make sure all students will be presenting evidence.8. Assign the Decision partners to present their arguments. They will have 3 min. Monitor the discussion	<ol style="list-style-type: none">6. Students get with their partners and review their evidence, Keep It or Junk It. Any evidence that is a discrepancy, they discuss, and decide if they should "Keep It" or "Junk It".7. Partners now decide how they are going to present their argument, author's claim, during the discussion. What evidence are they going to present? Who is going to present what evidence?8. Partners with Decision present their argument to Dissent partners. Dissent partners take notes in the Opposing Claims and Reasons and Evidence

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3 min.	9. Assign the Dissent partners to ask questions to the Decision partners. Give 3 min. Monitor the discussion.	section. 9. Dissent partners ask questions about the evidence presented by the Decision partners.
3 min.	10. Assign the Dissent partners to present their arguments. They will have 3 min. Monitor the discussion.	10. Partners with the Dissent present their argument to Decision partners. Decision partners take notes in the Opposing Claims and Reasons and Evidence section.
3 min.	11. Assign the Decision partners to ask questions to the Dissent partners. Give 3 min. Monitor the discussion.	11. Decision partners ask questions about the evidence presented by the Dissent partners.
5 min.	12. Have the groups of four work on the Common Ground and Further Questions Sections. The groups need to come to some agreement on the questions Do First Amendment Rights of Free Speech apply to students in the school environment? Monitor discussions	12. Groups of four discuss and create a Common Ground based on the questions: Do First Amendment Rights of Free Speech apply to students in the school environment?
5 min.	13. Pass out chart paper for groups to make a claim and evidence using their Common Ground information.	13. Students work in their groups of four to create a claim and evidence from their Common Ground Discussion on chart paper. Have groups share out their Common Ground.
Day 3: 45 min.	1. Pass out Public School Uniforms: The Pros. And Cons for Your Child to students. 2. Teacher reads the text aloud. 5-6. Teacher monitors group discussions and decisions of the evidence.	1. Students complete a first read to themselves. 2. Students follow along as teacher read the text aloud. 3. Students complete a third read while circling evidence (key words and phrases) that answers the question: Are School Uniforms Beneficial for Children? 4. Students make a list of their evidence, line numbers, and explain why it is evidence on the chart. 5. Students work in partners or small groups to go over the evidence using the strategy "Keep It" or "Junk It". All evidence must connect back to the question. 6. Groups then categorize their evidence.
Day 4: 45 min.	1. Arrange classroom into one big circle or two circles for the Socratic Seminar. 2. Have students take out their Tinker v. Des Moines text, the Public School Uniforms Text with evidence and Accountable Talk sentence stems. Give each student 3 Hershey Kisses or other item that will monitor and motivate them to discuss. Assign 2-4 students to be observers of the group. 2 for a small group and 4 if one large group. Give them the observer sheet and place them outside the circle. Assign them a	2. Students take a seat in the circle with documents. Observers take their seats outside the circle.

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	<p>section of the circle to observe.</p> <p>3. Pose the Discussion Question: Do students have “free speech” “free expression” at school under the 1st and 14th Amendments? Do public school uniforms take away student’s 1st Amendment right to free speech?</p> <p>4. After 20-30 minutes stop the discussion. Pass out Discussion Rubric.</p> <p>5. Collect observations and rubrics.</p> <p>6. Pass out Claims, Evidence, Reasoning writing.</p>	<p>3. Students begin discussing using evidence from the text. They should begin their individual sharing with an Accountable Talk sentence stem. Each time they share they take one of their kisses for later. Once their kisses are gone, they are done sharing in the discussion.</p> <p>4. Observers total their tallies and summarize their data to share with the group. Discussion members score their participation on the rubric.</p> <p>5. Observers share with the group the participation and discussion summaries of the group. Participants use the rubric and the observers information to set goals for the next seminar.</p> <p>6. Students use their evidence and discussion ideas to create a claim with reasoning and evidence on the Discussion Questions: : Do students have “free speech” “free expression” at school under the 1st and 14th Amendments? Do public school uniforms take away student’s 1st Amendment right to free speech?</p>
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Description of Lesson Assessment: Students will use evidence from the background information, Tinker v. Des Moines and Public School Uniforms: The Pros and Cons for Your Child to create a Claim with Reasoning and Evidence that answers the questions: : Do students have “free speech” “free expression” at school under the 1st and 14th Amendments? Do public school uniforms take away student’s 1st Amendment right to free speech?

How will students reflect on the process and their learning? Students will reflect on evidence using “Keep It” or “Junk It” , Common Ground during the SAC, Socratic Seminar Discussion and the Claims, Reasoning, Evidence writing.

