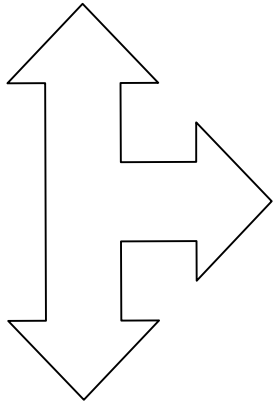


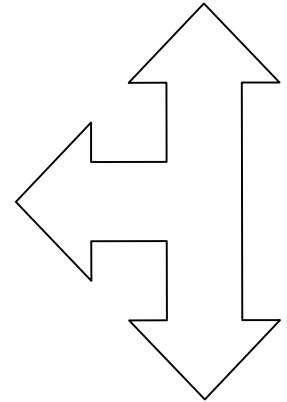


# *Foundations of Democracy*

Authority ✧ Responsibility ✧ Justice ✧ Privacy



## **School Violence Prevention Demonstration Program**



*We the People...  
The Citizen and the Constitution*

Directed by the Center for Civic Education  
Funded by the U.S. Department of Education by act of Congress



**PROJECT Citizen**

# Interdisciplinary Strategies

*Social Studies*

*Literature*

*Reading*

*Writing*

*Math*

March 2003

**Developed by:**

***Myron E. Yoder, M.Ed.***

Social Studies Curriculum Coordinator  
Allentown School District

Adjunct Professor of Education, DeSales University  
1995 Pennsylvania Teacher of the Year Finalist  
PA Congressional District 15 Co-coordinator

***Melissa W. Bell***

Allentown School District  
Louis E. Dieruff High School  
Retired English Teacher,

English Department Chairperson,  
Consultant for Senior High School Graduation Projects  
PA Congressional District 15 Co-coordinator

"A teacher who can arouse a feeling for one single good action...accomplishes more than he who fills our memory with rows on rows of natural objects, classified with name and form."

-Johann Wolfgang von Goethe, German poet and dramatist

# Preface

Melissa tells all teachers that teaching citizenship is not reserved to the social studies teachers; it is to be taught in all classrooms, hallways, communities and homes. We all have a responsibility to teach Civics.

Myron reminds our social studies teachers that "good" social studies requires good reading, writing and math skills. Melissa further reminds them that literature is based on the context of the time in which it was written with plots and issues that revolve around many of the civic themes that we teach.

The work enclosed in this document is the result of many years of working together with our classes and with the We the People program. We discovered through our students the need to create interdisciplinary materials. They showed us the connections that needed to be made. More recently, events in Pennsylvania have intensified this need and the connections that needed to be made for our fifth grade teachers in the Allentown School District, Pennsylvania.

This work should not be considered complete and is on going, thus the reason for some underdeveloped areas at this time. As time and resources allow us, we plan to continue this work using the Center for Civic Education materials as a basis in the development of interdisciplinary strategies.

Myron E. Yoder  
Melissa W. Bell  
Allentown Pennsylvania

## **PLEASE NOTE:**

"PSSA" when used in this document stands for the "Pennsylvania System of School Assessment."

This assessment in Reading, Writing and Math is administered to students at certain grade levels in the state and the scores are used to assess schools. Low performing school districts could be taken over by the state and turned over to For-Profit Corporations.

We would like to acknowledge and thank those teachers who developed materials for use in this document. They are credited on the materials that they developed.

# **Literature and Writing Connections**

## We The People: The Citizen and the Constitution

### LITERATURE LINKS TO CIVIC STANDARDS

Melissa Bell  
Allentown School District

#### **PA 5.2 Rights and Responsibilities of Citizenship**

PA Standard	Grade	Literature Link(s)
B. Identify personal rights and responsibilities. C. Identify sources of conflict and disagreement and different ways conflicts can be resolved.	3	FREDERICK; What role does diversity play in society? Does everyone have to contribute in the same way?
B. Identify personal rights and responsibilities. F. Explain the benefits of following rules and laws and the consequences of violating them.	3	WHY MOSQUITOES BUZZ IN PEOPLE'S EARS; A "little lie" becomes a rumor that leads to panic and accidental death. Addresses issues of individual rights and responsibilities with regard to following rules.
B. Explain the relationship between rights and responsibilities. E. Identify examples of the rights and responsibilities of citizenship.	6	CHARLOTTE'S WEBB; Examines the responsibilities of members of a community toward each other and differing ways people participate to reach a common goal.
A. Explain positions on issues related to rights and responsibilities of citizenship. F. Describe the impact of the consequences of violating rules and laws.	6	THE OUTSIDERS; Addresses issues of personal responsibilities to the individual and to society. What are the consequences of violating laws of society?
A. Describe the essential rights and responsibilities of citizens in systems of government. E. Explain the importance of political process to competent and responsible participation in civic life.	9	ANIMAL FARM; Examines the necessity for society to become civilized through government by laws. How does an individual or group meet needs/desires without destroying others or society?

## PA 5.2 Rights and Responsibilities of Citizenship

PA Standard	Grade	Literature Link(s)
<p>C. Delineate skills used to resolve conflicts in society and government.</p> <p>G. Explain the difference between political and social participation in government.</p>	9	LORD OF THE FLIES; What constitutes moral and ethical behavior? How does one define “right” and “wrong”---“good” and “evil”?
<p>B. Analyze the rights, responsibilities and participatory role of citizens at local, state and national levels of government.</p> <p>F. Analyze the role of law for the protection of individual rights and for the common good.</p>	12	ANTIGONE; Addresses the issues of civil disobedience and the empowerment of citizens.
<p>B. Analyze the rights, responsibilities and participatory role of citizens at local, state and national levels of government.</p> <p>E. Explain how participating in civic and political life leads to the attainment of individual and public goals.</p> <p>G. Explain the responsibility and process to register to vote and evaluate the importance of knowledge to competent and responsible participation in civic life.</p>	12	BRAVE NEW WORLD; How is an individual’s involvement in society diminished by an all-powerful national government? Examines American preoccupation with equality—perhaps at the expense of individual liberty.
<p>E. Explain how participating in civic and political life leads to the attainment of individual and public goals.</p> <p>F. Analyze the role of law for the protection of individual rights and for the common good.</p>	12	THE FIXER; How does one define citizenship in a totalitarian society? Is it possible for an individual to “participate” in a “non-participatory” form of government?

# **PSSA Style Reading Tasks and Prompts**

## **WRITING A PERFORMANCE TASK**

### Performance Task Parts

1. Passage Selection
2. Purpose Statement
3. Performance Task
4. Reminder Statement

### Helpful Hints for Student Preparation

1. Passage needs to be grade appropriate.
2. Purpose Statement
  - A. It should generate interest and "Hook" the student's desire to read it.
  - B. Information is given to the student of what his/her responsibilities will be after completing the reading of the text.
3. Performance Task
  - A. Must be passage dependent.
  - B. Connects to the Purpose Statement.
  - C. Needs to be written before the Purpose Statement.
  - D. Must be able to achieve the criteria of the 4 on the rubric.
4. Reminder Statement
  - A. Written in active voice.
  - B. Written in the form of a statement and not as a question.
  - C. Has five bullets or reminders as of this date.
  - D. Bullets: the first two reminders address the rubric and relate to that specific task and the last three are standard statements.

## **PSSA Style Reading Tasks and Prompts**

### **Multiple Choice Sample Items**

(All items must be TEXT-BASED; students must be able to find the answers Right There (one place in the text) or Think and Search (two or more places in the text) or Author and You (text and student prior knowledge also know as Inference questions).

1. In the passage, the word means \_\_\_\_\_ :
2. After reading this text, you learn how to \_\_\_\_\_ .
3. The author wrote mainly to \_\_\_\_\_.(entertain, inform, amuse, persuade, narrate )
4. After reading the text, the reader can conclude that \_\_\_\_\_ .
5. Which of the following statements is an opinion \_\_\_\_\_ or a fact \_\_\_\_\_.
6. Which of these is most likely to happen in the future \_\_\_\_\_.
7. A source for finding more information on \_\_\_\_\_ is \_\_\_\_\_ .
8. The article, " \_\_\_\_\_ " is an example of .(informational text, biographical text, persuasive text, narrative text).
9. An important idea the author wanted the reader to remember is \_\_\_\_\_.
10. The main idea is \_\_\_\_\_.

**REMINDER: Selected Responses or Multiple Choice Items, Purpose Statements, Performance Tasks, and Reminder Statements are not written as questions! Always use active voice!**





*We the People...*  
***The Citizen and the Constitution***

Directed by the Center for Civic Education  
Funded by the U.S. Department of Education by act of Congress



**Melissa Bell**  
**Pennsylvania Congressional District 15 Co-Coordinator**

[Enter Title Here]  
[Enter Author Here]

**WRITING PROMPT: PSSA STYLE**

**PLANNING :**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

[Enter Prompt Here, the prompt should be phrased in the form of a statement and should direct the writer to write a Narrative, Informational or Persuasive passage.]

As you write your paper, remember to:

- √ [This statement should stress the focus of the prompt that the scoring will look for]
- √ Include specific facts, details and examples which support the reasons you select.  
[You may modify this statement to specifically address the mode of writing (Narrative, Informational or Persuasive)]
- √ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- √ Use a variety of words and well-constructed sentences.
- √ Correct any errors in grammar, mechanics and spelling.

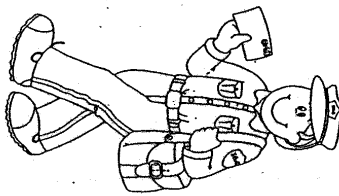
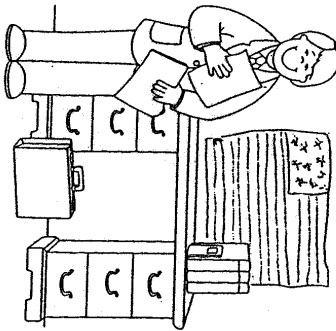
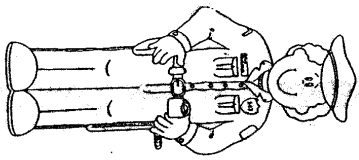
# Primary Level

Foundations of Democracy Pre//Post Tests and Survey

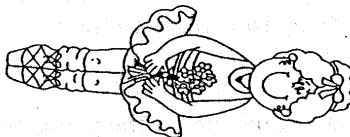
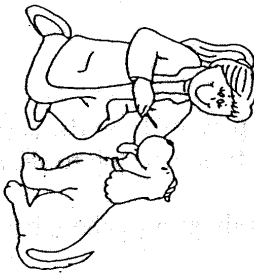
Name \_\_\_\_\_

### **AUTHORITY Pre/Post Test**

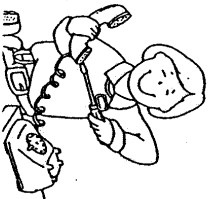
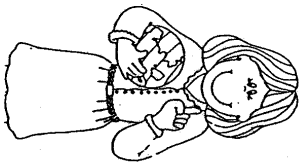
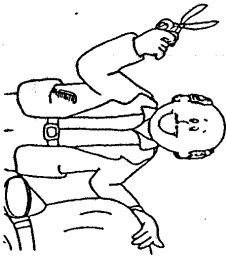
Who is the leader of the country?



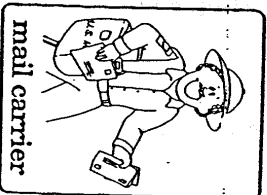
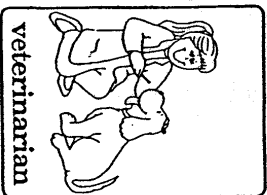
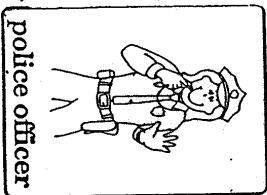
Who protects your country?



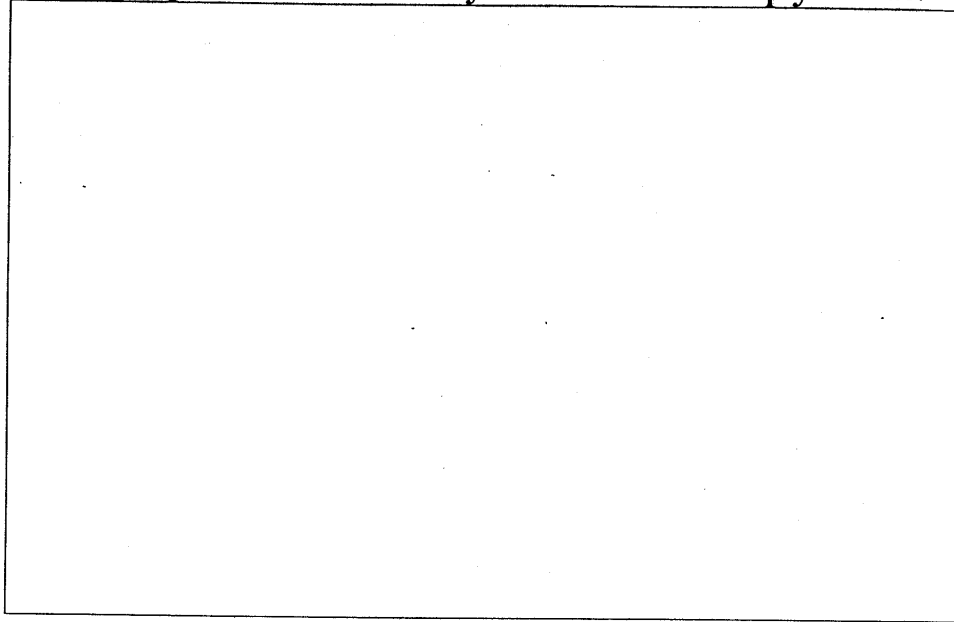
Who helps you at school?



Who protects you from people who do not obey the law?



**Draw a picture of someone you can trust to keep you safe.**



**I have drawn a picture of \_\_\_\_\_.**  
**I listen to this person because I trust his/her authority.**

**True or False**



My parents have the right and the authority to tell me what to do. It is their job to set rules and keep me safe.



A bully at my school has the right to tell me what to do.



If we did not have rules to follow the world would be a difficult and dangerous place to live.



If I saw someone on the playground teasing or hurting another child I would tell an adult.



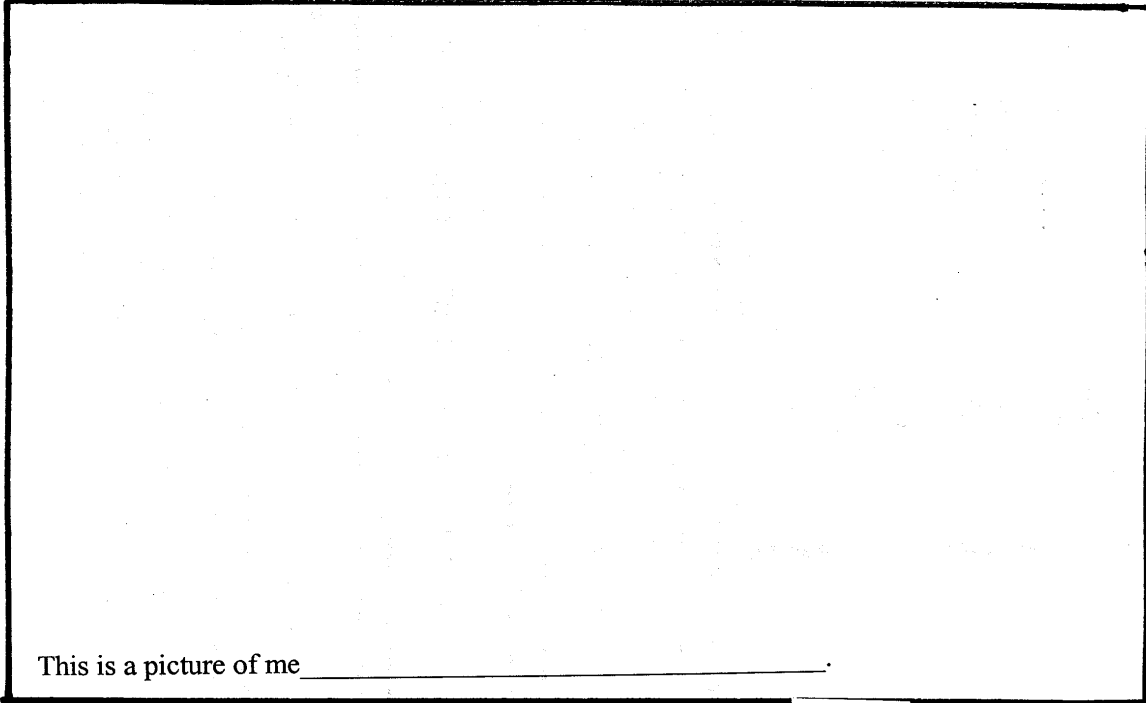
Good rules and leaders make \_\_\_\_\_ community a better place.

Responsibility Pre/Post-Test

Name: \_\_\_\_\_

Everyone has responsibilities. Think about the things you do to help your family. Do you have any jobs or responsibilities? Draw a picture of yourself performing one of your duties.

Score: \_\_\_\_\_

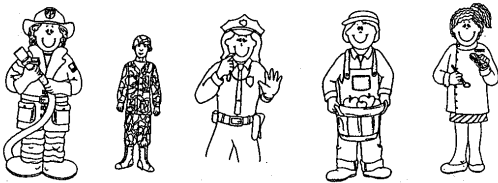


This is a picture of me \_\_\_\_\_.

Being responsible makes me feel proud of myself.



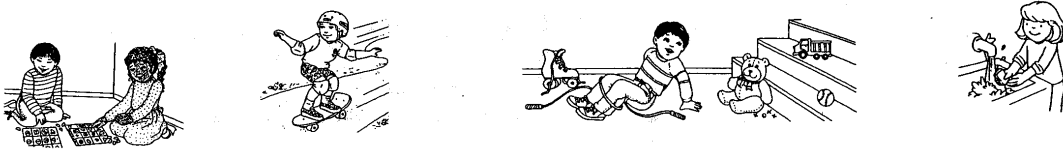
Circle the three people responsible for keeping citizens safe.



Circle the picture that shows children doing their job



What could happen if you don't do your job? What could happen if you weren't responsible?



**True or False**

Draw a line from each sentence box to the appropriate face.

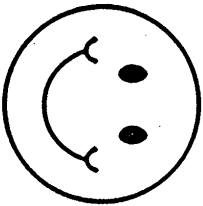
1. It is my parents' responsibility to remember my backpack and things for school each morning.

2. It is my duty or responsibility to take care of my toys.

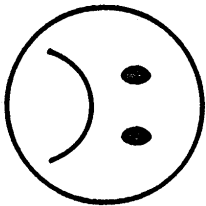
3. It is my duty to follow our classroom rules.

4. It is a police officer's duty to protect me from people who break the law.

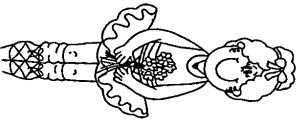
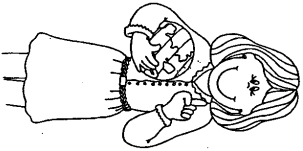
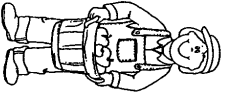
True



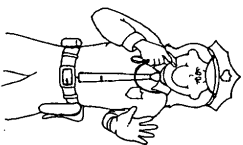
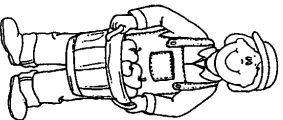
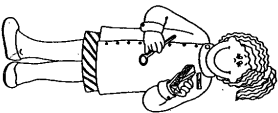
False



Which person is responsible for you when you are at school.



Circle the person responsible for protecting you from people who break the law.



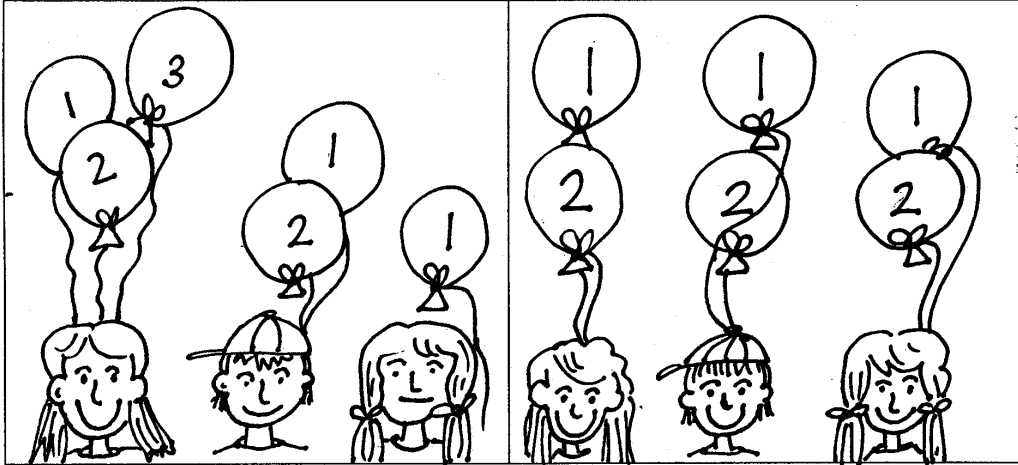
Name: \_\_\_\_\_  
 Score \_\_\_\_\_

**JUSTICE Pre/Post Test**

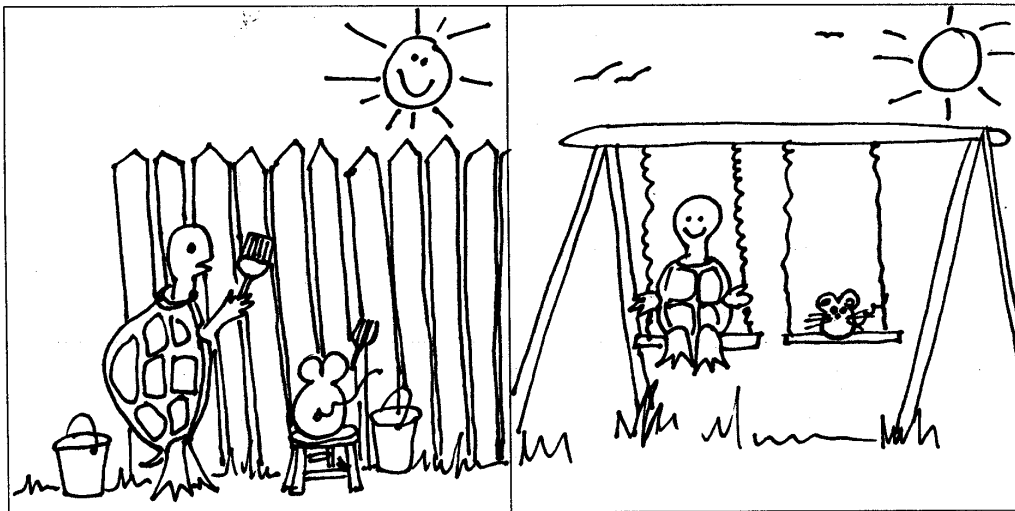
Remember---justice and fairness mean the same thing.

	FAIR	UNFAIR
1. Three children were caught running in the hallway. Their teacher was so angry she punished the whole class.		
2. Two students started yelling and arguing during circle time. Their teacher was not happy. She sent them back to their seats for the rest of circle time.		
3. Abby Alligator was playing with her friends. She got hungry for a snack. She only had one candy bar. Instead of eating the whole thing, she broke it into pieces. Everyone got the same amount.		
4. During a class meeting students voted on ways to spend the 100 quarters they were saving for the 100th Day Celebration. Most of the students voted to have a pizza party. The teacher planned a party and used the money to buy pizza.		
5. The chefs in the cafeteria wanted to add three new meals to the school menu. They gathered information by asking each student in the school what meal they would most like to see on the menu. The three meals with the most votes were added to the monthly menu.		
6. Tommy Tiger broke his neighbor's window when he was playing baseball. His parents had Tommy use his allowance money to have the window fixed.		

Three children went to the circus. After the show a clown was giving out balloons. Which picture shows a fair way to share the balloons?



Terry Turtle tricked his friend into drawing on their neighbor's fence with his crayons. Which picture shows a fair way of correcting the wrong that was done?





Name: \_\_\_\_\_

Score: \_\_\_\_\_

### **PRIVACY (Pre/post test)**

**Draw a smiley (true) or sad (false) face for each statement.**

<p><b>1.</b> You can have privacy when you are all alone in your room.</p>	<p><b>2.</b> If someone tells you a secret you shouldn't tell the secret to anyone else. You should keep it private.</p>	<p><b>3.</b> It is okay to have things like a diary or a special toy that you want to keep private. Sometimes it is okay not to share.</p>
<p><b>4.</b> I must always share everything. It is not okay for me to have any special, private things.</p>	<p><b>5.</b> Sometimes I just want to be alone without anyone watching what I am doing.</p>	<p><b>6.</b> When we take a test in class I must keep my answers private.</p>
<p><b>7.</b> If I confide in a friend and I tell them a secret, I want them to tell everyone else the secret.</p>	<p><b>8.</b> I have privacy when no one else can hear or see what I am doing.</p>	<p><b>9.</b> It is okay to keep a diary or write letters in code. It is okay to keep secrets as long as no one else gets hurt.</p>

10. Sometimes I want to be alone or have privacy. There are some things that I want to keep secret or private. This is a picture of me doing something all by myself in private.

I am \_\_\_\_\_.

# Primary Level

## Culminating Activity

Students are divided into four groups; Authority, Responsibility, Justice and Privacy. The students create panels about their concept and what they learned. They are then asked questions about the concept panels that are created.

# Foundations of Democracy

## Kindergarten Culminating Activity Concept Panels Scoring Sheet

**Concept Group:** \_\_\_\_\_  
**Teachers:** \_\_\_\_\_ **School:** \_\_\_\_\_  
**Judges:** \_\_\_\_\_  
**Congressional District:** \_\_\_\_\_ **Date:** \_\_\_\_\_

For each area listed below, score the group on a scale of 1-4, **with 4 being the best possible score.**

- 1=Most of the group did not participate. The answers did not reveal student understanding of the concept presented. The group was not enthusiastic. Poor.  
2=Less than half of the students participated in the event. Some of the answers revealed student understanding of the concept presented. Fair.  
3=More than half of the students participated in the event. Most of the answers revealed student understanding of the concept presented. Good.  
4=Most of the group participated in the event. Answers were accurate and revealed the students understanding of the concept presented. The students were enthusiastic. Above average.

Criterion	Score	Notes
<b>UNDERSTANDING:</b> To what extent did participants demonstrate a clear understanding of the basic concept?		
<b>RESPONSIVENESS:</b> To what extent did participants' answers address the questions asked?		
<b>PARTICIPATION:</b> To what extent did most of the group members contribute to the group's presentation?		
<b>GROUP TOTAL</b>		

\*Please award up to 12 points for this group's overall performance.

Excellent                      12 points  
Above Average                10-11 points  
Average/Good                7-9 points  
Fair                              4-6 points  
Below Average/Poor        3 points

**Final Point Category:** \_\_\_\_\_

## **Authority**

1. In the beginning of the story there were no rules or leaders in Bubble Land. What bad things were happening?
2. Do we need rules? Are good rules an important thing to have? What did the Bubble people finally learn about rules and leaders?
3. Who are the leaders and rule makers in your school? At home? In our community?
4. In the story, Orb let his power go to his head. He made the Bubble people do silly things like paint their houses orange and wear Orb T-shirts. Not everyone has the right to tell you what to do. A bully on the playground has the power to push you around because he is bigger. Does he have the right to tell you what to do? Should you listen to a bully?

## **Responsibility**

1. What is responsibility?
2. What was one of Martin's most important responsibilities?
3. What could happen if Martin didn't do his job?
4. Tell me one of your responsibilities at home or at school?  
Note: Make sure that every student in the group gives you a response.

## **Justice**

1. What is justice?
2. If someone takes your crayon without asking and breaks it, is it fair for them to buy you a new one or give you theirs to replace it?
3. What is a fair way to choose a class leader?
4. If only one student is talking and misbehaving during center time is it fair for the teacher to punish the whole class? What so you think the teacher should do to correct the situation?

## **Privacy**

1. What is privacy? What does it mean to be 'private'?
2. In the story, Jessica Fish liked to pretend that she was a queen living in a magnificent castle when she played in private. What do you like to do when you are all alone? What is something you may want to do in private?  
Note: Each student should give you an individual response. You can call on them or go down the line.
3. Can too much privacy be a bad thing? Are there times when you might not want to be alone?
4. Do you always have to share everything or is it okay to have a special toy or possession that you don't want to share with anyone else?



# Primary Level

Reading Prompts



*We the People...*  
***The Citizen and the Constitution***

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**Melissa Bell**  
**Pennsylvania Congressional District 15 Co-Coordinator**

**A TO Z MYSTERIES: THE EMPTY ENVELOPE**  
Ron Roy

**AUTHORITY:**

What situations in the story show someone using authority? Explain.

**RESPONSIBILITY:**

What responsibility does Ruth Rose take on?

What are the consequences of her taking on this responsibility?

Which consequences are benefits?

Which consequences are costs?

**JUSTICE:**

What did Doris Duncan and Otto Bird do that was unfair?

Why was it unfair?

**VERBAL PROMPT:**

Ruth Rose called Officer Fallon to tell him about the stolen stamp and her plan to get it back.  
Why was this the right thing to do?

√ Give examples and reasons in your answer.

√ Speak in sentences as you explain your answer.



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**Pennsylvania Congressional District 15 Co-Coordinator**

**A TO Z MYSTERIES: THE JAGUAR'S JEWEL**  
Ron Roy

**AUTHORITY:**

Who in the story had authority?

Where did that person get that authority?

**RESPONSIBILITY:**

What responsibilities did Dink's Uncle Warren have as Director of The Porter Museum?

What responsibilities did Uncle Warren have for Dink, Josh and Ruth Rose while they were visiting him in New York City?

**JUSTICE:**

Was it fair for the police to question Uncle Warren, Mr. Pride and Jean-Paul about the missing jewel? Why or why not?

Was it fair for Mr. Pride to install a hidden camera and video recorder in the museum office?  
Why or why not?

**PRIVACY:**

Who in the story wanted to keep something private (secret)?

What did they want to keep private?

From whom did they want to keep something private?

Why did they want to keep something private?

**VERBAL PROMPT:**

Why do you think Dink's Uncle Warren whispered, "Donny, remember your cookie" before he left for the police station?

√ Give examples and reasons in your answer.

√ Speak in sentences as you explain your answer.



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**Pennsylvania Congressional District 15 Co-Coordinator**

**CAM JANSEN AND THE MYSTERY OF THE DINOSAUR BONES**  
David A. Adler

**AUTHORITY:**

What rules were the students suppose to obey while they were in the museum?  
Name someone who worked in the museum who had authority.

**RESPONSIBILITY:**

What responsibility did Cam take on?  
What were the consequences of her carrying out this responsibility?  
Which consequences were good?  
Which consequences were not good?

**JUSTICE:**

What did Janet Tyler, the museum guide, do that was not fair? Why was it unfair?  
What did the Milkman do that was not fair? Why was it unfair?

**PRIVACY:**

In this story, who wanted to keep something private (secret)?  
What did they want to keep private?  
Why did they want to keep this private?

**VERBAL PROMPT:**

Discuss two ways in which Cam's photographic memory helped solve the mystery of the missing dinosaur bones.

- √ Give examples and reasons in your answer.
- √ Speak in sentences as you explain your answer.



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**Melissa Bell**  
**Pennsylvania Congressional District 15 Co-Coordinator**

**CAM JANSEN AND THE MYSTERY OF THE GOLD COINS**  
David A. Adler

**AUTHORITY:**

Mr. Collins called the police when he realized his store had been robbed. What are some of the duties of the police when they arrive at the scene of a crime?

What are some limits placed on their position of authority?

**RESPONSIBILITY:**

Explain a responsibility that Eric took on.

What might happen if he did not carry out this responsibility?

**JUSTICE:**

Describe an event in the story that was unfair.

What was done to correct this wrong?

**VERBAL PROMPT:**

Discuss why Eric did not want Linda Baker's project to win the science fair trophy.

- √ Give examples and reasons in your answer.
- √ Speak in sentences as you explain your answer



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**Pennsylvania Congressional District 15 Co-Coordinator**

**CAM JANSEN AND THE MYSTERY OF THE STOLEN CORN POPPER**  
David A. Adler

**AUTHORITY:**

Who had positions of authority at Binky's Department Store?

Where did each person or group get their authority?

What were some limits on their authority?

**RESPONSIBILITY:**

What responsibility did the security guards take on after several shopping bags were stolen?

What responsibility did Cam take on while Eric went to find Guard 397?

What might have happened if Cam had not carried out this responsibility?

**JUSTICE:**

Why was it unfair for the woman to take packages from other people's shopping bags to the Returns Counter?

**VERBAL PROMPT:**

Explain why Betty Binky did what she did at the end of the story.

- √ Give examples and reasons in your answer.
- √ Speak in sentences as you explain your answer.



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**CAM JANSEN AND THE MYSTERY OF THE STOLEN DIAMONDS**  
David A. Adler

**AUTHORITY:**

Who in the story exercised power without authority?

Who exercised authority?

**RESPONSIBILITY:**

For whom is Eric responsible in the story?

What are the consequences for him and others of carrying out this responsibility?

Which consequences are benefits?

**JUSTICE:**

Do you agree with Cam's decision to follow the man who ran out of the jewelry store?

Why or why not?

What might you have done to respond to the wrong described in the story?

**PRIVACY:**

Who wanted to keep something private?

What did they want to keep private? From whom? Why?

**VERBAL PROMPT:**

How did Cam's photographic memory help in the capture of the thieves?

√ Give examples and reasons in your answer.

√ Speak in sentences as you explain your answer.



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**CAM JANSEN AND THE MYSTERY OF THE TELEVISION DOG**  
David A. Adler

**AUTHORITY:**

Cam did not wait for the police to arrive when everyone realized that Cloudy had been switched for Poochie, the TV dog. Do you think she did the right thing by running after Cloudy instead of waiting for the police to arrive? Explain your answer.

**RESPONSIBILITY:**

What were the responsibilities taken on by Poochie's trainer?

What responsibility did the twins, Donna and Diane, take on as part of Cam's plan to rescue Poochie?

What might happen if the girls did not carry out this responsibility?

**JUSTICE:**

What do you think should happen to the man who stole Poochie and planned to demand money for the dog's safe return?

**VERBAL PROMPT:**

Cam and her friends rescued Poochie all by themselves. Do you think they should have gone to the police first? Why or why not?

- √ Give examples and reasons in your answer.
- √ Speak in sentences as you explain your answer.





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**CAM JANSEN AND THE GHOSTLY MYSTERY**  
David A. Adler

**AUTHORITY:**

Who in the story had authority?

Where did each person or group get their authority?

**RESPONSIBILITY:**

What responsibilities did the emergency medical people have when they were called to take care of the old man?

What were the responsibilities of the security guards at the concert hall?

**JUSTICE:**

What do you think should happen to Peter Dowe and his wife because they stole money from the ticket booth?

**PRIVACY:**

In *THE GHOSTLY MYSTERY*, who wanted to keep something private (secret)?

What did they want to keep private?

Why did they want to keep this private?

**VERBAL PROMPT:**

Discuss why Cam and Eric did the right thing by going to the police with the address of the man who dropped the magazines.

- √ Give examples and reasons in your answer.
- √ Speak in sentences as you explain your answer.



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**Pennsylvania Congressional District 15 Co-Coordinator**

**A MOUSE CALLED WOLF**  
Dick King-Smith

**AUTHORITY:**

When Mrs. Honeybee fell, what people with authority helped her?

How did Wolf use power without authority to help?

**RESPONSIBILITY:**

Explain Wolf's responsibility to Mrs. Honeybee when he sees that she is hurt.

What could happen if Wolf does not do anything?

**JUSTICE:**

Explain an example of sharing in the story.

Was the sharing fair--or not?

**VERBAL PROMPT:**

Explain why Wolf's brothers and sisters were not very nice to him.

- √ Give examples and reasons in your answer.
- √ Speak in sentences as you explain your answer.



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**Pennsylvania Congressional District 15 Co-Coordinator**

**FRECKLE JUICE**  
Judy Blume

**AUTHORITY:**

Who used authority in the story? Give examples of how authority was used.  
Would Sharon make a good leader? Why or why not?

**RESPONSIBILITY:**

What responsibility did Andrew have that he did not like?  
What were the benefits of this responsibility?  
What were the costs?

**JUSTICE:**

Explain a wrong or injury that happened in the story.  
What would you do if someone did that to you?  
Would that behavior be fair? Explain.

**PRIVACY:**

What did Sharon want to keep secret/private? Why?  
What did Miss Kelly want to keep secret/private? Why?

**VERBAL PROMPT:**

Tell the class why you liked or did not like a certain character in the story.

√ Give examples and reasons in your answer.

√ Speak in sentences as you explain your answer.



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**Pennsylvania Congressional District 15 Co-Coordinator**

**FREDERICK**  
By Leo Lionni

***SUMMARY:***

A family of field mice lived in a stone wall near an abandoned farm. As winter approached, the little mice began gathering nuts, straw, wheat and corn - all of the mice but Frederick. The other field mice complained about Frederick not doing his share of the work. Frederick's response was quite simple. He explained that while the other mice were gathering food for the winter, he was gathering sun rays, colors, and words for the long, bitter winter days ahead. As his fellow mice scurried about collecting bits of food, Frederick stared at the beautiful meadow and soaked up the warm rays of the sun.

Winter arrived, the snow fell and all the field mice retreated to their cozy stone wall. As time passed, they enjoyed all the food they had gathered and shared silly stories about foxes and cats. Eventually, the food supply disappeared and none of the mice felt like talking. They asked Frederick about his "supplies" and he told them to close their eyes and listen. Frederick proceeded to describe the golden glow of the warm sun; the little mice began to feel warm inside. He told them about the red poppies in the yellow wheat, the blue periwinkles and the green leaves on the berry bush. The other mice could see the colors so clearly. Frederick then shared the words he had stored so many months ago; he recited a lovely poem about the distinct beauty of the four seasons. The other mice praised Frederick for his poem. Frederick took a bow!



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**Pennsylvania Congressional District 15 Co-Coordinator**

**FREDERICK**  
Leo Lionni

**AUTHORITY:**

Did anyone in the field mouse family have authority over the other mice?

Was the problem in the story solved by making a rule?

**RESPONSIBILITY:**

What was the main responsibility or duty of the mice--all except Frederick?

What could happen if the mice did not carry out that responsibility?

**JUSTICE:**

What problem of fairness did the mice have with Frederick?

Do you think it was fair that Frederick gathered sun rays, colors and words while the other mice gathered food?

**VERBAL PROMPT:**

Explain why the field mice were happy and not angry with Frederick at the end of the story.

- √ Give examples in your answer.
- √ Speak in sentences as you explain your answer.



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**Pennsylvania Congressional District 15 Co-Coordinator**

**FERDINAND**  
Munro Leaf

**RESPONSIBILITY:**

What was the responsibility of the Banderilleros in the story?

What was the responsibility of the Picadores?

What was the responsibility of the Matador?

**JUSTICE:**

Why did the men take Ferdinand away from his favorite spot to the bull fight in Madrid?

Was it fair for the men to do this?

Was it fair for the men at the bull fight to get mad at Ferdinand because he would not fight?

**PRIVACY:**

Why did Ferdinand like sitting under the cork tree?

Why did Ferdinand not feel lonesome when he was sitting in this favorite spot?

**VERBAL PROMPT:**

How was Ferdinand different from all the other bulls?

- √ Give examples from the story in your answer.
- √ Speak in sentences as you explain your answer.



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**Pennsylvania Congressional District 15 Co-Coordinator**

**MILLIONS OF CATS**  
Wanda Gag

**RESPONSIBILITY:**

What responsibility did the very old man take on?

What were the consequences of carrying out this responsibility?

Which consequences were good?

Which consequences were not good?

**JUSTICE:**

Why did all the millions of cats start fighting with each other?

What was fair or unfair about this?

**VERBAL PROMPT:**

Explain why you liked or did not like the way the story ended.

- √ Give reasons for your answer.
- √ Speak in sentences as you explain your answer.

# **Literature and Writing Elementary School**





# *We the People...* *The Citizen and the Constitution*

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**Melissa Bell**  
**Pennsylvania Congressional District 15 Co-Coordinator**

## We the People

Elementary Text

### HANDOUT 2-1

Solving the problems in a state of nature.



### Scene 1:

#### WRITING PROMPT: PSSA STYLE

#### Planning:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

#### PROMPT:

This classroom has no rules. There is no one in authority-- no one with the right to tell others what to do. Write to inform the reader about problems you see. Explain what rights are being taken away.

As you write your paper, remember to:

- ✓ Clearly explain the problems you see and rights being taken away.
- ✓ Include specific facts, details and examples of these problems and rights.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.



# We the People... The Citizen and the Constitution

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Melissa Bell  
Pennsylvania Congressional District 15 Co-Coordinator

## We the People

Elementary Text

### HANDOUT 2-1

Solving the problems in a state of nature.

### Scene 2:

### WRITING PROMPT: PSSA STYLE

### Planning:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.



### PROMPT:

This picture shows how one person with authority tried to solve some of the problems. Write to inform the reader of some solutions you see in the picture. Include an explanation of what the students have gained and what they have lost.

As you write your paper, remember to:

- ✓ Clearly explain the solutions and what the students have gained and lost.
- ✓ Include specific facts, details and examples of solutions, gains and losses.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.



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Pennsylvania Congressional District 15 Co-Coordinator**

<b>We the People: Elementary Text PSSA Style Writing Assessment</b>  <b>Handout 5-1 (optional)</b>  <b>Analyzing the Declaration of Independence</b>	<b>Student Name</b>	
	<b>Teacher</b>	

**WRITING PROMPT: PSSA STYLE**

**PLANNING:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

The Declaration of Independence contains many of the Founders' beliefs about government. Reread the passage from the Declaration in your text. Then write to inform the reader of specific words or phrases that show the beliefs listed below:

- NATURAL RIGHTS
- SOURCE OF NATURAL RIGHTS
- PURPOSE OF GOVERNMENT
- CONSENT OF THE GOVERNED
- THE RIGHT OF PEOPLE TO CHANGE THEIR GOVERNMENT

As you write your paper, remember to:

- ✓ Clearly identify words and phrases that show the beliefs listed.
- ✓ Include specific facts, details and examples of each of the beliefs listed.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.