Name _____

Student Speech and the First Amendment

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.

With Rights comes _____.

The Three Cs:

1. Context:
2. Content:
3. Categorization:

1913: Earl Wooster V California

1921 Arkansas

1940s: Minersville School District V Lillian and Bill Gobitis, Pennsylvania

1943: West Virginia V Barnette

1969: Tinker V Des Moines

1986: Bethel School District V Fraser

2007 Morris V Fredricks

First Speech Laws:

1. Hazelwood—
2. Fraser---
3. Tinker---
4. Morris--

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Excerpts from Decision

Tinker v. Des Moines Independent Community School District

Justice Abe Fortas

First Amendment rights, applied in light of the special characteristics of the school environment, are available to teachers and students. It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate.

The Fourteenth Amendment, as now applied to the States, protects the citizen against the State itself and all of its creatures - Boards of Education not excepted. These have, of course, important, delicate, and highly discretionary functions, but none that they may not perform within the limits of the Bill of Rights. That they are educating the young for citizenship is reason for scrupulous protection of Constitutional freedoms of the individual, if we are not to strangle the free mind at its source and teach youth to discount important principles of our government as mere platitudes."

On the other hand, the Court has repeatedly emphasized the need for affirming the comprehensive authority of the States and of school officials, consistent with fundamental constitutional safeguards, to prescribe and control conduct in the schools. See *Epperson v. Arkansas*, supra, at 104; *Meyer v. Nebraska*, supra, at 402. Our problem lies in the area where students in the exercise of First Amendment rights collide with the rules of the school authorities.

The problem posed by the present case does not relate to regulation of the length of skirts or the type of clothing, to hair style, or deportment. It does not concern aggressive, disruptive action or even group demonstrations. Our problem involves direct, primary First Amendment rights akin to "pure speech."

The school officials banned and sought to punish petitioners for a silent, passive expression of opinion, unaccompanied by any disorder or disturbance on the part of petitioners. There is here no evidence whatever of petitioners' interference, actual or nascent, with the schools' work or of collision with the rights of other students to be secure and to be let alone. Accordingly, this case does not concern speech or action that intrudes upon the work of the schools or the rights of other students.

The District Court concluded that the action of the school authorities was reasonable because it was based upon their fear of a disturbance from the wearing of the armbands. But, in our system, undifferentiated fear or apprehension of disturbance is not enough to overcome the right to freedom of expression. Any departure from absolute regimentation may cause trouble. Any variation from the majority's opinion may inspire fear. Any word spoken, in class, in the lunchroom, or on the campus, that deviates from the views of another person may start an argument or cause a disturbance. But our Constitution says we must take this risk; and our history says that it is this sort of hazardous freedom - this kind of openness - that is the basis of our national strength and of the independence and vigor of Americans who grow up and live in this relatively permissive, often disputatious, society.

In order for the State in the person of school officials to justify prohibition of a particular expression of opinion, it must be able to show that its action was caused by something more than a mere desire to avoid the discomfort and unpleasantness that always accompany an unpopular viewpoint. Certainly where there is no finding and no showing that engaging in the forbidden conduct would "materially and substantially interfere with the requirements of appropriate discipline in the operation of the school," the prohibition cannot be sustained.

42 In our system, state-operated schools may not be enclaves of totalitarianism. School officials do not possess
43 absolute authority over their students. Students in school as well as out of school are "persons" under our
44 Constitution. They are possessed of fundamental rights which the State must respect, just as they themselves
45 must respect their obligations to the State. In our system, students may not be regarded as closed-circuit
46 recipients of only that which the State chooses to communicate. They may not be confined to the expression of
47 those sentiments that are officially approved. In the absence of a specific showing of constitutionally valid
48 reasons to regulate their speech, students are entitled to freedom of expression of their views. As Judge Gewin,
49 speaking for the Fifth Circuit, said, school officials cannot suppress "expressions of feelings with which they do
50 not wish to contend.

51 MR. JUSTICE STEWART, concurring.

52 Although I agree with much of what is said in the Court's opinion, and with its judgment in this case, I cannot
53 share the Court's uncritical assumption that, school discipline aside, the First Amendment rights of children are
54 coextensive with those of adults. I continue to hold the [that]:

55 "[A] State may permissibly determine that, at least in some precisely delineated areas, a child -- like someone in
56 a captive audience -- is not possessed of that full capacity for individual choice which is the presupposition of
57 First Amendment guarantees."

1. Read the excerpt Decision Tinker v. Des Moines.
2. Highlight key words from the text that have to do with *Student Free Speech in the school environment*.
3. Make a list of evidence, highlighted key words, that answer the question; ***Do First Amendment Rights of Free Speech apply to students in the school environment?***

Evidence: Use Line Numbers

Why?

4. With your partner go over your evidence. If you have something that your partner doesn't have, you must explain why it answers the question. If your partner agrees "Keep It." If he/she disagrees "Junk It." Cross out the evidence you junked.

The Other Side of the Issue

Opposing Claims and Reasons

Opposing Evidence and Examples

Common Ground and Further Questions

We can agree that....

We need further clarification on.....

The most though provoking idea/moment in this discussion was....(because)

I would give myself _____/10 points on this discussion because....

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1 **Tinker v. Des Moines Sch. Dist. - 393 U.S. 503 (1969)**

2
3 MR. JUSTICE BLACK, dissenting.

4 Assuming that the Court is correct in holding that the conduct of wearing armbands for the purpose of
5 conveying political ideas is protected by the First Amendment, *cf., e.g., Giboney v. Empire Storage & Ice Co.,*
6 [336 U. S. 490](#) (1949), the crucial remaining questions are whether students and teachers may use the schools at
7 their whim as a platform for the exercise of free speech -- "symbolic" or "pure" -- and whether the courts will
8 allocate to themselves the function of deciding how the pupils' school day will be spent. While I have always
9 believed that, under the First and Fourteenth Amendments, neither the State nor the Federal Government has
10 any authority to regulate or censor the content of speech, I have never believed that any person has a right to
11 give speeches or engage in demonstrations where he pleases and when he pleases. This Court has already
12 rejected such a notion. In *Cox v. Louisiana*, [379 U. S. 536](#), [379 U. S. 554](#) (1965), for example, the Court clearly
13 stated that the rights of free speech and assembly "do not mean that everyone with opinions or beliefs to express
14 may address a group at any public place and at any time."

15 While the record does not show that any of these armband students shouted, used profane language, or were
16 violent in any manner, detailed testimony by some of them shows their armbands caused comments, warnings
17 by other students, the poking of fun at them, and a warning by an older football player that other nonprotesting
18 students had better let them alone. There is also evidence that a teacher of mathematics had his lesson period
19 practically "wrecked," chiefly by disputes with Mary Beth Tinker, who wore her armband for her
20 "demonstration."

21 Even a casual reading of the record shows that this armband did divert students' minds from their regular
22 lessons, and that talk, comments, etc., made John Tinker "self-conscious" in attending school with his armband.
23 While the absence of obscene remarks or boisterous and loud disorder perhaps justifies the Court's statement
24 that the few armband students did not actually "disrupt" the classwork, I think the record overwhelmingly
25 shows that the armbands did exactly what the elected school officials and principals foresaw they would, that is,
26 took the students' minds off their classwork and diverted them to thoughts about the highly emotional subject of
27 the Vietnam war. And I repeat that, if the time has come when pupils of state-supported schools, kindergartens,
28 grammar schools, or high schools, can defy and flout orders of school officials to keep their minds on their own
29 schoolwork, it is the beginning of a new revolutionary era of permissiveness in this country fostered by the
30 judiciary. The next logical step, it appears to me, would be to hold unconstitutional laws that bar pupils under
31 21 or 18 from voting, or from being elected members of the boards of education.

The Other Side of the Issue

Opposing Claims and Reasons

Opposing Evidence and Examples

Common Ground and Further Questions

We can agree that....

We need further clarification on.....

The most thought provoking idea/moment in this discussion was....(because)

I would give myself _____/10 points on this discussion because....

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Public School Uniforms: The Pros and Cons for Your Child

Published April 23, 2008

Written by [Grace Chen](#)

The use of uniforms in public schools continues to rise in the United States, as parents and school administrators continue their efforts to keep our schools safe environments. According to the National Association of Elementary School Principals, 10% of public schools have adopted uniform mandates.

Although uniforms are required in private schools, public schools jumped on the bandwagon in 1994, when the California school district of Long Beach implemented school uniforms. According to the Long Beach school district, within one year after the implementation of uniforms, the fights and muggings at school decreased by 50%, while committed sexual offenses were reduced by 74%. Similar statistics are occurring across the country; for example, at Ruffner Middle School in Norfolk, the number of discipline referrals decreased by 42% once uniforms were enforced.

More schools across the country are implementing uniforms in public schools. Nonetheless, there are other statistics that argue that uniforms are not as beneficial as school administrators believe. Thus, the question still remains: are public school uniforms good for your child?