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**Pennsylvania Congressional District 15 Co-Coordinator**

<b>We the People: Elementary Text PSSA Style Writing Assessment</b>  <b>Handout 7-1</b>  <b>What is wrong with this story?</b>	<b>Student Name</b>	
	<b>Teacher</b>	

**WRITING PROMPT: PSSA STYLE**

**PLANNING:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

*The reporter who wrote the story below made some important mistakes. Based on what you have read in the text, rewrite the story to correctly inform the reader about the event described.*

There were 105 delegates attending a constitutional convention held in Washington D.C. in the winter of 1764. Most of the Framers were young men and women who were rich and important in their states. The delegates also included some free black men, slaves, and poor farmers. James Madison was one of the important delegates at the convention. George Washington also attended the convention--probably because he loved politics so much. Patrick Henry came too. He thought a strong national government was a great idea.

The first thing the Framers decided to do was ignore their instructions to just "fix" the Articles of Confederation. They decided that the best thing to do was to start over again and write a new constitution. Because this was such an important event, the Framers decided to call in the country's best reporters to make sure that history was well-recorded and that everyone would know about the convention right away.

As you write your paper, remember to:

- ✓ Clearly correct all mistakes made in the story.
- ✓ Include specific facts, details and examples in your story.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.



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**Pennsylvania Congressional District 15 Co-Coordinator**

<b>We the People: Elementary Text PSSA Style Writing Assessment</b>  <b>Handout 8-2</b>  <b>How would you solve this problem?</b>	<b>Student Name</b>	
	<b>Teacher</b>	

**WRITING PROMPT: PSSA STYLE**

**PLANNING:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

Three brothers have inherited 15 acres from a rich uncle. They must decide how best to use the land. The first brother, a farmer, believes that the community needs more farmland to produce more crops. The second brother, an artist, believes that the community needs a beautiful park where families can spend time together. The third brother believes that a factory that would give jobs to people in the community would be the best way to use the land. Write to explain to the reader a way in which each of the three brothers gets at least part of what he wants.

As you write your paper, remember to:

- ✓ Clearly explain your way of solving the problem.
- ✓ Include specific facts, details and examples in your explanation.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.



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**Melissa Bell**  
**Pennsylvania Congressional District 15 Co-Coordinator**

## **We the People**

Elementary Text

### **HANDOUT 20-2**

Letter to a Friend

#### **WRITING PROMPT: PSSA STYLE**

##### **Planning:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

##### **PROMPT:**

It is 1893. You are a young black man living in the South. Today you went to register (sign up) to vote. But tonight you are still not a registered voter. Write a letter to inform a friend in a Northern state about what happened to you today. Include your feelings about this experience, whether or not you believe your constitutional rights were violated and what you think should be done.

As you write your paper, remember to:

- ✓ Clearly explain what happened to you, your feelings and whether or not your constitutional rights were violated.
- ✓ Include specific facts, details and examples of the events, your feelings and the issue of constitutional rights being violated.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.



# *We the People... The Citizen and the Constitution*

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Developed by  
Michele Moser, Vicky Pammer, Kelly Kromer, Duane Miller  
PA Congressional District 15 Summer Institute

## We the People Elementary Text Lesson 21

### WRITING PROMPT: PSSA STYLE

#### Planning:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

#### PROMPT:

The right to be treated equally and the right to vote are two rights stated in the Bill of Rights. Write to persuade the reader which one is the more important right.

As you write your paper, remember to:

- ✓ Clearly state the importance of the right you selected.
- ✓ Include specific facts, details and examples that support your choice.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.



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**Myron E. Yoder, M.Ed.**  
**Pennsylvania Congressional District 15 Co-Coordinator**

*We the People*

**Elementary Text: Lesson 22**

Problem Solving: What should be done? Pages 146 - 147

The following fill-in chart for the questions on page 147 works well with students both individually and when working in their cooperative groups. The basic format below prepares students for the Project Citizen process.

<b>Problem</b>	
<b>Possible Solution 1</b>	<b>Advantages</b>
	<b>Disadvantages</b>
<b>Possible Solution 2</b>	<b>Advantages</b>
	<b>Disadvantages</b>
<b>Possible Solution 3</b>	<b>Advantages</b>
	<b>Disadvantages</b>
<b>Best Solution</b>	
<b>Reasons</b>	



Student Name or Group Members

## We The People: *The Citizen and the Constitution*

Elementary Text; Lesson 22, Problem Solving, What can be done? Page 147

**Problem**

**Possible Solution 1**

**Advantages**

**Disadvantages**

**Possible Solution 2**

**Advantages**

**Disadvantages**

**Possible Solution 3**

**Advantages**

**Disadvantages**

**Best Solution**

**Reasons**



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**Pennsylvania Congressional District 15 Co-Coordinator**

**ELEMENTARY LESSON #22**  
**INTERDISCIPLINARY CONNECTION**

WE THE PEOPLE text: How do we decide what is best for everyone?

**LITERATURE LINKS:**

FREDERICK by Leo Lionni

FRANKLIN SAYS SORRY by Paulette Bourgeois and Brenda Clark

DON'T NEED FRIENDS by Carolyn Crimi

YERTLE THE TURTLE by Dr. Seuss

Four groups, four "story stations". Each group will have ten minutes at each story station. During that time period, have a member of your group read the story aloud to your group. Then, using the sheet and markers provided, list common welfare "connections" you find in the story. BE SPECIFIC!

When the ten-minute "buzzer" rings, move as a group to the next story station. Select another group member to read the story aloud, then add "connections" to the list your group has "inherited". Place a checkmark next to any "connections" made by an earlier group with which you agree.

As you read and discuss each story, keep the following question in mind: HOW DO WE DECIDE WHAT IS BEST FOR EVERYONE?

Story connection sheets will be posted at the end of the lesson.



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**Melissa Bell**  
**Pennsylvania Congressional District 15 Co-Coordinator**

**ABEL'S ISLAND**  
William Steig

**AUTHORITY:**

Are there any examples of authority on Abel's island? Explain your answer.

Are there any rules on Abel's island? Explain your answer.

**RESPONSIBILITY:**

What responsibilities did Abel have once he arrived on the island?

To whom did he owe these responsibilities?

Why was it important for him to carry out these responsibilities?

**JUSTICE:**

In ABEL'S ISLAND, an ongoing battle exists between Abel and an owl. Identify which of the three types of justice is represented by this situation. Explain your answer.



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**Melissa Bell**  
**Pennsylvania Congressional District 15 Co-Coordinator**

**ABEL'S ISLAND**  
William Steig

**WRITING PROMPT: PSSA STYLE**

**PLANNING:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

During the year Abel is stranded on “his” island, he proves to be quite resourceful in managing to survive. Write to persuade the reader that facing the challenges of survival actually taught this proud mouse some lessons about life.

As you write your paper, remember to:

- √ Clearly state your reasons given for the lessons learned.
- √ Include specific facts, details and examples which support the reasons you select.
- √ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- √ Use a variety of words and well-constructed sentences.
- √ Correct any errors in grammar, mechanics and spelling.



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**Pennsylvania Congressional District 15 Co-Coordinator**

**CAM JANSEN AND THE BIRTHDAY MYSTERY**

David A. Adler

**AUTHORITY:**

What are some of the consequences of Mr. Jansen exercising his authority as a parent?

Which of those consequences are benefits?

Which of those consequences are costs?

**RESPONSIBILITY:**

Use the INTELLECTUAL TOOLS FOR DECIDING TO TAKE ON A RESPONSIBILITY CHART on page 33 to examine the actions of Cam and her father in the airport parking lot.

**JUSTICE:**

What would be a fair response to the wrong committed in THE BIRTHDAY MYSTERY?

How would your response correct the wrong?

How would your response prevent the person from committing similar wrongs in the future?

**PRIVACY:**

Who wanted to keep something private in THE BIRTHDAY MYSTERY?

What were the consequences of keeping something private?

Which consequences were benefits?

Which consequences were costs?



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**Pennsylvania Congressional District 15 Co-Coordinator**

**THE BIRTHDAY MYSTERY**  
David A. Adler

**WRITING PROMPT: PSSA STYLE**

**PLANNING:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

In THE BIRTHDAY MYSTERY, Mr. Jansen refuses to chase the thief. Write to persuade the reader this was a good decision.

As you write your paper, remember to:

- √ Clearly state the reasons you select.
- √ Include specific facts, details and examples which support the reasons you select.
- √ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- √ Use a variety of words and well-constructed sentences.
- √ Correct any errors in grammar, mechanics and spelling.



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**Pennsylvania Congressional District 15 Co-Coordinator**

**CHARLOTTE'S WEB**

E.B. White (1952)

A young girl and a tiny spider befriend a pig named Wilbur. Born the "weakling" of the litter, Wilbur is to be killed for food. Charlotte uses her web to save Wilbur's life, and in the process, teaches the other farm animals about friendship, trust and common welfare.

"Ever since the spider had befriended him, he had done his best to live up to his reputation. When Charlotte's web said **SOME PIG**, Wilbur had tried hard to look like some pig. When Charlotte's web said **TERRIFIC**, Wilbur had tried to look terrific. And now that the web said **RADIANT**, he did everything possible to make himself glow."

"No pig ever had truer friends, and he realized that friendship is one of the most satisfying things in the world."

"I shall go too," she said softly. "I have decided to go with Wilbur. He may need me. We can't tell what may happen at the Fair Grounds."

"Do you feel all right?"----- A little tired, perhaps. But I feel peaceful. Your success in the ring this morning was, to a small degree, my success. Your future is assured. You will live, secure and safe, Wilbur. Nothing can harm you now."

"Wilbur was in a panic-----Suddenly he had an idea...If Charlotte herself was unable to go home to the barn, at least he must take her children along. "

"Wilbur had already decided how he would carry the egg sac...there was only one way possible. He carefully took the little bundle in his mouth and held it there on top of his tongue. "

"Next day, as the Ferris wheel was being taken apart and the race horses were being loaded into vans and the entertainers were packing up their belongings and driving away in their trailers, Charlotte died...Nobody, of the hundreds of people that had visited the Fair, knew that a grey spider had played the most important part of all. "



# *We the People...* **The Citizen and the Constitution**

Directed by the Center for Civic Education  
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**Melissa Bell**  
**Pennsylvania Congressional District 15 Co-Coordinator**

## **CHARLOTTE'S WEB**

E.B. White

Links to: *Foundations of Democracy: Authority*

What situations in the book show someone using authority? Explain.

Where did that character get the authority exercised?

What situations in the book show someone using power without authority? Explain.

### **WRITING PROMPT: PSSA STYLE**

#### **Planning:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

#### **PROMPT:**

In CHARLOTTE'S WEB, you read about situations in which a character used authority.

Write to inform the reader of two of these situations and where the character got the authority used.

As you write your paper, remember to:

- Clearly explain each situation showing authority.
- Include specific facts, details and examples of each.
- Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- Use a variety of words and well-constructed sentences.
- Correct any errors in grammar, mechanics and spelling.





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**CRASH**

Jerry Spinelli

**AUTHORITY:**

Who in the story exercised authority? Explain your choice.

Who exercised power without authority? Explain your choice.

**RESPONSIBILITY:**

What responsibilities did Abby take on?

What were the consequences of Abby carrying out her responsibilities?

**WE THE PEOPLE:**

How can you apply the First Amendment to the Constitution to the plot of CRASH?



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**CRASH**

Jerry Spinelli

**WRITING PROMPT: PSSA STYLE**

**PLANNING:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

In the final chapter of CRASH, John Coogan (Crash) says, "so much has changed from a year ago".

Write to inform the reader of two changes which occur and the role Penn Webb played in bringing about those changes.

As you write your paper, remember to:

- ✓ Clearly explain the two changes which occur.
- ✓ Include specific facts, details and examples of each change.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.



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**DEAR MR. HENSHAW**  
Beverly Cleary

**AUTHORITY:**

Who in the story had authority?

Use the INTELLECTUAL TOOLS FOR EVALUATING POSITIONS OF AUTHORITY CHART on page 77 to examine the role of one of these people in the story.

**RESPONSIBILITY:**

Leigh Botts is unhappy because his parents are divorced. Use the INTELLECTUAL TOOLS FOR DECIDING WHO IS RESPONSIBLE CHART on page 75 to determine which parent you believe to be most responsible for the divorce.

**JUSTICE:**

In DEAR MR. HENSHAW, a mysterious thief steals food from Leigh's lunchbag almost every day. Which kind of problem of justice is demonstrated by this act?

What might be the fair thing to do?

What might be some situations in your school that involve this kind of problem?

**PRIVACY:**

What is the SCOPE of the right to privacy in this story?

What might be some LIMITS on privacy?



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**DEAR MR. HENSHAW**  
Beverly Cleary

**WRITING PROMPT: PSSA STYLE**

**PLANNING:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

In DEAR MR. HENSHAW, Leigh Botts does not meet Mr. Henshaw in person. Write to persuade the reader that one letter from Mr. Henshaw actually changes Leigh's life.

As you write your paper, remember to:

- √ Clearly state your belief how Leigh's life is changed.
- √ Include specific facts, details and examples of this change.
- √ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- √ Use a variety of words and well-constructed sentences.
- √ Correct any errors in grammar, mechanics and spelling.



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**Pennsylvania Congressional District 15 Co-Coordinator**

**FREAKY FRIDAY**  
Mary Rodgers

## **AUTHORITY**

What are the positions of authority described in the story? What is the purpose of each position? Is each position necessary? Why or why not?

Why do you think it is important to be able to evaluate a position of authority, such as the ones in this story?

## **RESPONSIBILITY**

What responsibilities did Annabel take on?

What were the consequences of her carrying out each responsibility?

What events happened in the story for which someone was responsible?

How was knowing who was responsible used to reward someone?

How was knowing who was responsible used to penalize someone?

## **WRITING PROMPT: PSSA STYLE**

Planning:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic. .
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

### **PROMPT:**

Annabel Andrews makes a wish in FREAKY FRIDAY her wish comes true. She becomes her mother! Write to persuade the reader that Annabel's wish taught her several lessons about adult responsibilities.

As you write your paper, remember to:

- ✓ Clearly explain the lessons she learned.
- ✓ Include specific facts, details and examples of each lesson you explain.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
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**FRINDLE**  
Andrew Clements

**AUTHORITY**

Who in the story exercised authority? Did anyone exercise power without authority? If so, provide examples.

What rules or laws were people in the story supposed to obey?

What are some of the consequences of Ms. Granger exercising authority as a teacher?

Which of these consequences were benefits? Which were costs?

**RESPONSIBILITY**

Do you agree with the decisions made by the principal? Why or why not?

Why did different groups have differing ideas about what to do?

**JUSTICE**

Using the definition of procedural justice located on page 11 in your text, relate this definition to the contract drawn up between Bud Lawrence and Tom Allen, Nick's father (pp. 80-83).

**PRIVACY**

Identify and explain an example of Informational Privacy present in FRINDLE.

**WE THE PEOPLE**

Freedom of expression was most important to the Founders. Discuss the benefits of freedom of expression described in FRINDLE. What limitations to freedom of expression are present in the story?



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**FRINDLE**  
Andrew Clements

**WRITING PROMPT: PSSA STYLE**

Planning:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

FRINDLE tells the story of a tug of war between Nick Allen and Ms. Granger, his 5th Grade teacher. Write to inform the reader how Nick uses power without authority to get people to use the new word he created.

As you write your paper, remember to:

- ✓ Clearly explain how Nick uses power without authority.
- ✓ Include specific facts, details and examples of this power.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
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**HENRY AND RIBSY**  
Beverly Cleary

**AUTHORITY:**

Explain situations in the story which show someone using authority.

What is the source of each person's authority?

Explain situations in the story which show someone using power without authority.

**RESPONSIBILITY:**

Use Student Handout R-1 in the Teacher's Guide to have students examine those characters who have responsibilities.

**JUSTICE:**

Use Student Handout J-1 in the Teacher's Guide to have students examine the issue of "taking out the garbage".

**WE THE PEOPLE:**

Civic virtue involves putting the common welfare above our own personal interests. Sometimes difficult decisions must be made about what is the best thing to do. Describe some difficult decisions Henry had to make in order to keep Ribsy out of trouble in the neighborhood.





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**HENRY AND RIBSY**  
Beverly Cleary

**WRITING PROMPT: PSSA STYLE**

**PLANNING:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains; focus, content, organization, style and conventions.

**PROMPT:**

Catching a Chinook salmon becomes very important to Henry. Write to inform the reader why catching this fish means so much to Henry.

As you write your paper, remember to:

- √ Clearly explain the importance of this “event”.
- √ Include specific facts, details and examples to support your statements.
- √ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- √ Use a variety of words and well-constructed sentences.
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**HOLES** by Louis Sachar

Brief Plot Summary:

Stanley Yelnats, a boy innocent of the crime for which he was convicted, is sent to Camp Green Lake, a youth detention center in the middle of a desert. Every day the boys “build character” by digging holes exactly five feet wide and five feet deep. Stanley soon realizes that rather than building character, the warden forces the boys to dig holes because she is looking for something. HOLES tells the story of boys who intimidate, lie, bully and eventually learn to care for each other’s welfare as they struggle to survive.

“Stanley....you’re the reason you are here. You’re responsible for yourself. You messed up your life and it’s up to you to fix it. No one else is going to do it for you.”

“I’ll try to teach you to read if you want,” Stanley offered. “I don’t know if I know how to teach, but I’m not that worn out today since you dug a lot of my holes”. Zero said, “I’ll dig part of your hole each day. I can dig for an hour, then you can teach me for an hour”.



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**HOLES**  
Louis Sachar

**AUTHORITY:**

List two rules in effect at Camp Green Lake.

Evaluate these rules using the intellectual tools you learned in Lesson 7 (page 49) in your AUTHORITY text.

**RESPONSIBILITY:**

What are Stanley's responsibilities in the story?

What other values and interests are involved in carrying out these responsibilities?

How do these values and interests compete with the responsibilities?

**JUSTICE**

Identify and describe an example of distributive justice in HOLES.

**WE THE PEOPLE:**

Explain the constitutional principle of the PRIVATE DOMAIN.

Describe an example of this principle in HOLES.



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**HOLES**  
Louis Sachar

**WRITING PROMPT: PSSA STYLE**

**Planning:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

HOLES is an example of a "story within a story". There is the story of Stanley Yelnats and Group D at Camp Green Lake and the story of Miss Katherine Barlow and Sam the onion man who lived in Green Lake one hundred years earlier. Write to inform the reader of ways in which the two stories are connected to each other.

As you write your paper, remember to:

- ✓ Clearly explain the "connections" you find between the two stories.
- ✓ Include specific facts, details and examples of these connections.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.



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**THE INCREDIBLE JOURNEY**

Sheila Burnford

**AUTHORITY:**

Which of the three animals in THE INCREDIBLE JOURNEY exercised authority?

Where did the animal get that authority?

**RESPONSIBILITY:**

What were John Longridge's responsibilities in this story?

What were the consequences for him and others of carrying out these responsibilities?

**WE THE PEOPLE:**

In your WE THE PEOPLE text, civic virtue is defined as "putting the common welfare above individual interests".

In what ways did each animal demonstrate civic virtue on the long journey?



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**THE INCREDIBLE JOURNEY**

Sheila Burnford

**WRITING PROMPT: PSSA STYLE**

**PLANNING:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains; focus, content, organization, style and conventions.

**PROMPT:**

In THE INCREDIBLE JOURNEY, it becomes quite evident that separately the three animals would die.

Select one of the animals and write to persuade the reader that the statement above is true.

As you write your paper, remember to:

- ✓ Clearly state your reasons why the animal (alone) would die.
- ✓ Include specific facts, details and examples.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.



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**THE INDIAN IN THE CUPBOARD**

Lynne Reid Banks

**AUTHORITY:**

In choosing to "bring to life" Little Bear, Tommy and Boone, did Omri exercise authority or power without authority?

What are some of the consequences of Omri exercising this authority or power without authority?

Which of these consequences are benefits?

Which of these consequences are costs?

**RESPONSIBILITY:**

Do you agree with Omri's decision to return Little Bear, Boone and Bright Stars to their own place in time? Why or why not?

**WE THE PEOPLE:**

Civic virtue means that people should put the common welfare above their own interests. Describe an event in THE INDIAN IN THE CUPBOARD in which civic virtue was not demonstrated.

What were the consequences?



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**THE INDIAN IN THE CUPBOARD**  
Lynne Reid Banks

**WRITING PROMPT: PSSA STYLE**

**Planning:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

THE INDIAN in the cupboard and Boone learn several important lessons about common welfare from each other. Write to persuade the reader that each character did in fact benefit from meeting the other.

As you write your paper, remember to:

- ✓ Clearly explain the common welfare lessons learned by Little Bear and Boone.
- ✓ Include specific facts, details and examples of common welfare lessons learned.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
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**JAMES AND THE GIANT PEACH**  
Roald Dahl

**AUTHORITY:**

Use the INTELLECTUAL TOOLS FOR EVALUATING RULES AND LAWS CHART on page 49 to examine the rules made by Aunt Sponge and Aunt Spiker.

**RESPONSIBILITY:**

Use the INTELLECTUAL TOOLS FOR DECIDING WHO IS RESPONSIBLE CHART on page 75 to examine the “event” of the giant peach stem being cut.

**JUSTICE:**

Describe some examples of unfair behavior or events in JAMES AND THE GIANT PEACH.

**WE THE PEOPLE:**

While on their adventure in the giant peach, James and his oversized friends must make many decisions which affect their common welfare. Describe some examples which demonstrate each “creature” contributing something to the common welfare of all.



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**JAMES AND THE GIANT PEACH**  
Roald Dahl

**WRITING PROMPT: PSSA STYLE**

**PLANNING :**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

James and his friends face many dangers while on their incredible journey. Write to inform the reader of two such dangers they encounter during their travels.

As you write your paper, remember to:

- √ Clearly explain the two dangers you select from the story.
- √ Include specific facts, details and examples which support the dangers you choose.
- √ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- √ Use a variety of words and well-constructed sentences.
- √ Correct any errors in grammar, mechanics and spelling.



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**THE KID WHO BECAME PRESIDENT**  
Dan Gutman

**AUTHORITY:**

Use the chart *Intellectual Tools for Evaluating a Candidate for a Position of Authority* on page 40 in the AUTHORITY text to evaluate the position of President of The United States.

**RESPONSIBILITY:**

Use the chart *Intellectual Tools for Deciding to Take on a Responsibility* on page 33 in the RESPONSIBILITY text to examine Judson Moon's decision to accept the Presidency.

**WE THE PEOPLE:**

"The Framers gave the President many powers and responsibilities as head of our nation."

- Explain some of these powers.

Describe two situations in which Judson learned how the President's powers can be limited.



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**THE KID WHO BECAME PRESIDENT**  
Dan Gutman

**WRITING PROMPT: PSSA STYLE**

**Planning:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

THE KID WHO BECAME PRESIDENT contains lessons about how our government is organized. Write to inform the reader about a power given to the Legislative Branch, a power given to the Judicial Branch and a power given to the Executive Branch.

As you write your paper, remember to:

- ✓ Clearly explain the powers given to each of the three branches.
- ✓ Include specific facts, details and examples of these powers.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
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**THE LANDRY NEWS**  
Andrew Clements

**AUTHORITY:**

What are some of the consequences of having rules and people in positions of authority at Denton Elementary School?

Which of these consequences are benefits?

Which are costs?

Why do you think it is important to know the consequences of exercising authority?

**RESPONSIBILITY:**

What are Mr. Larson's responsibilities in the story?

What other values and interests are involved in carrying out these responsibilities?

How do the values and interests compete with the responsibilities?

**JUSTICE:**

Using the INTELLECTUAL TOOLS FOR SOLVING PROBLEMS OF PROCEDURAL JUSTICE CHART on page 83, examine the way in which Mr. Larson's disciplinary hearing is handled.

**WE THE PEOPLE:**

In THE LANDRY NEWS, Mr. Larson tells his students that "the First Amendment is first for a reason". Explain what you think he meant by that statement.



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THE LANDRY NEWS  
Andrew Clements

**WRITING PROMPT: PSSA STYLE**

**PLANNING :**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

The Hazelwood Supreme Court decision is discussed by Dr. Barnes and Mr. Larson. Write to inform the reader how this court case is related to the controversy surrounding the publication of THE LANDRY NEWS.

As you write your paper, remember to:

- √ Explain clearly the similarities that exist between the two controversial issues.
- √ Include specific facts, details and examples which support the reasons you select.
- √ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- √ Use a variety of words and well-constructed sentences.
- √ Correct any errors in grammar, mechanics and spelling.



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**THE LITTLES**  
John Peterson

**AUTHORITY:**

What are the positions of authority described in the story?

What is the purpose of each position?

Is each position necessary? Why or why not?

**RESPONSIBILITY:**

Use the INTELLECTUAL TOOLS FOR DECIDING TO TAKE ON A RESPONSIBILITY CHART on page 33 to examine Tom's plan described on page 41 in THE LITTLES.

**JUSTICE:**

Do you think it was fair for the Littles to take everything they needed from the Biggs? Explain your answer.

**PRIVACY:**

What things did people in the story want to keep private?

What were some consequences or things that happened to people in the story because they had privacy?



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**THE LITTLES**  
John Peterson

**WRITING PROMPT: PSSA STYLE**

**PLANNING:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

At the end of THE LITTLES, the cat decided not to go back to the city with the Newcombs. Write to explain to the reader why the cat made this decision.

As you write your paper, remember to:

- √ Clearly state the reasons for the decision.
- √ Include specific facts, details and examples which support the reasons you select.
- √ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- √ Use a variety of words and well-constructed sentences.
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**Melissa Bell**  
**Pennsylvania Congressional District 15 Co-Coordinator**

**THE LITTLES GO EXPLORING**  
John Peterson

**AUTHORITY:**

Who in the story had authority?

Where did each person get that authority?

**RESPONSIBILITY:**

Use the INTELLECTUAL TOOLS FOR CHOOSING AMONG COMPETING RESPONSIBILITIES CHART on page 55 to examine the Littles' decision to go exploring to find out what happened to Grandpa Little.

**PRIVACY:**

When Grandpa Little is found, he says to his family "I always thought I wanted to be alone, but after six months of talking to myself, I was happy to have company". Explain what he means by this statement.



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**Pennsylvania Congressional District 15 Co-Coordinator**

**THE LITTLES GO EXPLORING**  
John Peterson

**WRITING PROMPT: PSSA STYLE**

**PLANNING:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

In THE LITTLES GO EXPLORING, the Little family meets the Brook Tinies. Write to inform the reader how the Brook Tinies' way of life is different from the House Tinies.

As you write your paper, remember to:

- √ Clearly state all the differences you find.
- √ Include specific facts, details and examples which support those differences.
- √ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- √ Use a variety of words and well-constructed sentences.
- √ Correct any errors in grammar, mechanics and spelling.



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**THE LITTLES GIVE A PARTY**  
John Peterson

**AUTHORITY:**

What are some of the consequences of having Uncle Pete exercise authority as a member of the Little family?

**RESPONSIBILITY:**

What are Cousin Dinky's responsibilities in the story?

What other values and interests are involved in carrying out these responsibilities?

**JUSTICE:**

Was it fair or unfair for Tom and Cousin Dinky to take Henry Bigg's airplane from his room?  
Explain your answer.

**PRIVACY:**

In THE LITTLES GIVE A PARTY, who wanted to keep something private?

What did they want to keep private?

From whom?

How did they act to keep something private?

**WE THE PEOPLE:**

Relate the concept of common welfare to the Littles repairing the electrical wiring and the plumbing in the Biggs' house.



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**THE LITTLES GIVE A PARTY**  
John Peterson

**WRITING PROMPT: PSSA STYLE**

**PLANNING:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

Tom and Lucy scared the chickens when they tried to hide all the eggs. Write to persuade the reader their actions were justified.

As you write your paper, remember to:

- √ Clearly state your reasons for justifying their actions.
- √ Include specific facts, details and examples which support the reasons you select.
- √ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- √ Use a variety of words and well-constructed sentences.
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**THE LITTLES TO THE RESCUE**  
John Peterson

**AUTHORITY:**

Aunt Lily Little has a position of authority in the story. What is the source of her authority?

What are some qualifications a person should have to be in this position of authority?

**RESPONSIBILITY:**

What are Cousin Dinky's competing responsibilities in the story?

What is the source of each responsibility?

What would be the consequences of carrying out each responsibility?

If you had been Cousin Dinky, what questions might you have asked yourself to help you decide which responsibility to carry out?

**JUSTICE:**

Do you think it was fair for the Ground Tinies to capture Aunt Lily and put her in a bag?  
Explain your answer.

Why did Cousin Dinky drop the stink bomb down the chimney of the Snippets' underground home?

Do you agree with this action? Why or why not?



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**THE LITTLES TO THE RESCUE**  
John Peterson

**WRITING PROMPT: PSSA STYLE**

**PLANNING:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

In **THE LITTLES TO THE RESCUE**, the Little family meets the Snippet family who are Ground Tinies. Write to inform the reader how the Ground Tinies' way of life is different from the House Tinies.

As you write your paper, remember to:

- √ Clearly state all the differences you find.
- √ Include specific facts, details and examples which support those differences.
- √ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- √ Use a variety of words and well-constructed sentences.
- √ Correct any errors in grammar, mechanics and spelling.



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**MANIAC MAGEE**  
Jerry Spinelli

**AUTHORITY:**

Who in the story exercised authority?

Who exercised power without authority?

What rules or laws were people in the story supposed to obey?

Identify some consequences of rules in the story.

**RESPONSIBILITY:**

What responsibilities did Mrs. Beale take on?

What were the consequences of Mrs. Beale carrying out her responsibilities?

What responsibilities did Grayson take on?

What were the consequences of Grayson carrying out his responsibilities?

Describe some possible consequences if Mrs. Beale or Grayson had not carried out their responsibilities.

**JUSTICE**

Using characters and events from MANIAC MAGEE, respond to the questions found in the INTELLECTUAL TOOLS FOR SOLVING PROBLEMS OF CORRECTIVE JUSTICE CHART on page 52 in your JUSTICE text.

**WE THE PEOPLE**

Lesson 22 ASKS THE QUESTION “How Can We Promote the Common Welfare?”. Discuss some ways in which Maniac Magee promoted common welfare both for the kids from the West End and the kids from the East End.



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**MANIAC MAGEE**  
Jerry Spinelli

**WRITING PROMPT: PSSA STYLE**

**Planning:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

Amanda Beale was the first person to actually talk with Maniac Magee. She is also the character talking to him as the story ends. Write to persuade the reader that Amanda Beale is a "major" player in MANIAC MAGEE.

As you write your paper, remember to:

- ✓ Clearly state the importance of Amanda's role in the story.
- ✓ Include specific facts, details and examples of her role.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.





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**MOLLY'S PILGRIM**  
Barbara Cohen

**AUTHORITY:**

In MOLLY'S PILGRIM, who exercised power without authority?

Who in the story had authority?

Where did that person get authority?

**RESPONSIBILITY:**

What events happened for which someone was responsible?

How was knowing who was responsible used to guide future action?

**JUSTICE:**

Use the INTELLECTUAL TOOLS FOR SOLVING PROBLEMS OF CORRECTIVE JUSTICE CHART on page 52 to examine Elizabeth's behavior.

**WE THE PEOPLE:**

Describe situations in the story which relate to the right to freedom of expression and the right to freedom of religion.



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**MOLLY'S PILGRIM**  
Barbara Cohen

**WRITING PROMPT: PSSA STYLE**

**PLANNING:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

MOLLY'S PILGRIM ends with Molly deciding "it takes all kinds of Pilgrims to make a Thanksgiving". Write to inform the reader what you think Molly meant by that statement.

As you write, remember to:

- √ Clearly explain the meaning as you interpret it.
- √ Include specific facts, details and examples from the story to support your interpretation.
- √ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- √ Use a variety of words and well-constructed sentences.
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**THE MOUSE AND THE MOTORCYCLE**  
Beverly Cleary

**AUTHORITY:**

Use the INTELLECTUAL TOOLS FOR EVALUATING RULES AND LAWS CHART on page 49 to examine the reasons Ralph's mother tells him he should not associate with humans.

Use the same chart to examine her reasons for telling him he should not venture down to the ground floor of the hotel.

**RESPONSIBILITY:**

What events happen in the story for which someone is responsible?

How is knowing who is responsible used to reward someone?

How is knowing who is responsible used to penalize someone?

How is knowing who is responsible used to guide future action?

**JUSTICE:**

Use the INTELLECTUAL TOOLS FOR SOLVING PROBLEMS OF CORRECTIVE JUSTICE CHART on page 52 to examine the problems caused by Ralph's motorcycle adventures.

**PRIVACY:**

Examine the issue of privacy in THE MOUSE AND THE MOTORCYCLE by using the INTELLECTUAL TOOLS FOR EVALUATING BENEFITS AND COSTS OF PRIVACY CHART on page 48.

**WE THE PEOPLE:**

At one point in the story, Ralph's motorcycle adventures place all the mice in danger. Relate this situation to the concept of common welfare discussed in your WE THE PEOPLE text.



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**THE MOUSE AND THE MOTORCYCLE**  
Beverly Cleary

**WRITING PROMPT: PSSA STYLE**

**PLANNING:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

In **THE MOUSE AND THE MOTORCYCLE**, a broken promise leads to costly consequences. Write to persuade the reader that Ralph learns a lesson and in doing so makes up for the broken promise.

As you write your paper, remember to:

- √ Clearly state the reasons you give to persuade the reader.
- √ Include specific facts, details and examples which support the reasons you select.
- √ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- √ Use a variety of words and well-constructed sentences.
- √ Correct any errors in grammar, mechanics and spelling.



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**MR. POPPER'S PENGUINS**  
Richard and Florence Atwater

**AUTHORITY:**

Name two people in the story who had authority.

Where did each person get that authority?

Why is it important to know the source of a person's authority?

**RESPONSIBILITY:**

What were Mrs. Popper's responsibilities in the story?

What values and interests competed with her responsibilities?

**JUSTICE:**

How did the arrival of Captain Cook and Greta create a problem of distributive justice?

What was fair or unfair about who got the benefit or burden created by the problem?

**WE THE PEOPLE:**

The right to due process is the right to be treated fairly by your government. Even though Mr. Popper and his penguins suffered while in jail, due process procedures were followed. Explain the procedures involved.



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**MR. POPPER'S PENGUINS**  
Richard and Florence Atwater

**WRITING PROMPT: PSSA STYLE**

**PLANNING:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

At the end of the story, Mr. Popper chooses to leave his family and go with the penguins to the North Pole. Write to persuade the reader that this decision was a good one.

As you write your paper, remember to:

- √ Clearly explain your reasons for supporting his decision.
- √ Include specific facts, details and examples in your reasons.
- √ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
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**CAM JANSEN AND THE MYSTERY OF THE U.F.O.**

David A. Adler

**AUTHORITY:**

In solving the mystery of the U.F.O. did Cam exercise authority or power without authority?  
Explain your answer.

**RESPONSIBILITY:**

What are Eric's competing responsibilities in the story?

What are the sources of these responsibilities?

What values and interests are involved with each responsibility?

**JUSTICE:**

Use the INTELLECTUAL TOOLS FOR SOLVING PROBLEMS OF CORRECTIVE JUSTICE CHART on page 58-59 to examine the "wrong" committed by Bobby, Cindy and Steven.

**WE THE PEOPLE:**

Explain how Cam and Eric's actions promoted the common welfare in THE MYSTERY OF THE U.F.O.



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**Pennsylvania Congressional District 15 Co-Coordinator**

**THE MYSTERY OF THE U.F.O.**  
David A. Adler

**WRITING PROMPT: PSSA STYLE**

**PLANNING:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

Cam Jansen did not listen to Eric when he insisted they should go home to do homework. Write to persuade the reader Cam was justified in not following Eric's suggestion.

As you write your paper, remember to:

- √ Clearly state the reasons you select to justify Cam's actions.
- √ Include specific facts, details and examples which support the reasons you select.
- √ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
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**NUMBER THE STARS**  
Lois Lowry

**AUTHORITY:**

Who in the story exercised authority?

Who exercised power without authority?

Identify some consequences of rules/laws present in the story.

**RESPONSIBILITY:**

What responsibilities did Peter take on?

What were the consequences of Peter carrying out his responsibilities?

What responsibilities did Annemarie take on?

What were the consequences of Annemarie carrying out her responsibilities?

**JUSTICE:**

Use the INTELLECTUAL TOOLS FOR SOLVING PROBLEMS OF CORRECTIVE JUSTICE CHART on page 52 of your text to examine the wrongs/ injuries described in NUMBER THE STARS.

**PRIVACY:**

What information did Annemarie's parents try to keep private?

Why did they wish to keep this knowledge to themselves?

**WE THE PEOPLE:**

Amendment V of the Constitution states: "No person shall be deprived of life, liberty or property without due process of law ....". Describe examples found in NUMBER THE STARS in which life, liberty and property are taken away without due process of law.



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**NUMBER THE STARS**  
Lois Lowry

**WRITING PROMPT: PSSA STYLE**

**PLANNING:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

NUMBER THE STARS tells the story of two young girls and how their friendship is affected by the powerful presence of Nazi soldiers in their town. Write to inform the reader how Annemarie uses power without authority to help save the life of her best friend.

As you write your paper, remember to:

- √ Clearly explain the examples you choose.
- √ Include specific facts and details of the examples you select.
- √ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
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**THE ONE IN THE MIDDLE IS THE GREEN KANGAROO**  
Judy Blume

**AUTHORITY:**

Ms. Matson is in charge of the school play. Examine her role in the story using Questions 1, 2 and 3 from the INTELLECTUAL TOOLS FOR EVALUATING A CANDIDATE FOR A POSITION OF AUTHORITY CHART on page 40.

**RESPONSIBILITY:**

What were Freddy's responsibilities in this story?

What were the consequences for Freddy in carrying out these responsibilities?

Which consequences were benefits?

Which consequences were costs?

**JUSTICE:**

What are some examples of distributive justice problems in the story?

**WE THE PEOPLE:**

You show civic virtue when you work to help others. Describe a situation in the story when someone did something for himself, not for others.



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**Pennsylvania Congressional District 15 Co-Coordinator**

**THE ONE IN THE MIDDLE IS THE GREEN KANGAROO**  
Judy Blume

**WRITING PROMPT: PSSA STYLE**

**PLANNING:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains; focus, content, organization, style and conventions.

**PROMPT:**

Freddy Dissel feels left out of things because he is the middle kid in his family. Write to inform the reader about situations which contribute to Freddy's left-out feeling.

As you write, remember to:

- √ Clearly explain each situation.
- √ Include specific facts, details and examples for each situation.
- √ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
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**A-Z MYSTERIES: THE PANDA PUZZLE**

Ron Roy

**AUTHORITY:**

What situations in the story are examples of power? Explain your answer.

What situations show someone exercising authority? Explain your answer.

**RESPONSIBILITY:**

In Chapter 7, what responsibility did Josh take on?

What was the source of this responsibility---promises, custom, assignment or rules and law?  
Explain your answer.

**JUSTICE:**

Use the INTELLECTUAL TOOLS FOR SOLVING PROBLEMS OF CORRECTIVE JUSTICE CHART on page 52 to examine the wrongs or injuries caused by Flip France in THE PANDA PUZZLE.



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**THE PANDA PUZZLE**  
Ron Roy

**WRITING PROMPT: PSSA STYLE**

**PLANNING :**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

Dink, Josh and Ruth Rose helped solve the case of the kidnapped baby panda. Write to inform the reader about what they did to help Officer Fallon catch the culprit.

As you write your paper, remember to:

- √ Clearly explain the actions they took to help Officer Fallon.
- √ Include specific facts, details and examples which support the actions you selected.
- √ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- √ Use a variety of words and well-constructed sentences.
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**THE PINBALLS**

Betsy Byars

**AUTHORITY:**

Use intellectual tools you have learned in studying **AUTHORITY: FOUNDATIONS OF DEMOCRACY** to examine the position of authority filled by the Masons as foster parents.

What are the duties of foster parents?

What powers do foster parents have?

What privileges come with being a foster parent?

What limits are placed on foster parents?

What qualifications should a person have to be an effective foster parent?

**RESPONSIBILITY:**

Describe two events in the story for which someone was responsible.

How was knowing who was responsible used to reward someone?

How was knowing who was responsible used to penalize someone?

How was knowing who was responsible used to guide future action?

**JUSTICE:**

Using information provided in **THE PINBALLS** about the circumstances which caused Harvey to be placed in a foster home, respond to the questions in the **INTELLECTUAL TOOLS FOR SOLVING PROBLEMS OF CORRECTIVE JUSTICE CHART** on pages 58-59 in the text.

**PRIVACY:**

Harvey's father refuses to share information with his son. Use the **INTELLECTUAL TOOLS FOR EVALUATING BENEFITS AND COSTS OF PRIVACY CHART** on page 48 of your text to examine his reasons for doing so.



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**Pennsylvania Congressional District 15 Co-Coordinator**

**THE PINBALLS**  
Betsy Byars

**WRITING PROMPT: PSSA STYLE**

**Planning;**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

In *THE PINBALLS*, Carlie compares Harvey, Thomas J and herself to pinballs. Write to explain to the reader what Carlie is saying about their lives through the use of this comparison.

As you write your paper, remember to:

- ✓ Clearly explain the meaning of the pinball comparison.
- ✓ Include specific facts, details and examples regarding the comparison being made.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.





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**Pennsylvania Congressional District 15 Co-Coordinator**

**A-Z MYSTERIES: THE QUICKSAND QUESTION**  
Ron Roy

**AUTHORITY:**

Use the INTELLECTUAL TOOLS FOR EVALUATING POSITIONS OF AUTHORITY CHART on page 77 to examine the authority exercised by Lenny and Jake as firemen in Green Lawn.