The benefits of public school uniforms: safer campus with renewed focus on academics

There are fundamentally two benefits associated with school uniforms: a focus on learning, as well as a reduction of violence on campus.

More conducive learning environment

Many school administrators and parents believe that uniforms create a better learning environment at school. First and foremost, students are not distracted by how they look, and therefore, spend more time learning at school. The peer pressures of stylish dressing with the “best” brands are alleviated, and students can focus more upon their schoolwork, rather than social appearances. In fact, the socioeconomic differences present among students are equalized with school uniforms, minimizing the pressure to “fit in” with the right clothing choices.

According to the School Administrator publication, along with school-reported statistics, the mandate of uniforms on campuses has reduced tardiness, skipped classes, suspensions, and discipline referrals.

In addition, with the visual uniformity present across all students, the instance of school pride has increased. Similar to athletic team uniforms, dressing cohesively increases pride, unity, and a renewed commitment to the school. With uniforms, a more professional tone is set in school, encouraging students to take their studies more seriously.

Creates a safer campus

Secondly, uniforms at school reduce the prevalence of violence, which is a major concern for many public schools. First and foremost, outsiders who do not belong on campus are easily identified, and thus, do not pose a great threat to the students.

Uniforms also reduce the “cliques” and gangs on school campuses. When it is not easy to identify members of gangs, the fights and violence decrease. According to PHS commentator Melissa Nitsch, “when everyone looks alike, there is less risk of being caught in gang fights for wearing the wrong color. With uniforms, no one is killed over a pair of Nikes or a Starter jacket.” Students can no longer be disrupted by who is wearing which gang color, and therefore, the campus is kept safer with less incidences of fighting.

The disadvantages: limitation of personal expression and comfort

Denial of self-expression

The opponents of public school uniforms, as outlined by the ACLU’s argument for the First Amendment, argue that uniforms stifle a student’s need for self expression. Students need to be encouraged to embrace their individualism, and uniforms deny that self-expression. According to opponents of uniforms, even preschoolers should have input into their wardrobe, and the need to encourage personality confidence and independence grows more important as the student becomes older. Without the outlet of expression in their clothes, students may turn to inappropriate hair styles, jewelry, or make-up.

An order or law

Popular activity

To put into practice

Harass or bully

To make easier

money

to become united

happening often

A small group that keeps out outsiders

American Civil Liberties Union

Take away

clothing

54 *Harms transition into adulthood*

55 Denying students their ability to express individualism and belief in a sub-culture, whether
56 preppy, hip-hop, punk, or jock, could stymie the students' transition from childhood into
57 adulthood. Controlling the socialization process could harm the student as an adult, as they are
58 not prepared for the real world, where they will indeed be judged by their appearances.

59 *Potential discomfort for students*

60 In addition, others argue that uniforms may not be comfortable for all students. As it is important
61 to ensure that the student is comfortable in order to maximize learning outcomes, uniforms may
62 stymie academic focus.

63 **The mixed responses**

64 Whereas some parents believe that uniforms are more cost-effective than purchasing the latest
65 stylish clothes, other parents argue that the cost of uniforms is steep. Typically, uniforms are
66 more expensive up-front, as the parent must invest in all of the staples; however, as the school
67 year progresses, there are less purchases that need to be made. On the other hand, students
68 cannot wear their uniforms outside of school, and thus, there is the double-cost of both uniforms
69 and a casual wardrobe.

70 In conclusion, the decision of school uniforms is not a black and white one. The arguments are
71 best summed up by Dr. Alan Hiller, a senior child and adolescent psychologist: "Uniforms do
72 eliminate competition, pressure, and assaults perpetuated by older kids on younger kids for their
73 sneakers and possessions. They also allow some kids to focus better, especially in the lower
74 grades... [However], clothes are a source of expression for children, and as kids get older, they
75 become increasingly resentful of uniforms."

76 Deciding whether uniforms are right for your child depends upon the individual circumstances.
77 If your child has a high need for self-expression, then uniforms may create unhealthy
78 resentment. On the other hand, if you believe that your child needs to focus more on academics
79 than physical appearances, then uniforms may help level the social pressures associated with
80 independent dressing. Understanding what elements are most important for you and your child
81 will help you determine if school uniforms are a right fit.

Occurring
continually

Feeling angry,
wrong

Question: Are school uniforms beneficial for children?

Are school uniforms beneficial for children? Do students have “free speech” “free expression” at school under the 1st and 14th Amendments? Do public school uniforms take away students’ 1st Amendment right to free speech?