**RESPONSIBILITY:**

What responsibility did the town of Green Lawn take on?

Why did different people have differing ideas about what to do?

**JUSTICE:**

Which type of justice is demonstrated in THE QUICKSAND QUESTION---distributive, corrective or procedural justice? Explain your answer.

**WE THE PEOPLE:**

The citizens of Green Lawn collected money for a year to build a special bridge just for ducks. Explain how this is an example of civic virtue/common welfare.



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**Pennsylvania Congressional District 15 Co-Coordinator**

**THE QUICKSAND QUESTION**  
Ron Roy

**WRITING PROMPT: PSSA STYLE**

**PLANNING:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

THE QUICKSAND QUESTION has a happy ending. Write to inform the reader of situations which contribute to this happy ending.

As you write your paper, remember to:

- √ Clearly describe each situation.
- √ Include specific facts, details and examples which support the situations you selected.
- √ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- √ Use a variety of words and well-constructed sentences.
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**RASCAL**  
Sterling North

**AUTHORITY:**

Rascal's nightly adventures sometimes created problems for other people. Examine these problems with the help of the USING AUTHORITY TO FIND SOLUTIONS CHART on page 25.

**RESPONSIBILITY:**

Using the INTELLECTUAL TOOLS FOR DECIDING TO TAKE ON A RESPONSIBILITY CHART on page 33, examine Sterling's decision to take the baby raccoon home with him.

**JUSTICE:**

Describe an example of Corrective Justice in RASCAL.

**WE THE PEOPLE:**

Describe an example of CIVIC VIRTUE demonstrated by Sterling.



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**Melissa Bell**  
**Pennsylvania Congressional District 15 Co-Coordinator**

**RASCAL**  
Sterling North

**WRITING PROMPT: PSSA STYLE**

**PLANNING:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

Sterling North's father is not exactly a "typical" father. He is a single parent whose work sometimes takes him away from home. Write to persuade the reader that Mr. North is a good father who takes an interest in his son's life and the things which are important to him.

As you write your paper, remember to:

- √ Clearly explain your reasons why Mr. North is a good father.
- √ Include specific facts, details and examples which support your reasons.
- √ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- √ Use a variety of words and well-constructed sentences.
- √ Correct any errors in grammar, mechanics and spelling.



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**SEES BEHIND TREES**  
Michael Dorris

**AUTHORITY:**

In Walnut's tribe, what test had to be passed in order for each boy to earn the right to his grown-up name?

What were the strengths of this test? What were its weaknesses?

**RESPONSIBILITY:**

What events happened in the story for which someone was responsible?

What were the responsibilities of the weroance(Otter)?

What values and interests competed with her responsibilities?

**JUSTICE:**

Use the INTELLECTUAL TOOLS FOR SOLVING PROBLEMS OF CORRECTIVE JUSTICE CHART on page 58 to examine the story told by Otter on pages 99-100 in SEES BEHIND TREES.

**PRIVACY:**

What events/information did people in the story want to keep private?

What things happened to people because they had privacy?

What were the benefits of that privacy?

What were the costs?



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**SEES BEHIND TREES**  
Michael Dorris

**WRITING PROMPT: PSSA STYLE**

**PLANNING:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

Sees Behind Trees not only earns his right to his grown-up name- he learns much about the importance of his highly developed senses which allow him to "see what can't be seen".

Write to inform the reader about two situations in which Sees Behind Trees uses this ability to help others.

As you write your paper, remember to:

- √ Clearly describe two situations.
- √ Include specific facts, details and examples for each.
- √ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- √ Use a variety of words and well-constructed sentences.
- √ Correct any errors in grammar, mechanics and spelling.



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**SHOESHINE GIRL**  
Clyde Robert Bulla

**AUTHORITY:**

Using the INTELLECTUAL TOOLS FOR EVALUATING POSITIONS OF AUTHORITY on page 77, examine the role Aunt Claudia plays in the story.

**RESPONSIBILITY:**

What responsibilities does Sarah Ida take on after Al is injured?

What values and interests are involved in carrying out these responsibilities?

If you were Sarah Ida, what would you have done? Why?

**JUSTICE:**

What was fair or unfair about Sarah Ida being sent away from home by her parents?

**WE THE PEOPLE:**

Describe a situation in SHOESHINE GIRL which serves as an example of common welfare.



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**SHOESHINE GIRL**  
Clyde Robert Bulla

**WRITING PROMPT: PSSA STYLE**

**PLANNING:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

Al's medal was very important to him. It becomes very important to Sarah Ida when Al gives the medal to her. Write to persuade the reader that this object plays a part in teaching Sarah Ida a lesson about growing up.

As you write your paper, remember to:

- √ Clearly state the reasons you give relating the medal to Sarah Ida's lesson in growing up.
- √ Include specific facts, details and examples which support your reasons.
- √ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- √ Use a variety of words and well-constructed sentences.
- √ Correct any errors in grammar, mechanics and spelling.





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**THE SIGN OF THE BEAVER**  
Elizabeth George Speare

**AUTHORITY**

In this story, what are some duties, powers and privileges of Saknis, the Indian tribal chief?

What are some limits on the tribal chief?

Do you think Saknis is a good chief? Why or why not?

**RESPONSIBILITY**

What are Matt's responsibilities in the story?

What are the consequences for Matt carrying out these responsibilities?

Which consequences are benefits? Which consequences are costs?

**WRITING PROMPT: PSSA STYLE**

Planning:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

In *THE SIGN OF THE BEAVER*, you read about situations in which some characters exercised authority and others used power without authority.

Select one character and write to persuade the reader the authority or power exercised by that character was justified.

As you write your paper, remember to:

- ✓ Clearly explain the justification of the authority or power used.
- ✓ Include specific facts, details and examples of authority or power used.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.



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**SING DOWN THE MOON**  
Scott O'Dell

**AUTHORITY:**

Describe a situation in the story which shows someone using authority.

Describe a situation which shows someone using power without authority.

**RESPONSIBILITY:**

What are some responsibilities of the Long Knives(soldiers)?

What are the consequences for them and others of carrying out these responsibilities?

Which consequences are benefits?

Which consequences are costs?

**JUSTICE:**

Use Student Handout J-2 in Teacher's Guide to have students analyze the conflict between the Navaho Indians and the Long Knives.

**WE THE PEOPLE:**

Two basic rights protected by the Constitution are the right to be treated equally and the right to be treated fairly. Describe situations in SING DOWN THE MOON in which these basic rights are denied to the Navaho people.



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**SING DOWN THE MOON**  
Scott O'Dell

**WRITING PROMPT: PSSA STYLE**

**PLANNING :**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

Tall Boy and Bright Morning escape from their "prison" at Fort Sumner and eventually find their way "home" to Hidden Canyon. Write to inform the reader why they decided to "escape" and why they struggled to return "home".

As you write your paper, remember to:

- √ Clearly state their reason(s) for escaping and their reason(s) for returning home.
- √ Include specific facts, details and examples which support the reasons you select.
- √ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- √ Use a variety of words and well-constructed sentences.
- √ Correct any errors in grammar, mechanics and spelling.



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**STONE FOX**

John Reynolds Gardiner

**AUTHORITY**

Who in the story exercised authority? Did anyone exercise power without authority?

What rules or laws were people in the story expected to obey?

**RESPONSIBILITY**

Who in the story had responsibilities?

To whom did the person owe the responsibility?

How did Clifford Snyder represent competing responsibilities?

**WRITING PROMPT: PSSA STYLE**

Planning:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

STONE FOX is the story of a young boy who must take on the responsibilities of a grown man. Write to inform the reader about the benefits and costs Willy experiences while taking on these responsibilities.

As you write your paper, remember to:

- ✓ Clearly explain each benefit and cost.
- ✓ Include specific facts, details and examples of each.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.



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**TUCK EVERLASTING**  
Natalie Babbitt

**AUTHORITY:**

Using the INTELLECTUAL TOOLS FOR EVALUATING RULES AND LAWS CHART on page 49, examine the rule made by Winnie Foster's parents that she was never to leave the yard by herself.

What are some of the consequences of having the Constable of Tregap exercise his authority?

Which consequences are benefits?

Which consequences are costs?

**RESPONSIBILITY:**

Use the INTELLECTUAL TOOLS FOR CHOOSING AMONG COMPETING RESPONSIBILITIES CHART on page 55 to examine the responsibility taken on by Winnie to help free Mae Tuck.

**JUSTICE:**

What was unfair about the way the man in the yellow suit acquired The Wood from Winnie's family?

According to your understanding of procedural justice, why was it fair to put Mae Tuck in jail?

According to your understanding of corrective justice, why was it unfair to send Mae Tuck to the gallows?

**PRIVACY:**

Use the INTELLECTUAL TOOLS FOR SOLVING PROBLEMS OF PRIVACY CHART on page 73 to examine the Tuck family's desire to keep the "magic spring" a secret.

**WE THE PEOPLE:**

Use your understanding of common welfare to explain Mr. Tuck's concerns expressed to Winnie in their conversation (pp. 63-64) while out on the pond.



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**TUCK EVERLASTING**  
Natalie Babbitt

**WRITING PROMPT: PSSA STYLE**

**PLANNING:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

Create your own ending to the story TUCK EVERLASTING. Write to describe to the reader what happens to the Tuck family and to Winnie Foster.

As you write your paper, remember to:

- √ Clearly describe the events which occur to the characters and reasons for those events.
- √ Include specific facts, details and examples which support the reasons you select.
- √ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- √ Use a variety of words and well-constructed sentences.
- √ Correct any errors in grammar, mechanics and spelling.



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**THE VIEW FROM SATURDAY**  
E.L. Koningsburg

**AUTHORITY:**

Mrs. Olinski exercised authority over The Souls after she selected them to be the 6th Grade Academic Team.

- What was the source of her authority?
- What situations in the story showed someone using power without authority? Explain your response.

**RESPONSIBILITY:**

- What were Nadia Diamondstein's responsibilities in the story?
- What were the consequences for herself and others of carrying out these responsibilities?

**WE THE PEOPLE:**

Describe what Ethan Potter learned about individual rights and responsibilities in A VIEW FROM SATURDAY.



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**THE VIEW FROM SATURDAY**  
E.L. Koningsburg

**WRITING PROMPT: PSSA STYLE**

**PLANNING:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

A VIEW FROM SATURDAY ends with Mr. Singh telling Mrs. Olinski that The Souls "found kindness in others and learned how to look for it in themselves". Write to persuade the reader that Mr. Singh's observation is an accurate one.

As you write your paper, remember to:

- ✓ Clearly explain the kindness each student found in others and in himself.
- ✓ Include specific facts, details and examples of the kindness each student found.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
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**THE WAR WITH GRANDPA**  
Robert Kimmel Smith

**AUTHORITY:**

Who in the story exercised authority?

How was this done?

Did anyone exercise power without authority? If so, give examples.

**RESPONSIBILITY:**

Use the INTELLECTUAL TOOLS FOR CHOOSING AMONG COMPETING RESPONSIBILITIES CHART on page 55 to examine the decision made by Peter's parents to have Grandpa come to live with them.

**JUSTICE:**

What was fair or unfair about the way Peter made his decision to “declare war” on Grandpa?

What was fair or unfair about the way Grandpa responded?

**PRIVACY:**

Use the INTELLECTUAL TOOLS FOR SOLVING PROBLEMS OF PRIVACY CHART on page 73 to examine the cause of the war between Peter and Grandpa.

**WE THE PEOPLE:**

Freedom of expression plays a role in THE WAR WITH GRANDPA. Using the conversation between Peter and Grandpa on page 128, discuss why it is important to be able to exchange ideas freely.



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**THE WAR WITH GRANDPA**  
Robert Kimmel Smith

**WRITING PROMPT: PSSA STYLE**

**PLANNING:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

In the closing pages of *THE WAR WITH GRANDPA*, Peter says "you shouldn't always do what your friends tell you to do. You have to decide what's right or wrong".

Write to inform the reader about a situation in your life when you chose NOT to do what your friends told you to do.

As you write your paper, remember to:

- √ Clearly explain the situation.
- √ Include specific facts, details and examples of the situation and the results.
- √ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- √ Use a variety of words and well-constructed sentences.
- √ Correct any errors in grammar, mechanics and spelling.



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**THE WAR WITH GRANDPA**  
Robert Kimmel Smith

**AUTHORITY:**

- Do you agree with the decision made by Peter's parents to give his room to Grandpa? Why or why not?
- Which consequences of this decision were benefits? Which consequences of this decision were costs?

**RESPONSIBILITY:**

- Describe a situation in THE WAR WITH GRANDPA which raised the problem of competing responsibilities.
- What responsibilities did Jenny, Peter's younger sister, have towards Grandpa?

**WE THE PEOPLE:**

Explain two ways in which the solution to the problem of Peter's room promoted the common welfare of the entire family.



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**THE WAR WITH GRANDPA**  
Robert Kimmel Smith

**WRITING PROMPT: PSSA STYLE**

**PLANNING:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

Peter declared "war" on his Grandpa in Chapter 14 of the book. Write to inform the reader of strategies used by each side in fighting this war.

As you write your paper, remember to:

- ✓ Clearly explain the strategies used by each side.
- ✓ Include specific facts, details and examples of each strategy.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
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Pennsylvania Congressional District 15 Co-Coordinator**

**WRINGER  
Jerry Spinelli**

**AUTHORITY:**

- Who in the story had authority?
- Where did each person get his authority?
- Why is it important to know the source of a person or group's authority?

**RESPONSIBILITY:**

Use the situation involving Palmer accepting a pigeon as a pet to answer the questions found in the chart *Intellectual Tools for Choosing Among Competing Responsibilities* on page 55 in the RESPONSIBILITY text.

**WE THE PEOPLE:**

"If we want to protect our rights and welfare, we, the people, have certain responsibilities to fulfill."

Describe the changes in Palmer's understanding of his responsibilities as a friend/citizen toward Dorothy.



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**WRINGER**  
Jerry Spinelli

**WRITING PROMPT: PSSA STYLE**

**Planning:**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

WRINGER is the story of a young boy who learns much about himself and Life between his ninth and tenth birthdays. Write to persuade the reader that Palmer's actions on the shooting field to retrieve his pigeon were not the actions of a "reckless lad" but rather those of a ten year old mature beyond his years.

As you write your paper, remember to:

- ✓ Clearly explain Palmer's actions on the shooting field and the maturity demonstrated by those actions.
- ✓ Include specific facts, details and examples of Palmer's actions.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
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**Pennsylvania Congressional District 15 Co-Coordinator**

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# **Reading Elementary**





# We the People... The Citizen and the Constitution

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**Myron E. Yoder, M.Ed.**  
**Pennsylvania Congressional District 15 Co-Coordinator**

<b>We the People: Elementary Text</b> <b>PSSA Style Reading Assessment</b> <b>“Life On A Sailing Ship”</b> <b>Student Text, Pages 31-32</b>	<b>Student Name</b>	
	<b>Teacher</b>	

## Grade 5 Narrative Passage

This narrative shows how there were no laws that placed reasonable limits on the power of a ship’s captain. Because of this story and the efforts of other people, laws were passed to limit the powers of ship captains. Read the story and answer the questions that follow.

### Life On A Sailing Ship

The captain of our ship had been losing his temper about a lot of things. He threatened to whip the cook for throwing wood on the deck. He got furious when the mate bragged that he could tie knots better than the captain. However, most of his anger was directed against Sam.

Sam couldn't speak very well and he worked more slowly than most. But he was a pretty good sailor and he tried to do his best. The captain just didn't like him.

One Saturday morning, I heard the captain shouting at someone. Then I heard the noises of a fight.

"You may as well keep still, for I have got you," said the captain. "Will you ever talk back to me again?"

"I never did, sir," said Sam.

"That's not what I asked you. Will you ever talk back to me again?"

"I never have," Sam said again.

"Answer my question, or I'll have you whipped!"

"I'm no slave," said Sam.

"Then I'll make you one," said the captain. He sprang up to the deck and called the mate. "Tie that

man up! I'll teach you all who is master of this ship!"

"What are you going to whip that man for, sir?" said John, the Swede, to the captain.

Upon hearing this, the captain turned to John and ordered him to be put in chains.

Watching this made me sick. I wanted to stop it. But there were only a few others who felt like me. If we started a fight, we would lose. Then we would be accused of mutiny. Even if we won, we would have to be pirates for life. If we were ever caught, we would be punished. A sailor has no rights. He has to do what the captain orders or become a pirate.

The captain whipped both men without mercy. When John asked why he was being whipped, the captain answered, "Because you ask questions." Then he whipped him harder and harder.

I was horrified. I couldn't watch any more.

At last the captain stopped. He turned to us. "Now you see how things are! Now you know what I am! I'm the slave driver, and you are all my slaves! I'll make you all do as I say or I'll whip you all!"

We the People, Elementary Text, Pages 31-32



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Myron E. Yoder, M.Ed.

Pennsylvania Congressional District 15 Co-Coordinator

Now read each question and  
darken the circle of the best  
answer.

- The captain threatened to whip the cook because \_\_\_\_\_.  
  - A. He chopped wood on the deck.
  - B. He threw wood on the deck.
  - C. He stacked wood on the deck.
  - D. He burned wood on the deck.
- In this story, the word “mate” means \_\_\_\_\_.  
  - A. the cook on the ship.
  - B. the captain on the ship.
  - C. a sailor on the ship.
  - D. a slave.
- John was known as \_\_\_\_\_.  
  - A. the cook.
  - B. the captain.
  - C. the slave.
  - D. the Swede.
- After reading this text, you learned that the captain had power with \_\_\_\_\_.  
  - A. no limits.
  - B. few limits.
  - C. some limits.
  - D. many limits.
- In this story, the word “mutiny” means \_\_\_\_\_.  
  - A. taking over the ship.
  - B. starting a fight.
  - C. throwing wood on the deck.
  - D. whipping a mate.
- The sailors on the ship had \_\_\_\_\_.  
  - A. rights that were protected.
  - B. rights that were granted.
  - C. rights that were written down.
  - D. no rights
- If there was a mutiny and the sailors won the fight, the reader can conclude that \_\_\_\_\_.  
  - A. the sailors would be whipped by the captain.
  - B. the sailors would be pirates for life.
  - C. the sailors would be put in chains.
  - D. the sailors would become slaves.
- The author, watching the captain whip Sam and John had the feeling that he was \_\_\_\_\_.  
  - A. a slave to the captain.
  - B. a slave to the ship.
  - C. to become a pirate.
  - D. to become a pirate for life.





*We the People...*  
**The Citizen and the Constitution**

Directed by the Center for Civic Education  
 Funded by the U.S. Department of Education by act of Congress



**Myron E. Yoder, M.Ed.**  
**Pennsylvania Congressional District 15 Co-Coordinator**

**We the People: Elementary Text**  
**PSSA Style Reading Assessment**  
**“Life On A Sailing Ship”**  
**Student Text, Pages 31-32**

**SCORING GUIDE**

**Grade 5 Narrative Passage**

This narrative shows how there were no laws that placed reasonable limits on the power of a ship’s captain. Because of this story and the efforts of other people, laws were passed to limit the powers of ship captains. Read the story and answer the questions that follow.

**Life On A Sailing Ship**

The captain of our ship had been losing his temper about a lot of things. He threatened to whip the cook for throwing wood on the deck. He got furious when the mate bragged that he could tie knots better than the captain. However, most of his anger was directed against Sam.

Sam couldn't speak very well and he worked more slowly than most. But he was a pretty good sailor and he tried to do his best. The captain just didn't like him.

One Saturday morning, I heard the captain shouting at someone. Then I heard the noises of a fight.

"You may as well keep still, for I have got you," said the captain. "Will you ever talk back to me again?"

"I never did, sir," said Sam.

"That's not what I asked you. Will you ever talk back to me again?"

"I never have," Sam said again.  
 "Answer my question, or I'll have you whipped!"

"I'm no slave," said Sam.

"Then I'll make you one," said the captain. He sprang up to the deck and called the mate. "Tie that

man up! I'll teach you all who is master of this ship!"

"What are you going to whip that man for, sir?" said John, the Swede, to the captain.

Upon hearing this, the captain turned to John and ordered him to be put in chains.

Watching this made me sick. I wanted to stop it. But there were only a few others who felt like me. If we started a fight, we would lose. Then we would be accused of mutiny. Even if we won, we would have to be pirates for life. If we were ever caught, we would be punished. A sailor has no rights. He has to do what the captain orders or become a pirate.

The captain whipped both men without mercy. When John asked why he was being whipped, the captain answered, "Because you ask questions." Then he whipped him harder and harder.

I was horrified. I couldn't watch any more.

At last the captain stopped. He turned to us. "Now you see how things are! Now you know what I am! I'm the slave driver, and you are all my slaves! I'll make you all do as I say or I'll whip you all!"

We the People, Elementary Text, Pages 31-32



# We the People... The Citizen and the Constitution

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Myron E. Yoder, M.Ed.

Pennsylvania Congressional District 15 Co-Coordinator

Now read each question and  
darken the circle of the **best**  
answer.

- The captain threatened to whip the cook because \_\_\_\_\_.  
  - A. He chopped wood on the deck.
  - B. He threw wood on the deck.
  - C. He stacked wood on the deck.
  - D. He burned wood on the deck.
- In this story, the word “mate” means \_\_\_\_\_.  
  - A. the cook on the ship.
  - B. the captain on the ship.
  - C. a sailor on the ship.
  - D. a slave.
- John was known as \_\_\_\_\_.  
  - A. the cook.
  - B. the captain.
  - C. the slave.
  - D. the Swede.
- After reading this text, you learned that the captain had power with \_\_\_\_\_.  
  - A. no limits.
  - B. few limits.
  - C. some limits.
  - D. many limits.
- In this story, the word “mutiny” means \_\_\_\_\_.  
  - A. taking over the ship.
  - B. starting a fight.
  - C. throwing wood on the deck.
  - D. whipping a mate.
- The sailors on the ship had \_\_\_\_\_.  
  - A. rights that were protected.
  - B. rights that were granted.
  - C. rights that were written down.
  - D. no rights
- If there was a mutiny and the sailors won the fight, the reader can conclude that \_\_\_\_\_.  
  - A. the sailors would be whipped by the captain.
  - B. the sailors would be put in chains.
  - C. the sailors would be pirates for life.
  - D. the sailors would be slaves.
- The author, watching the captain whip Sam and John, had the feeling that he was \_\_\_\_\_.  
  - A. a slave to the captain.
  - B. a slave to the ship.
  - C. to become a pirate.
  - D. to become a pirate for life.



# *We the People... The Citizen and the Constitution*

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## **Performance Task**

9. Imagine that you are the leader of a government and just read this sailor's story. You are concerned about protecting the rights of sailors. Write to inform the reader about what rights a sailor should have.

As you write, be sure to

- Explain why the captain should not have the power he currently has.
- Describe what rights a sailor should have and explain why they should have them.
- Support your ideas with elements from the story.
- Write neatly and clearly.
- Use only the space provided.

## **Scoring Rubric for Performance Task**

- 4** – The response demonstrates a thorough understanding of the text and task by exhibiting a level of comprehension that extends beyond the literal to the evaluative. The student explains why the captain should not have the power he currently has and offers elements from the text for support. The student also describes rights that he/she believes a sailor should have and reasons why they should have those rights. The student uses elements from the story to support their ideas. The student correctly uses words such as absolute power, constitutional government, dictatorial government, natural rights or other appropriate terms used in Civic education while supporting their statements.
- 3** – The response demonstrates an adequate understanding of the text with a simple explanation. The student offers a simple explanation of why the captain should not have unlimited power. The student gives some elaboration of rights sailors should have but offers little or no reasoning why they should have those rights. Student uses simple words in their explanation, for example, “rights should be written down” instead of “a bill of rights”; or, “captain has all the power” instead of “captain had dictatorial or absolute power”.
- 2** – The response is a summary of text ideas and includes a personal extension of an idea from the text. The student lists a right but offers no reasoning or support. The student fails to attempt one part of the task.
- 1** – The response offers only a very limited understanding of the text. Nothing in the answer shows any relationship to the text. The student has a very limited response that fails to address the stated task.
- 0** – The response is a scribble and is considered intentionally off-task.



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<b>We the People: Elementary Text PSSA Style Reading Assessment “Peter and President Washington” Student Text, Page 93</b>	<b>Student Name</b>	
	<b>Teacher</b>	

**Grade 5 Narrative Passage**

This narrative shows how hard it was for many people to realize that the President’s power comes from the people. Remember that in 1790 most people in the world were ruled by kings. Read the story and answer the questions that follow.

**Peter and President Washington**

Ever since coming to the United States from his home in Vienna, Peter had looked forward to this day. His father, the ambassador, had made a special appointment for him to meet George Washington, the President of the United States.

Peter and his father went into the President's office. Peter bowed and said, "Your Excellency."

The President smiled and shook his head. "Oh, no, Peter. You must not bow. And you do not need to call me 'Excellency.' Just call me 'Mr. President.'"

Peter was confused. He had learned to bow before the king as a sign of respect. Was not George Washington a king? Was president another word for king? He decided to ask another question.

"Mr. President," Peter began again, "when I met the King of Prussia, he said that he learned to be a king from his father. His father had been king before him. Did you learn to be

president from your father? Will your son also be president after you?"

"I am not a king," said President Washington. "I do not have a son. But if I did, he could only be president if he were elected by the people. Presidents of the United States do not get their powers from their fathers or mothers as kings and queens do. My powers come from an important document called the Constitution."

The President pulled a book from the shelf and handed it to Peter. "Read this," he said. "The first three words of the Preamble tell you where the Constitution gets its power."

Peter read aloud, "We the People of the United States...."

"You see, Peter," said the President, "the Constitution's power, my power, and all the powers of our government come from an agreement of the people. This is the basis for our government."

We the People, Elementary Text, Page 9



# We the People... The Citizen and the Constitution

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**Now read each question and  
darken the circle of the best  
answer.**

1. Peter was able to meet George Washington because \_\_\_\_\_.
  - A. His father made a special appointment for him.
  - B. Peter and his father went into the Presidents office.
  - C. The King of Prussia made an appointment for him.
  - D. Peter sent the President a letter.
2. In this story, the word “Excellency” means\_\_\_\_\_.
  - A. President.
  - B. King.
  - C. The King of Prussia.
  - D. The Ambassador.
3. President Washington stated that the powers of our Constitution came from\_\_\_\_\_.
  - A. The Constitution of the United States.
  - B. The people of the United States.
  - C. The United States Congress.
  - D. The President of the United States.
4. President Washington stated that his powers came from \_\_\_\_\_.
  - A. We the People of the United States.
  - B. The Congress of the United States.
  - C. An agreement of the people.
  - D. The United States Constitution.
5. Peter came to the United States from his home in\_\_\_\_\_.
  - A. Vienna
  - B. The United States
  - C. Washington
  - D. Washington D.C.
6. “We the People” are the first three words in the \_\_\_\_\_.
  - A. Powers of the President.
  - B. Powers of Congress.
  - C. Middle of the United States Constitution
  - D. Preamble of the United States Constitution
7. When Peter addressed the president his feeling was that \_\_\_\_\_.
  - A. He was before a friend.
  - B. He was before an ambassador.
  - C. He was before a king.
  - D. He was before a president.





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The Citizen and the Constitution***

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**Performance Task**

8. Imagine you are the President of the United States and Congress wants to pass a law that requires all people to bow before the President, just like a king. Persuade the reader that a person should never have to bow before the President of the United States.

As you write, be sure to

- Include the reasons given by George Washington.
- Explain the difference between a king and a president.
- Use your own ideas.
- Write neatly and clearly.
- Use only the space provided.

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We the People: Elementary Text  
PSSA Style Reading Assessment

“Peter and President Washington”

Student Text, Page 93

## Scoring Guide

### Grade 5 Narrative Passage

This narrative shows how hard it was for many people to realize that the President’s power comes from the people. Remember that in 1790 most people in the world were ruled by kings. Read the story and answer the questions that follow.

### Peter and President Washington

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Peter and his father went into the President's office. Peter bowed and said, "Your Excellency."

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Peter read aloud, "We the People of the United States...."

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We the People, Elementary Text, Page 93



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Now read each question and  
darken the circle of the **best**  
answer.

- Peter was able to meet George Washington because \_\_\_\_\_.
  - A. His father made a special appointment for him.
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  - C. The United States Congress.
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  - A. He was before a friend.
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## **Performance Task**

8. Imagine you are the President of the United States and Congress wants to pass a law that requires all people to bow before the President, just like a king. Persuade the reader that a person should never have to bow before the President of the United States.

As you write, be sure to

- Include the reasons given by George Washington.
- Explain the difference between a king and a president.
- Use your own ideas.
- Write neatly and clearly.
- Use only the space provided.

## **Scoring Rubric for Performance Task**

- 4** – The response demonstrates a thorough understanding of the text and task by exhibiting a level of comprehension that extends beyond the literal to the evaluative. The student cites a reason given by George Washington and explains the difference between a king and a president. Further the student is able to offer their own idea that is consistent with the literal meaning of the story and is consistent with the notion that a king is not granted power from the people and a president is AND/OR the president does not pass power on to their heirs.
- 3** – The response demonstrates an adequate understanding of the text with a simple explanation. The student gives some elaboration of a concept found in the text but offers little in the way of their own idea.
- 2** – The response is a summary of text ideas and includes a personal extension of an idea from the text. The student fails to attempt one part of the task.
- 1** – The response offers only a very limited understanding of the text. Nothing in the answer shows any relationship to the text. The student has a very limited response that fails to address the stated task.
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<b>We the People: Elementary Text PSSA Style Reading Assessment “Gideon v. Wainwright” Student Text, Pages 126-127</b>	<b>Student Name</b>	
	<b>Teacher</b>	

**Grade 5 Informational Passage**

The Bill of Rights says that if you are accused of a crime, you have the right to have a lawyer help defend you. Suppose the government did not allow you to have a lawyer. The government would have violated your right to due process that is guaranteed by the Constitution. What does the right to have a lawyer in a criminal case mean? Does it mean the government must pay for a lawyer to help you if you cannot afford to pay for one your-self? The Supreme Court has changed its ideas about this right over a period of years. In 1963, in a famous case, the Supreme Court thought again about what the constitutional right to a lawyer means. Read the informative passage about the famous Supreme Court Case Gideon v. Wainwright (1963) and answer the questions that follow.

**Gideon v. Wainwright (1963)**

Clarence Gideon was accused of breaking into a poolroom in Florida. Police said he had stolen a pint of wine and some coins from a cigarette machine. Gideon was a poor, uneducated man who was fifty years old. He did not know much about the law. However, he believed he could not get a fair trial without a lawyer to help him.

When Gideon appeared in court, he asked the judge to appoint a lawyer for him. He was too poor to hire one himself. The judge told him that he did not have the right to have a lawyer appointed for him unless he was charged with murder.

Gideon was tried before a jury, and he tried to defend himself. He made an opening speech to the jury and cross-examined the witnesses against him. He then called witnesses to testify for him and made a final speech to the jury. The jury decided he was guilty. Gideon was sent to the state prison to serve for five years.

From prison he wrote a petition to the Supreme Court. It was handwritten in pencil. He argued that all citizens have a right to a lawyer in cases where they might be sent to prison.

We the People, Elementary Text, Pages 126-127



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Now read each question and  
darken the circle of the **best**  
answer.

- Gideon was sent to prison for five years because he was found guilty of \_\_\_\_\_.  
 A. stealing a pint of wine and some coins.  
 B. being uneducated and 50 years old.  
 C. not having an attorney.  
 D. being tried before a jury.
- In this story, the word “cross-examined” means \_\_\_\_\_.  
 A. to make an opening speech.  
 B. to question witnesses testifying for you.  
 C. to question witnesses testifying for the other side.  
 D. to make a final speech.
- In 1963 Gideon was \_\_\_\_\_.  
 A. poor, uneducated and 50 years old.  
 B. poor, a lawyer and 50 years old.  
 C. uneducated, a lawyer and 50 years old  
 D. a lawyer and 50 years old.
- In this story, “testify” means \_\_\_\_\_.  
 A. to make an opening speech  
 B. to make a final speech  
 C. to write a petition  
 D. to give information or evidence.
- After reading this text, you learned that in Florida during 1963 if you could not afford a lawyer one would be appointed for you if you were charged with \_\_\_\_\_.  
 A. theft.  
 B. murder.  
 C. crime.  
 D. robbery.
- Clarence Gideon believed that \_\_\_\_\_.  
 A. he was guilty.  
 B. he needed a lawyer to get a fair trial.  
 C. he needed witnesses to testify.  
 D. he needed to cross-examine witnesses
- Gideon sent a petition to the Supreme Court arguing that all citizens have the right to a lawyer in cases where \_\_\_\_\_.  
 A. a person is accused of murder.  
 B. a person could go to prison.  
 C. a person is accused of robbery.  
 D. a person is accused of anything.
- Clarence Gideon had the feeling that his \_\_\_\_\_.  
 A. actions were wrong.  
 B. judge was fair.  
 C. witnesses were good.  
 D. rights were violated.





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**We the People: Elementary Text**  
**PSSA Style Reading Assessment**  
**“Gideon V. Wainwright”**  
**Student Text, Pages 126-127**

## **SCORING GUIDE**

### **Grade 5 Informational Passage**

The Bill of Rights says that if you are accused of a crime, you have the right to have a lawyer help defend you. Suppose the government did not allow you to have a lawyer. The government would have violated your right to due process that is guaranteed by the Constitution. What does the right to have a lawyer in a criminal case mean? Does it mean the government must pay for a lawyer to help you if you cannot afford to pay for one your-self? The Supreme Court has changed its ideas about this right over a period of years. In 1963, in a famous case, the Supreme Court thought again about what the constitutional right to a lawyer means. Read the informative passage about the famous Supreme Court Case Gideon v. Wainwright (1963) and answer the questions that follow.

### **Gideon v. Wainwright (1963)**

Clarence Gideon was accused of breaking into a poolroom in Florida. Police said he had stolen a pint of wine and some coins from a cigarette machine. Gideon was a poor, uneducated man who was fifty years old. He did not know much about the law. However, he believed he could not get a fair trial without a lawyer to help him.

When Gideon appeared in court, he asked the judge to appoint a lawyer for him. He was too poor to hire one himself. The judge told him that he did not have the right to have a lawyer appointed for him unless he was charged with murder.

Gideon was tried before a jury, and he tried to defend himself. He made an opening speech to the jury and cross-examined the witnesses against him. He then called witnesses to testify for him and made a final speech to the jury. The jury decided he was guilty. Gideon was sent to the state prison to serve for five years.

From prison he wrote a petition to the Supreme Court. It was handwritten in pencil. He argued that all citizens have a right to a lawyer in cases where they might be sent to prison.

We the People, Elementary Text, Pages 126-127





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 C. he needed witnesses to testify.  
 D. he needed to cross-examine witnesses
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 A. a person is accused of murder.  
 B. a person could go to prison.  
 C. a person is accused of robbery.  
 D. a person is accused of anything.
- Clarence Gideon had the feeling that his \_\_\_\_\_.  
 A. actions were wrong.  
 B. judge was fair.  
 C. witnesses were good.  
 D. rights were violated.



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## **Performance Task**

9. The informational passage did not tell you how the Supreme Court decided in the Gideon v. Wainwright (1963) case. Imagine that you are a Supreme Court Justice and must decide the case. Write to persuade the reader about your decision.

As you write, be sure to

- Describe your decision in the case and what should happen to Gideon.
- Explain your decision and how you believe it will impact citizens in the future.
- Support your ideas with elements from the story.
- Write neatly and clearly.
- Use only the space provided.

## **Scoring Rubric for Performance Task**

- 4** – The response demonstrates a thorough understanding of the text and task by exhibiting a level of comprehension that extends beyond the literal to the evaluative. The student makes a decision and clearly states what should happen to Gideon as a result of their decision. The student then makes a connection on how their decision would affect citizens in the future. The student may connect similar cases to Gideon and that they too should be reviewed. The student supports their decision with elements from the story. The student uses words that are normally used in Civics education, for example, “my opinion”, “due process”, “fifth and or fourth amendment”.
- 3** – The response demonstrates an adequate understanding of the text with a simple explanation. The student offers a simple explanation of what the court should do. The student gives some elaboration of what might happen if the court does something but offers little or no reasoning why. The student uses simple words in their explanation, for example, “I would say that” instead of “my opinion or decision would be”; or, “it’s not fair” instead of “Gideon had his due process rights violated when”.
- 2** – The response is a summary of text ideas and includes a personal extension of an idea from the text. The student offers various decisions that could happen but fails to take a personal stand and issue a decision. The student fails to attempt one part of the task.
- 1** – The response offers only a very limited understanding of the text. Nothing in the answer shows any relationship to the text. The student has a very limited response that fails to address the stated task.
- 0** – The response is a scribble and is considered intentionally off-task.

# **Literature and Writing**

## **Middle School**



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**Pennsylvania Congressional District 15 Co-Coordinator**

**We the People**  
**Middle School Text**

**Lesson 1 – Focus Question**

Think of a right you believe all people should have.

The right I believe all people should have is

Why should all people have this right?

Explain how you think this right can be protected.



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**Myron E. Yoder, M.Ed.  
Pennsylvania Congressional District 15 Co-Coordinator**

## **We the People Middle School Text**

### **Lesson 1**

#### **WRITING PROMPT: PSSA STYLE**

#### **PLANNING :**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

#### **PROMPT:**

There are advantages and disadvantages to the rights we have. Image what life might be like without these rights. Write to inform the reader about a right you have, the advantages and disadvantages of the right, and how life would be different if that right were not protected.

#### **As you write your paper, remember to:**

- √ Identify a right and list the right's advantages and disadvantages along with what life would be like without that right.
- √ Include specific facts, details and examples which support the reasons you select.
- √ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- √ Use a variety of words and well-constructed sentences.
- √ Correct any errors in grammar, mechanics and spelling.



*We the People...*  
***The Citizen and the Constitution***

Directed by the Center for Civic Education  
Funded by the U.S. Department of Education by act of Congress



**Melissa Bell**  
**Pennsylvania Congressional District 15 Co-Coordinator**

**MIDDLE SCHOOL LESSON #29**  
**INTERDISCIPLINARY CONNECTION**

**WE THE PEOPLE text:**

1. What are my responsibilities as a citizen?
2. What should a citizen do when he or she thinks a particular law is unjust?
3. Does a citizen have a responsibility to work for the common welfare?

**LITERATURE LINKS:**

ANIMAL FARM Chapter 5 (pp. 61-70)

CHARLOTTE'S WEB Chapter 12 (pp. 86-101 )

LORD OF THE FLIES Chapter 3 (Huts on the Beach)

Keeping in mind the WE THE PEOPLE middle school text is geared to 8th grade, create a lesson plan which focuses upon students making connections between responsibilities of citizenship/ common welfare and the actions/personalities of the characters in your literature link.

When you share your lesson plan with the other groups, be prepared to first give a brief summary of the chapter your group read.



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**Pennsylvania Congressional District 15 Co-Coordinator**

## **MIDDLE SCHOOL LESSON #29** **INTERDISCIPLINARY CONNECTIONS**

### ***WE THE PEOPLE: The Citizen and the Constitution***

1. What are my responsibilities as a citizen?  
"If you choose to live among others in a society and enjoy that society's benefits, you are responsible for obeying the society's rules"
2. What should a citizen do when he or she thinks a particular law is unjust?  
"When laws or governmental actions conflict with a citizen's views of what is right and wrong, the citizen faces a difficult decision."
3. Does a citizen have a responsibility to work for the common welfare?  
"People with civic virtue put the common welfare---the good of all the people---over their own interests."

### ***FOUNDATIONS OF DEMOCRACY:***

**AUTHORITY ♦ PRIVACY ♦ RESPONSIBILITY ♦ JUSTICE**

"**POWER** is the ability to control or direct something or someone."

"**AUTHORITY** is **POWER** combined with the **RIGHT** to use that power."

**PRIVACY**: the right to privacy may include:

- the right to decide whether information will be shared with others
- the right to solitude--the state of being alone, away from other people
- the right to be free from the interference of others

### **"OBJECTS OF PRIVACY"**

- Facts
- Actions
- Places and Possessions
- Thoughts and Feelings
- Communications



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**RESPONSIBILITY:** “..a duty or obligation to do something or not to do something.”

**Sources of Responsibility:**

- Promises
- Assignments
- Appointment
- Occupation Law
- Citizenship Moral Principles

**JUSTICE:**

**Distributive Justice**---"the fairness of how something is distributed or divided among several people or groups... BENEFIT or BURDEN..."

**Corrective Justice**---"The fairness of a response to some wrongdoing or an injury..."

**Procedural Justice**---"the fairness of the way information is gathered or the fairness of the way a decision is made..."





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### **WRITING PROMPT: PSSA STYLE**

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- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
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#### **PROMPT:**

There are many good and bad laws but when it comes to laws people hold different opinions. Many young adults believe the drinking age should be lowered. Many young adults believe they should have the right to purchase cigarettes.

Write to inform the reader of a particular law that you believe to be “Bad”

As you write your paper, remember to:

- ✓ Clearly explain the law you believe to be “Bad”.
- ✓ Include specific facts, details and examples of reasons why your law should be considered “Bad”.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
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**We the People  
Middle School Text  
Lesson 29**

## **WRITING PROMPT: PSSA STYLE**

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### **PROMPT:**

There has been an increase of views since the terrorist attack on September 11, 2001 that firemen have the qualities of a good citizen.

Write to inform the reader what qualities of a good citizen firemen possess.

As you write your paper, remember to:

- ✓ Clearly state the qualities of a good citizen firemen possess.
- ✓ Include specific facts, details and examples of these qualities.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
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#### **PROMPT:**

People view laws differently; some see a law as being “Good” while others might see it as being “Bad” law. For example, the curfew in town might be considered too early for some, especially on weekends. Parents and community support the curfew law: however, fifteen year olds believe they should have the right to stay out as late as they want on weekends.

Write to persuade the reader what a person should do when they believe a law is “Bad”.