4. In your groups create categories for your evidence. Label the category and list the evidence under the appropriate category. All evidence must fit in a category.

5. Write down questions you still have or wonder about?

Name#: _____

Claims/Evidence:

Definitions:

Claim: to assert or maintain **as** a fact: *She claimed that he was telling the truth.*

Evidence: **that** which tends to prove or disprove something; ground for belief; proof.

Reasoning: an **explanation** of how **your evidence** connects to proving **your claim**.

Sentence Starters for Reasoning:

This proves... This highlights...

This shows... This illuminates...

This demonstrates...

1. You will create/formulate a claim.
2. You will list three pieces of evidence to support your claim.
3. You will explain how your evidence proves your claim through reasoning.
4. You will write a 5-7 sentence Summary of your claim and why the evidence you found supports your claim.

Do students have the right to free speech/expression at school under the 1st and 14th Amendments? Do school uniforms infringe on students 1st Amendment rights to free speech?

Please State your Claim: _____

Evidence 1: _____

Reasoning 1: _____

Evidence 2: _____

Reasoning 2: _____

Evidence 3: _____

Reasoning 3: _____

Teacher Sample

Summary: Do students and teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate? Justice Fortas stated in the Tinker v. Des Moines decision that First Amendment rights....are available to teachers and students. Students need to be given an opportunity to express their individualism as the First Amendment guarantees. Some students who are forced to wear uniforms may create a resentment towards the uniforms and the educational institutions that have mandated them. Students are limited in their opportunities to freely express and develop their identity. Schools should be a place that fosters, develops, and embraces the creativity and individualism of students. Creative citizens develop prosperous nations.

Conventions Rubric:

- I checked all spelling.
- I checked all punctuation.
- I checked all Capitalization.
- I checked for complete sentences and grammar.

Idea Rubric:

- I wrote about something I know.
- I stayed on topic (claim).
- I used details and descriptions as evidence to support and explain my claim.

Socratic Seminar OBSERVATION Form

Your Name: _____

Directions: Each time a participant does one of the following put a check in the box.

Speaks in discussion:

Student Name								
Speaks in discussion:								
Refers to a line or specific point in the text:								
Asks a NEW question:								
Asks a FOLLOW-UP or CLARIFYING question:								
Interrupts another speaker:								
Engages in side conversations:								

Overall how well did the participants discuss the question “Do students have ‘free speech’ “free expression” at school under the 1st and 14th Amendments? Do public school uniforms take away a student’s 1st Amendment right to “free speech?” Use evidence from your data above.

Socratic Seminar

Self-Evaluation

Your participation leads to the group's deeper understanding of the themes and ideas.

	Beginning	Developing	Accomplished	Exemplary
Gives evidence and makes inferences.	Locates factual evidence with page number.	Locates evidence in support of an idea under discussion.	Uses evidence in the text to expand on, analyze or critique an idea.	Uses evidence in the text to create a new idea or draw connections among ideas.
Asks questions which lead to rich discussion and deeper group understanding.	Asks a question related to the current discussion.	Asks questions that evoke deeper responses from others.	Asks questions that connect ideas in the current discussion to previous comments.	Asks questions that relate the current discussion to bigger themes or ideas.
Acts in ways which contribute to building a group that is collaboratively searching for meaning.	Listens to others.	Asks questions to clarify what someone has said	Builds on another person's idea.	Connects the ideas of several students.

Debbie Ablock
 © Grand Conversations
 NoodleTools/NoodleTeach: Socratic Seminar Rubric
<http://www.NoodleTools.com/debbie/iterables/basic1.3Cclubssn/rubric.pdf>
 © August 22, 2000, latest revision 7/29/08

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Base Explanation Rubric

Component	Level		
	0	1	2
Claim - A conclusion that answers the original question.	Does not make a claim, or makes an inaccurate claim.	Makes an accurate but incomplete claim.	Makes an accurate and complete claim.
Evidence – Scientific data that supports the claim. The data needs to be appropriate and sufficient to support the claim.	Does not provide evidence, or only provides inappropriate evidence (evidence that does not support the claim).	Provides appropriate but insufficient evidence to support claim. May include some inappropriate evidence.	Provides appropriate and sufficient evidence to support claim.
Reasoning – A justification that links the claim and evidence. It shows why the data count as evidence by using appropriate and sufficient scientific principles.	Does not provide reasoning, or only provides reasoning that does not link evidence to claim	Provides reasoning that links the claim and evidence. Repeats the evidence and/or includes some – but not sufficient – scientific principles.	Provides reasoning that links evidence to claim. Includes appropriate and sufficient scientific principles.

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