As you write your paper, remember to:

- ✓ Clearly explain each action to be taken.
- ✓ Include specific facts, details and examples of the kinds of actions a person can and ought to take if they consider a law is bad. Include the consequences for their actions.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
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### **WRITING PROMPT: PSSA STYLE**

#### **Planning:**

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- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

#### **PROMPT:**

Pollution is a major problem in the United States. Many pollute our streets, air and water passages. Pollution can be bad in that it can cause health problems for people, yet pollution can be caused by industries that employ thousands of people and benefit their daily lives. Common welfare can be defined as the greatest happiness of the greatest number of people. Common welfare can also be defined as the benefits shared by all members of the community.

Imagine you live in a town that produces steel and that the plant polluting the waters and air of your community also employs thousands of people. Write to persuade the reader if the steel plant should be shut down.

As you write your paper, remember to:

- ✓ Clearly state your position and which definition of common welfare you would use in support of your position.
- ✓ Include specific facts, details and examples of how your position would benefit the common welfare.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
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**BRIEF PLOT SUMMARIES**

**ANIMAL FARM** by George Orwell (1945)

Nearing the end of his life, old Major, a prize boar on the farm of Mr. Jones, shares with the other animals his vision of a time when animals will rule themselves, free from the oppression of humankind. Eventually, the animals rebel and drive Mr. Jones and the other men from the farm. Renaming their new home "Animal Farm", the pigs take over the task of running the farm. Pigs were selected because they were the most clever of all the animals. Seven Commandments are written by the pigs; commandments which forbid animals to associate with human beings or to adopt human habits. The seventh commandment reads: **ALL ANIMALS ARE EQUAL**.

The leadership of the farm quickly falls to the two most ambitious boars: Napoleon and Snowball. They compete for control of Animal Farm, each using different "means" to achieve the "end".

**CHARLOTTE'S WEB** by E.B. White (1952)

A young girl and a tiny spider befriend a pig named Wilbur. Born the "weakling" of the litter, Wilbur is to be killed for food. Charlotte uses her web to save Wilbur's life, and in the process, teaches the other farm animals about friendship, trust and common welfare.

**LORD OF THE FLIES** by William Golding (1954)

A group of boys evacuated from England during an atomic war land on a tropical island in a "passenger tube" ejected from a flaming airplane. An election for chief is held and Ralph wins over Jack. While Ralph is a natural leader, Jack is a bully and constantly competes with Ralph for control of the boys. Interestingly, Jack is the only boy who carries a knife. Not one adult is present on the island; the young boys must figure out how to survive and how they might be rescued.



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**THE GIVER** by Lois Lowry (1993)

Jonas lives in the Community where everything is "perfect". No choices need be made because everyone is assigned a role. War, fear and pain are absent from the society. Medication and strict rules established and administered by the Committee maintain order and Sameness. Babies born with defects and the Elderly Ones experience the Ceremony of Release.

When Jonas becomes twelve, he is selected by the Committee to become the new Receiver. He will be trained by The Giver, an old man who alone possesses memories of past generations- memories of the pains and pleasures of life-the Truth.



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**ANIMAL FARM** by George Orwell

Brief Plot Summary:

Nearing the end of his life, Old Major, a prize boar on the farm of Mr. Jones, shares with the other animals his vision of a time when animals will rule themselves, free from the oppression of humankind. Eventually, the animals rebel and drive Mr. Jones and the other men from the farm. Renaming their new home “Animal Farm”, the pigs take over the task of running the farm. Pigs are selected because they are the most clever of all the animals. Seven Commandments are written by the pigs to establish and maintain order—commandments which forbid animals to associate with human beings or to adopt human habits. The Seventh Commandment: **ALL ANIMALS ARE EQUAL**. The leadership of the farm quickly falls to the two most ambitious boars---Napoleon and Snowball. They compete for control of Animal Farm, each using different “means” to achieve the “end”.

“Their most faithful disciples were the two carthorses, Boxer and Clover. Those two had great difficulty in thinking anything out for themselves, but having once accepted the pigs as their teachers, they absorbed everything they were told, and passed it on to the other animals by simple arguments.”

“Comrades,” he said, “I trust that every animal here appreciates the sacrifice that Comrade Napoleon has made in taking this extra labour upon himself. Do not imagine, comrades that leadership is a pleasure! On the contrary, it is a deep and heavy responsibility. No one believes more firmly than Comrade Napoleon that all animals are equal. He would be only too happy to let you make your decisions for yourselves. But sometimes you might make the wrong decisions, comrades, and then where should we be?”

“...in spite of the habit, developed through long years, of never complaining, never criticizing, no matter what happened---they might have uttered some word of protest.”

“There was nothing there now except a single Commandment....**ALL ANIMALS ARE EQUAL BUT SOME ANIMALS ARE MORE EQUAL THAN OTHERS.**”



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When Jonas becomes twelve, he is selected by the Committee to become the new Receiver. He will be trained by The Giver, an old man who alone possesses memories of past generations--memories of the pains and pleasures of life---the Truth.

"Jonas shrugged..... How could someone not fit in? The community was so meticulously ordered, the choices so carefully made. Even the Matching of Spouses was given such weighty consideration that sometimes an adult...waited months or even years...Like the Matching of Spouses and the Naming and Placement of new children, the Assignments were scrupulously thought through by the Committee of Elders."

"No doors in the community were locked, ever. None that Jonas knew of, anyway. "

"Everyone in the community has one-generation memories..There was a time, actually---you'll see this in the memories later- when flesh was many different colors. That was before we went to Sameness...We relinquished color when we relinquished sunshine and did away with differences...We gained control of many things. But we had to let go of others. 'We shouldn't have!' Jonas said fiercely. "

"Well..'Jonas had to stop and think it through.' "If everything's the same, then there aren't any choices. I want to wake up in the morning and decide things. "

The Giver nodded..."One might make wrong choices...We don't dare to let people make choices of their own...We really have to protect people from wrong choices. "

"The books are forbidden to citizens. You and I are the only ones with access to the books. "

He had seen a birthday party, with one child singled out and celebrated on his day, so that now he understood the joy of being an individual, special and unique and proud.





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**THE GIVER**  
Lois Lowry

**AUTHORITY**

What are the positions of authority described in this story? What is the purpose of each position? Is each position necessary? Why or why not?

What are the weaknesses in the Committee's position of authority? What changes, if any, would you suggest to improve that position?

Why do you think it is important to be able to evaluate a position of authority, such as the ones in this story?

What are some of the consequences of having the Committee exercise authority over the Community?

Which of those consequences are benefits? Which of those consequences are costs?

**RESPONSIBILITY**

What are Jonas's responsibilities in the story?

What are the consequences of Jonas carrying out each responsibility?

Which consequences are benefits? Which consequences are costs?

**WRITING PROMPT: PSSA STYLE**

Planning:

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**PROMPT:** Jonas's world is perfect in *THE GIVER*. "There is no war or fear or pain. There are no choices." Write to persuade the reader that Jonas is right when he declares the Community should not have done away with differences.

As you write your paper, remember to:

- ✓ Clearly explain Jonas's thinking behind his declaration.
- ✓ Include specific facts, details and examples to support his declaration.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
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**LORD OF THE FLIES**

William Golding

**Brief Summary:**

A group of English schoolboys evacuated during an atomic war land on a tropical island in a "passenger tube" ejected from a flaming airplane. An election for chief is held and Ralph wins over Jack. While Ralph is a natural leader, Jack is a bully and constantly competes with Ralph for control of the boys. Interestingly, Jack is the only boy who carries a knife. Not one adult is present on the island; the young boys must figure out how to survive and how they might be rescued.

Ralph...lifted the conch. 'Seems to me we ought to have a chief to decide things.' 'I ought to be chief', said Jack, 'because I'm chapter chorister and head boy.' The dark boy, Roger, spoke up. 'Let's have a vote.' This toy of voting was almost as pleasing as the conch. Jack started to protest but the clamor changed from the general wish for a chief to an election by acclaim of Ralph himself...What intelligence had been shown was traceable to Piggy while the most obvious leader was Jack. But there was a stillness about Ralph as he sat that marked him out.

"Meetings. Don't we love meetings? Every day. Twice a day. We talk. I bet if I blew the conch this minute, they'd come running. Then we'd be, you know, very solemn, and someone would say we ought to build a jet, or a submarine, or a TV set. When the meeting was over they'd work for five minutes, then wander off or go hunting."

"Conch, conch," shouted Jack. "We don't need the conch anymore. We know who ought to say things. What good did Simon do speaking, or Bill, or Walter? It's time some people knew they've got to keep quiet and leave deciding things to the rest of us."

The fire's the most important thing. Without the fire we can't be rescued. I'd like to put on war-paint and be a savage. But we must keep the fire burning. The fire's the most important thing on the island....We need more people to keep it going. Let's go to the feast and tell them the fire's hard on the rest of us. And the hunting and all that, being savages I mean---it must be jolly good fun."



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**LORD OF THE FLIES**  
William Golding

**AUTHORITY:**

What are the positions of authority described in the novel?

What is the purpose of each position?

Is each position necessary? Why or why not?

**RESPONSIBILITY:**

What events happened in the story for which someone was responsible?

Why did people in the story want to know who was responsible for the things that happened?

How was knowing who was responsible used to reward someone?

How was knowing who was responsible used to penalize someone?

**WE THE PEOPLE:**

Answer the questions below using **LORD OF THE FLIES** as the source for your responses:

Initially, the children found themselves living in a "state of nature".

- Describe some advantages and disadvantages of living in this state of nature.
- What happened to some of the children's rights?



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**LORD OF THE FLIES**  
William Golding

**WRITING PROMPT: PSSA STYLE**

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**PROMPT:**

Golding describes the theme of LORD OF THE FLIES as follows: "...an attempt to trace the defects of society back to the defects of human nature..." Write to inform the reader of ways in which the US Constitution protects society from the "defects of human nature".

As you write your paper, remember to:

- ✓ Clearly explain the "protections" provided by the Constitution.
- ✓ Include specific facts, details and examples of those "protections".
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
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## **THE OUTSIDERS**

S.E. Hinton

### **Brief Summary:**

Ponyboy is a fourteen year old being raised by his twenty year old and sixteen year old brothers since their parents were killed in an auto accident. He counts on them and his friends but nothing else. He belongs to a gang of "greasers" who are constantly at odds with the Socs, a dangerous gang of rich kids. This story illustrates the need to belong, the role of friends and the capacity to act heroically.

"We're poorer than the Socs and the middle class. I reckon we're wilder, too. Not like the Socs, who jump greasers and wreck houses and throw beer blasts for kicks, and get editorials in the paper for being a public disgrace one day and an asset to society the next. Greasers are almost like hoods; we steal things and drive old souped-up cars and hold up gas stations and have a gang fight once in a while. I don't mean I do things like that. Darry would kill me if I got into trouble with the police. Since Mom and Dad were killed in an auto wreck, the three of us get to stay together only as long as we behave. So Soda and I stay out of trouble as much as we can, and we're careful not to get caught when we can't. I only mean that most greasers do things like that, just like we wear our hair long and dress in blue jeans and T-shirts, or leave our shirttails out and wear leather jackets and tennis shoes and boots. I'm not saying that the Socs or greasers are better; that's just the way things are. "

"We pushed open the door to the back room and found four or five little kids, about eight years old or younger, huddled in a corner. One was screaming his head off, and Johnny yelled, 'Shut up! We're goin to get you out!' .....Johnny wasn't behaving at all like his old self. He looked over his shoulder and saw that the door was blocked by flames, then pushed open the window and tossed out the nearest kid. I caught one quick look at his face...he wasn't scared. That was the only time I can think of when I saw him without that defeated, suspicious look in his eyes. He looked like he was having the time of his life. I picked up a kid, and he promptly bit me, but I leaned out the window and dropped him as gently as I could.....We dropped the last of the kids out as the front of the church started to crumble. Johnny shoved me toward the window. "Get out!" ... Then I heard Johnny scream..."

"It's worth saving those kids. Their lives are worth more than mine, they have more to live for And don't be so bugged over being a greaser. You still have a lot of time to make yourself be what you want...Suddenly it wasn't only a personal thing to me..I could picture hundreds of boys living on wrong sides of cities...mean, tough, hated the world.."



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## **LITERARY COMPANIONS FOR WE THE PEOPLE:**

### **UNIT ONE: PHILOSOPHY**

LORD OF THE FLIES-----Grades 7 and 12

Shape of a society depends upon ethical nature of the individual rather than a political system, no matter how logical and respectable.

HOLES----Grade 9

ANIMAL FARM----Grade 10

MACBETH----Grades 11 and 12

THREE WORKS ADDRESS

ABUSE OF POWER

OEDIPUS THE KING and ANTIGONE----Grade 11

Plays address issue of private versus public morality.

### **UNIT TWO: HISTORY**

THE GIVER----Grade 7

Reveals a society whose history is known only by one person. Other citizens have only one generation of memory.

BRAVE NEW WORLD----Grade 8

Stability replaces history; sameness replaces diversity.



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**UNIT THREE: VALUES AND PRINCIPLES OF THE CONSTITUTION**

BRAVE NEW WORLD----Grade 8

The “new world” is ruled by a dictatorship where the State conditions all people to “sameness”; the individual has no worth.

LORD OF THE FLIES----Grades 7 and 12

Describes the results of the absence of rules, laws and governing principles.

ANIMAL FARM----Grade 10

Relates to the concept of organizing a new government. Analogies can be drawn between the positions of leadership and the three branches of U.S. Government.

**UNIT FOUR: PROTECTION PROVIDED BY THE BILL OF RIGHTS**

HOLES----Grade 9

The boys at Camp Green Lake have no “rights”. All power has been usurped by the Warden who has established a dictatorship.

ANIMAL FARM----Grade 10

Only the pigs have “rights” in this novel. Other animals have no protection from abuse of power.

OEDIPUS THE KING and ANTIGONE----Grade 11

Individual citizens have no recourse from the edicts of the King.



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**UNIT FIVE: WHAT DOES THE BILL OF RIGHTS PROTECT?**

THE GIVER----Grade 7

A society is described in which there is no need for protection of individual rights because the individual makes no choices. THE COMMITTEE “protects” the citizens by making choices for them via assignments.

BRAVE NEW WORLD----Grade 8

Huxley’s “new world” is protected by the State, which maintains control of the numbers and types of citizens, conditions them to think alike and “stabilizes” through Sameness.

**UNIT SIX: THE MEANING OF CITIZENSHIP**

BRAVE NEW WORLD----Grade 8

Citizenship is absent in this society. Castes make up the social order and members of each caste are test-tube created and conditioned. There are no choices to be made and serious thinking is discouraged.

OEDIPUS THE KING and ANTIGONE----Grade 11

The setting for both plays is a Greek city-state. Active participation by citizens is encouraged. ANTIGONE, in particular, demonstrates active versus passive citizenship in the characters Antigone and Ismene.

MACBETH----Grade 12

Not only a study in the evil side of ambition and power, MACBETH illustrates the need for citizens to “rise up” and take action against tyranny.





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# **Literature and Writing**

## **High School**



**We the People...  
The Citizen and the Constitution**

Directed by the Center for Civic Education  
Funded by the U.S. Department of Education by act of Congress



**Myron E. Yoder, M.Ed.  
Pennsylvania Congressional District 15 Co-Coordinator**

**Declaring Independence**

- Read Jefferson’s “original Rough draught” of the Declaration of Independence.
- Read the Declaration of Independence found in the back of your “We the People” Text.

Compare and Contrast the two documents using the worksheet below. You may use additional paper.

<b>Jefferson’s “original Rough draught”</b> List Jefferson’s original thought on a topic.	<b>The Declaration of Independence</b> Describe how the Declaration dealt with the topic.

You will be placed into a group to prepare and present testimony on the two documents. Select one topic that you worked on and schedule your presentation with your teacher.

Your testimony must include the following information.

1. Your findings on the differences between the two documents.
2. Reasons why the Declaration dealt with a topic differently from Jefferson’s original draft.
  - a. Support your reasons with historical facts or documents.
  - b. Analysis of what impact the difference had on the history of the United States after the Declaration was signed.
  - c. Predict what would have happened if the Continental Congress had accepted Jefferson’s original wording on the topic.



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**We the People High School Text**  
**Lesson 37 – Focus Questions**

You are a futurist. (someone who predicts what the future will look like based on an understanding of what existed in the past and what exists today.) Imagine the United States thirty or forty years from now.

What predictions might you make about American Citizenship?

What developments might change the way Americans think about natural rights, republican government and constitutional democracy?

What might our institutions of government be like and how might they protect individual rights?

What are some developments now taking place in the world which will likely affect the future of American citizenship?



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<i>We the People:</i> High School Text <b>PSSA Style Reading Assessment</b> “House Bill Would Let Pennsylvanians Vote Online” Daryl Lang, The Morning Call	<b>Student Name</b>	
	<b>Teacher</b>	

**High School Passage**

The Internet is fast becoming a tool in governments. This technology has the potential of engaging citizens and impacting on the relationships that citizens have with their governments and with citizens of other nations. This article will explore voting electronically. You will be asked to answer some questions and write to persuade a reader if electronic voting should take place.

**Please read the attached Morning Call newspaper article.**



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**Now read each question and  
darken the circle of the best  
answer.**

1. House Bill 2654 was sponsored by \_\_\_\_\_.

- A. Jane Orié
- B. Daryl Lang
- C. Charles Gerhards
- D. Dennis Reynolds

2. In this story, the word  
“R-Allegheny” means \_\_\_\_\_.

- A. The Allegheny River
- B. Representative from Allegheny
- C. Republican from Allegheny
- D. Regular Allegheny Citizen

3. Several lawmakers are concerned  
about \_\_\_\_\_.

- A. visiting any polling place
- B. hackers
- C. voting in Arizona
- D. democratic voters

4. In this story, “Rep.” means \_\_\_\_\_.

- A. Reparation
- B. Repatriation
- C. Repetition
- D. Representative

5. Dennis Reynolds believes voting on  
the Internet will be safe because  
of \_\_\_\_\_.

- A. Research
- B. Special pointing devices
- C. Data encryption
- D. House Bill 2654

6. A source for more information would  
be \_\_\_\_\_.

- A. votehere.net.
- B. R-Allegheny
- C. Pennsylvania
- D. Arizona

7. Which of the following statements is  
an opinion.

- A. House Bill 2654 is sponsored  
by Rep. Jane Orié.
- B. Arizona tried online voting
- C. On Wednesday there was a  
public hearing.
- D. Dictson said that online voting  
might also benefit the  
disabled..

8. The author wrote mainly to \_\_\_\_\_.

- A. Inform
- B. Narrate
- C. Persuade
- D. Entertain





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*We the People:* High School Text  
**PSSA Style Reading Assessment**  
“House Bill Would Let Pennsylvanians Vote  
Online” Daryl Lang, The Morning Call

## **Scoring Guide**

### **High School Passage**

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Pennsylvania Congressional District 15 Co-Coordinator

Now read each question and  
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answer.

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- C. Charles Gerhards
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- C. voting in Arizona
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- B. Repatriation
- C. Repetition
- D. Representative

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of \_\_\_\_\_.

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- B. Special pointing devices
- C. Data encryption
- D. House Bill 2654

10. A source for more information would  
be \_\_\_\_\_.

- A. votehere.net.
- B. R-Allegheny
- C. Pennsylvania
- D. Arizona

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- B. Arizona tried online voting
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public hearing.
- D. Dictson said that online voting  
might also benefit the disabled..

12. The author wrote mainly to \_\_\_\_\_.

- A. Inform
- B. Narrate
- C. Persuade
- D. Entertain



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**Performance Task**

10. You are a lawmaker and must vote on House Bill 2654. Your constituents asked you to write an editorial to the newspaper to explain your vote. Write an editorial to persuade the reader about your decision.

As you write, be sure to

- Describe how you voted and why you voted the way you did.
- Explain your decision and how you believe it will impact people in the future.
- Support your ideas with elements from the story.
- Write neatly and clearly.
- Use only the space provided.

**Scoring Rubric for Performance Task**

- 4** – The response demonstrates a thorough understanding of the text and task by exhibiting a level of comprehension that extends beyond the literal to the evaluative. The student makes a decision and clearly states what his vote would be and why he voted that way. The student then makes a connection on how his decision would affect citizens in the future. The student supports his decision with elements from the story. The student uses words that are normally used in Civics education.
- 3** – The response demonstrates an adequate understanding of the text with a simple explanation. The student offers a simple explanation of how he would vote. The student gives some elaboration of what might happen but offers little or no reasoning why. The student uses simple words in his explanation.
- 2** – The response is a summary of text ideas and includes a personal extension of an idea from the text. The student offers various reasons that could happen but fails to take a personal stand and issue a decision. The student fails to attempt one part of the task.
- 1** – The response offers only a very limited understanding of the text. Nothing in the answer shows any relationship to the text. The student has a very limited response that fails to address the stated task.
- 0** – The response is a scribble and is considered intentionally off-task.



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**We the People  
High School Text**

**Lesson 37**

**WRITING PROMPT: PSSA STYLE**

**PLANNING :**

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

**PROMPT:**

You are a futurist short story writer. Write a short story to inform the reader about what American Citizenship will look like 30-40 years from now.

**As you write your paper, remember to:**

- √ Write the story as if the events were taking place 30-40 years from now.
- √ Provide details of events occurring today and how those events evolved into what you predict will be occurring in American Citizenship 30-40 years from now. Use terms you learned from the text.
- √ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- √ Use a variety of words and well-constructed sentences.
- √ Correct any errors in grammar, mechanics and spelling.



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**LITERARY COMPANION PIECES**  
**For**  
**We the People: The Citizen and the Constitution**

**UNIT ONE:**

**LORD OF THE FLIES** by William Golding

Examines human nature with applications to Natural Rights Philosophy.

**ANTIGONE** by Sophocles

Provides insight into Greek city-states and how they were governed. Relates to the question concerning what type of government best protects the natural rights of each individual while promoting the good of all. . Addresses the issue of private versus public morality. (Antigone versus Creon)

**THE FIXER** by Bernard Malamud

Examines the concept of civic virtue. " I am not a political person....the world ' s full of it but it's not for me. Politics is not in my nature. "

"I am in history.... yet not in it. It passes me by. Is this good, or is something lacking in my character?"

**UNIT TWO:**

**BRAVE NEW WORLD 'REVISITED** by Aldous Huxley

Addresses the dangers posed to freedom by man's tendency toward over organization. BIG BUSINESS concept results in a more powerful central government required for regulating policies and relations among corporate giants.

**THE PRINCE** by Niccolo Machiavelli

Discusses various kinds of military troops including auxiliaries, native, and mercenaries.



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**UNIT THREE:**

**ANIMAL FARM** by George Orwell

Examines the necessity for humanity to become civilized by a society governed by laws.

**BRAVE NEW WORLD REVISITED** by Aldous Huxley

Huxley quotes Jefferson-"Where the press is free, and every man able to read, all is safe."  
Assumes men are capable of governing themselves with some success only if they are taught to reason. Devotes a chapter to *PROPAGANDA IN A DEMOCRATIC SOCIETY*.

**THE PRINCE** by Niccolo Machiavelli .

Several chapters describe the "rights" or absence of "rights" in monarchies and republics .

**UNIT FOUR:**

**THE FIXER** by Bernard Malamud

Provides numerous examples of ethnic discrimination and violation of individual rights.

Equal protection of the laws a keen issue. "Keep in mind that if your life is without value, so is mine. If the law does not protect you, it will not, in the end, protect me."

**UNIT FIVE:**

**BRAVE NEW WORLD AND BRAVE NEW WORLD REVISITED** by Aldous Huxley

Both books examine the "loss" of individual freedoms in favor of equality.

**THE FIXER** by Bernard Malamud

Addresses the issue of individual rights within the court system.



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**UNIT SIX:**

**ANTIGONE** by Sophocles

Antigone views her citizenship as secondary to a higher law--that of the gods. Her sister Ismene believes good ~citizens obey all laws because they are the "laws of the land ".

**BRAVE NEW WORLD AND BRAVE NEW WORLD REVISITED** by Aldous Huxley

Both books examine the ways in which citizenship is being changed by modern thought and technology.

1. Man's desire "to be governed" rather than govern himself.
2. A strong desire for conformity while mistrusting the individual.
3. An increasing reverence for technology and its comforts/conveniences accompanied by growing apathy toward the arts and humanities.

**THE FIXER** by Bernard Malamud .

The protagonist comes to view himself in the following light--"One often feels helpless in the face of the confusion of these times, such a mass of apparently uncontrollable events and experiences to live through, attempt to understand, and if at all possible, give order to; but one must not withdraw from the task if he has some small thing to offer--he does so at the risk of diminishing his humanity."

" .....Where there's no fight for it there's no freedom. If the state acts in ways that are abhorrent to human nature it's the lesser evil to destroy it."



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**EXAMPLES OF SMALL GROUP PROJECTS AND ACTIVITIES**

1. Design a society without a government. In the process, determine what a government can or cannot do about law or rule-making on problems selected by your group.

RESOURCES: ANIMAL FARM and LORD OF THE FLIES

2. Investigate the role of government in the United States today. Explore and research how government's influence on an individual's life has become more pervasive, perhaps invasive. Examples from law enforcement, health care and national security may serve as timely topics.

RESOURCES: THE GIVER and BRAVE NEW WORLD

3. Select a philosophy of government. Using your knowledge of the U.S. Constitution, research and evaluate why and how government has solved or not solved some fundamental current problems of society. Areas such as welfare, education and crime may be examined to determine whether it should be a government function to legislate such issues.

RESOURCES: ANIMAL FARM , THE GIVER and BRAVE NEW WORLD



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4. What constitutes moral and ethical behavior? As your group develops answers to this question, examine and discuss the following:
  - a. How do you define “right” and “wrong”---“good” and “evil”?
  - b. What goals do/should we have for fulfilling our individual and common humanity?
  - c. What am I obligated to do to reach my goals?
  - d. How do I meet my needs/desires without destroying others or society?

RESOURCES: MACBETH, HOLES and ANIMAL FARM

5. Research what your life would be like if you lived in a Greek city-state or a totalitarian society with your present beliefs. Be certain to address all your beliefs (moral, ethical, religious, political etc.).

RESOURCES: OEDIPUS THE KING and ANTIGONE





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## **EXAMPLES OF SMALL GROUP PROJECTS AND ACTIVITIES**

1. Design a society without a government. In the process, determine what a government can or cannot do about law or rule-making on problems selected by your group.

RESOURCES: *ANIMAL FARM* and *LORD OF THE FLIES*

2. Investigate the role of government in the United States today. Explore and research how government's influence on an individual's life has become more pervasive, perhaps invasive. Examples from law enforcement, health care, banking, etc. may serve as "timely topics".

RESOURCES: *BRAVE NEW WORLD* and *BRAVE NEW WORLD REVISITED*

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RESOURCES: *ANIMAL FARM*, *BRAVE NEW WORLD* and *BRAVE NEW WORLD REVISITED*

4. Assume universal national military service is mandatory in our country. Men and women must register at age 18 and serve a minimum of two years. You believe the Constitution, based on past interpretations, implies that such a requirement is a violation of your individual rights. Do you register or do you not register on your 18th birthday?

Consider using a debate format for your presentation. Have some members of your group defend the affirmative position (register) and the other members defend the negative position (do not register).

RESOURCES: *ANTIGONE* and *THE PRINCE*



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  - What goals do/should we have for fulfilling our individual and common humanity?
  - What am I obligated to do to reach my goals?
  - How do I meet my needs/desires without destroying others or society?

Consider using a debate format for your presentation. After answering the questions, have some members of your group defend the "findings" and the other members refute them.

RESOURCES: *ANIMAL FARM*, *THE FIXER*, and *LORD OF THE FLIES*

6. Research what your life would be like if you lived in a Greek city-state or a totalitarian society with your present beliefs. Be certain to address all your beliefs (moral, ethical, religious, political, etc.) in your presentation.

RESOURCES: *ANTIGONE* and *THE FIXER*



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**ANIMAL FARM**

by  
George Orwell

"The work of teaching and organizing the others fell naturally upon the pigs, who were generally recognized as being the cleverest of the animals. "

"Squealer...was a brilliant talker, and when he was arguing some difficult point he had a way of skipping from side to side and whisking his tail which was somehow very persuasive. The others said of Squealer that he could turn black into white."

"Their most faithful disciples were the two carthorses, Boxer and Clover. Those two had great difficulty in thinking anything out for themselves, but having once accepted the pigs as their teachers, they absorbed everything that they were told, and passed it on to the other animals by simple arguments."

**THE SEVEN COMMANDMENTS:**

1. Whatever goes upon two legs is an enemy.
2. Whatever goes upon four legs, or has wings, is a friend.
3. No animal shall wear clothes.
4. No animals shall sleep in a bed.
5. No animal shall drink alcohol.
6. No animal shall kill any other animal.
7. All animals are equal.

"Comrades," he said, "I trust that every animal here appreciates the sacrifice that Comrade Napoleon has made in taking this extra labour upon himself. Do not imagine, comrades that leadership is a pleasure! On the contrary, it is a deep and heavy responsibility. No one believes more firmly than Comrade Napoleon that all animals are equal. He would be only too happy to let you make your decisions for yourselves. But sometimes you might make the wrong decisions, comrades, and then where should we be?"

"...out from the door of the farmhouse came a long file of pigs, all walking on their hind legs. Squealer...carried a whip in his trotter. "

"..in spite of the habit, developed through long years, of never complaining, never criticizing, no matter what happened--they might have uttered some word of protest."

"There was nothing there now except a single Commandment....**ALL ANIMALS ARE EQUAL BUT SOME ANIMALS ARE MORE EQUAL THAN OTHERS.**"



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Sophocles' **ANTIGONE**

**SETTING:** City-state of Thebes in Greece

**TIME:** 440 BC

**BRIEF PLOT SUMMARY:**

This Greek tragedy examines the age-old conflict between the requirements of human and divine law. The central character, Creon', is king of Thebes. Antigone and Ismene are daughters of the now deceased Oedipus. Prior to the opening of the play, the brothers of Antigone and Ismene (Eteocles and Polynices) fought against each other in an attempt to gain control of Thebes. Both were killed and now Creon issues an edict denying Polynices a proper burial because he led a foreign army against his own city-state.

Antigone intends to defy Creon's edict and asks her older sister to help, asserting their highest obligations are to the gods, not the king. Ismene is afraid and states that as women they are too weak to go against the king. Keep In mind that according to the Greek view of death, a person's soul could never find rest (peace) until the body was properly buried.

After spreading some soil over Polynices' body, Antigone is captured and brought before Creon. She admits her guilt and Creon sentences her to die. Haemon, son of Creon, attempts to advise his father, pleading for him to temper justice with mercy. Creon refuses to listen to Haemon but reluctantly heeds the words of a prophet and the elders of Thebes. Rushing out to bury Polynices and free Antigone, Creon acts too late. Antigone has committed suicide, Haemon, who loved her, does the same upon discovering her body, and Queen Eurydice, when informed of her son's death, kills herself. Creon acknowledges his responsibility for these tragic events and prays that he may die soon.



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**1**

**Excerpts from ANTIGONE**

**ISMENE:** You firebrand! Could I do a thing to change the situation as it is?

**ANTIGONE:** You could. Are you willing to share danger and suffering and-----

**ISMENE:** Danger? What are you scheming at?

**ANTIGONE:** Take this hand of mine to bury the dead?

**ISMENE:** What! Bury him and flout the interdict?

**ANTIGONE:** He is my brother still, and yours--though you would have it otherwise. But I shall not abandon him.

**ISMENE:** What! Challenge Creon to his face?

**ANTIGONE:** He has no right to tamper with what's mine.

**ISMENE:** Sister, please, please! Remember how our father died: hated, in disgrace, wrapped in horror of himself, his own hand stabbing out his sight. And how his mother-wife in one twisted off her earthly days with cord. And thirdly how our two brothers in a single day each achieved for each a suicidal nemesis. And now, we two are left. Think how much worse our end will be than all the rest, if we defy our sovereign's edict and his power. Remind ourselves that we are women, and as such not made to fight with men. For might unfortunately is right and makes us bow to things like this and worse. Therefore shall I beg the saints below to judge me leniently as one who kneeled to force. I bend before authority. It does not do to meddle.

**ANTIGONE:** I will not press you any more. I would not want you as a partner if you asked. Go to what you please. I go to bury him. How sweet to die in such pursuit! To rest loved by him whom I have loved, sinner of a holy sin, with longer time to charm the dead than those who live. For I shall abide forever there. So go and please your fantasy and call it wicked what the gods call good.

**ISMENE:** You know I don't do that. I'm just too weak to war against the state.



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**2**

**CREON:** Now, of course, there is no way to tell the character and mettle of a man until you see him govern. Nevertheless, I am the kind of man who can't and never could abide the tongue-tied ruler who through fear is shy of sound advice. I find intolerable the man who puts his country second to his friend. For instance, if I saw--and God's my witness--danger heading for the state, I would speak out. I could not bear to make my country's enemy my private friend. For, knowing as I do our country is the ship that bears us safe, there are no friends aboard who sabotage. So there you have my principles by which I govern. In accord with them I made the proclamation that you heard just now: Eteocles, who died in arms for Thebes, shall have a glorious funeral, as befits a hero going to join the noble dead. But his brother Polyneices, he who came from exile breathing fire against the city of his fathers and its shrines, the man who came all thirsting for his country's blood, to drag the rest of us away as slaves--I've sent the edict out that none shall bury him or even mourn. He must be left all ghastly where he fell, a corpse for dogs to maul and vultures pick his bones. You see the kind of man I am! You'll not catch me putting traitors up on pedestals beside the loyal man. I'll honor him alone, alive or dead, who honors Thebes.



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**3**

**CREON:** But one who breaks the laws and flouts authority, I never will allow. For, whom the state appoints to govern, he must be listened to in little things, in just things, in things their opposite. And I am confident that one who thus obeys, would make a perfect subject or a perfect king; who even in the thick of flying spears will not desert his post but staunchly stands at his comrade's side. O Anarchy! there is no greater curse than anarchy. It topples cities down, it crumbles homes. It shatters allied ranks in broken flight, which discipline kept whole--for discipline preserves and orders well. Let us then defend authority and not be ousted by a girl. If yield we must, then better yield to man, than have it said that we were worsted by a woman.

**HAEMON:** Father: Reason is God's greatest gift to man. I would not dream of criticizing yours. But other men can reason rightly too. As your son, you see, I find myself marking every word and act and comment of the crowd, to gauge the temper of the simple citizen, who dares not risk your scowl to freely speak his mind. But I from the shadows hear them: hear a whole city's sympathy towards this girl, because no woman ever faced so unreasonable, so cruel a death for such a generous act. She would not leave her brother lying on the battlefield for carrion birds and dogs to maul. "Should not her name be writ in gold?" they say.----- Then, don't entrench yourself in your opinion as if everyone else were wrong. The kind of man who always thinks that he is right, that his opinions, his pronouncements, are the final word, when once exposed shows nothing there.



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**ANTIGONE**

Topics for Discussion

1. Explain Ismene's response to Antigone's request for help. What does her response infer about her character?
2. Why does Antigone feel compelled to bury her brother?
3. Discuss Creon's views on the way government should be run.
4. How does Haemon attempt to reason with his father?

Concepts related to Lesson 36 in WE THE PEOPLE TEXT:

- Principles of good citizenship
- Civil Disobedience
- Empowerment
- Civic Values





*We the People...*  
***The Citizen and the Constitution***

Directed by the Center for Civic Education  
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**Melissa Bell**  
**Pennsylvania Congressional District 15 Co-Coordinator**

**BRAVE NEW WORLD** by Aldous Huxley

Brief Plot Summary:

Using the description of a Utopia as a satirical device, Huxley begins his novel in the year 632 A.F. (after Ford, the Deity of Utopia). Our civilization was destroyed by a devastating war and a dictatorship comprised of ten World Controllers now rules.

Stability has been established by maintaining control of the numbers and types of citizens and by regulation of supply to demand. Peace reigns because the State conditions all the young people to think alike and the old are given soma, a tranquilizer. Courtship is frowned upon by the State; marriage is forbidden. Five castes make up the social order, the higher castes performing the creative roles and the lower castes performing the roles of drudgery. Test-tube births and an artificial process for multiplying embryos that will be lower-caste citizens are used to control the population. Government-sponsored sports and entertainment have become tools of distraction from serious thinking. “Community, Identity, Stability” is the motto of the State—Happiness its aim.

“No wonder these poor pre-moderns were mad and wicked and miserable. Their world didn’t allow them to take things easily, didn’t allow them to be sane, virtuous, happy. What with mothers and lovers, what with the prohibitions they were not conditioned to obey, what with the temptations and lonely remorse, what with all the diseases and the endless isolating pain, what with the uncertainties and the poverty---they were forced to feel strongly. And feeling strongly (and strongly, what was more, in solitude, in hopelessly individual isolation), how could they be stable?

“Government’s an affair of sitting, not hitting. You rule with the brains and the buttocks, never with the fists. For example, there was the conscription of consumption...every man, woman and child compelled to consume so much a year....ending is better than mending....the more stitches, the less riches”.



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**BRAVE NEW WORLD** by Aldous Huxley

“Did you ever feel,” he asked, “as though you had something inside you that was only waiting for you to give it a chance to come out? Some sort of extra power that you aren’t using.....I sometimes get a feeling that I’ve got something important to say and the power to say it----only I don’t know what it is, and I can’t make any use of the power.”

“When the individual feels, the community reels,” Lenina pronounced.

“Consider the matter dispassionately, Mr. Foster, and you will see that no offence is so heinous as unorthodoxy of behavior. Murder kills only the individual---and, after all, what is an individual.....We can make a new one with the greatest ease...as many as we like. Unorthodoxy threatens more than the life of a mere individual; it strikes at Society itself.”

“That’s just like you. Getting rid of everything unpleasant instead of learning to put up with it.....What you need is something with tears for a change. Nothing costs enough here.”

“..I don’t want comfort. I want God. I want poetry, I want real danger, I want freedom, I want goodness...”



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**THE FIXER**  
Background Information

- 1894 Nicholas II becomes Czar
- 1895 Karl Marx writes DAS KAPITAL, Volume 3  
Tolstoi and Chekov write novels and plays
- 1903 Bolsheviks established in London with meeting attended by Lenin and Leon Trotsky
- 1904 Russo-Japanese War begins
- 1905 Russian Parliament created
- 1906 Reform Laws passed
- 1907 Lenin leaves Russia; Rasputin gains influence with the Czar
- 1909 5 million, 200 thousand Jews in Russia  
1 million, 700 thousand Jews in US
- 1917 October Revolution (November 7) in Petrograd  
Lenin becomes Chief Commissar Trotsky becomes Commissar of Foreign Affairs
- 1918 Nicholas II and his family executed



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**Pennsylvania Congressional District 15 Co-Coordinator**

Bernard Malamud's **THE FIXER**

**SETTING:** Russia

**TIME:** Late 19th Century

**BRIEF PLOT SUMMARY:**

Yakov Bok, a Russian Jew, is an ordinary man who is discontent with his life in the shtetl, a segregated community where Jews are forced to live. He feels that he has been cheated of all opportunities and made a prisoner in Russian society because of his Jewishness.

Desiring to "know what's going on in the world" and better himself, Bok heads off to Kiev. He finds a job and gets a room in a section of the city forbidden to Jews. Within weeks, he finds himself arrested, accused of the "ritual murder" of a young Christian boy. Yakov Bok faces charges of stabbing the boy to death to use his Christian blood in the making of Jewish matzos.

For months, Bok is persecuted by agents of a remote and all-powerful state. His only hope lies first in his defense attorney, Bibikov, then in Ostrovsky. When Bibikov is discovered by Bok hanging in an adjoining cell, Yakov loses all hope. The remainder of the novel describes Bok's personal suffering and ultimate triumph over incredible brutality and degradation.



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**Pennsylvania Congressional District 15 Co-Coordinator**

Excerpts from  
**THE FIXER**  
by Bernard Malamud

First of all, not every Russian is your enemy. God forbid. The intelligentsia is disturbed by this case. Many luminaries of literature, science, and the professions have objected against the blood ritual slander. Not so long ago the Kharkov Medical Society passed a resolution protesting your imprisonment, and the next thing that happened the society was dissolved by government authorities. Newspapers have been fined for their probing articles and editorials. I know members of the bar who openly say that Marfa Golov and her lover committed the murder. Anyway, an opposition exists, which is good and it's bad. Where there's opposition to reaction there's also repression; but better repression than public sanction of injustice. Freedom exists in the cracks of the state. Even in Russia a little justice can be found. It's a strange world. On the one hand we have the strictest autocracy; on the other we are approaching anarchy; in between courts exist and justice is possible. The law lives in the minds of men. If a judge is honest the law is protected. If that's the case, so are you. Also a jury is a jury---human beings---they could free you in five minutes.

---

Ostrovsky had been to see him. He had spoken of the trial; there was a chance. Another lawyer, a reformed Ukrainian anti-Semite, would defend him in court before a prejudiced judge and ignorant jury. But now he was at least no longer anonymous to all but his prosecutors and jailers. He was not unknown. There had blown up from somewhere a public opinion. Not every Russian believed guilty. He had become--who would have thought it--a public person.

"Why me?" he asked himself. Once you're out in the open, it rains and snows. It snows history, which means what happens to somebody starts in a web of events outside the personal. We're all in history, that's sure, but some are more than others, Jews more than some... Bok had, to his painful surprise, stepped into history more deeply than others. In history, thicker at times than at others, too much happens. With less history around you might walk through it or by it. In or out, it was history that counted--the world's bad memory. It remembered the wrong things. So for a Jew it was the same wherever he went; he carried a remembered pack on his back--a condition of servitude, diminished opportunity, vulnerability. A Jew wasn't free. Because the government destroyed his freedom by reducing his worth no Jew was innocent in a corrupt state. Those who persecute the innocent were themselves never free. Keep in mind that the purpose of freedom is to create it for others.



# *We the People... The Citizen and the Constitution*

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**Pennsylvania Congressional District 15 Co-Coordinator**

## **THE FIXER** Topics for Discussion

1. Discuss Ostrovsky's views on the role of public opinion as it might impact Yakov Bok's case in the courts.
2. Analyze Bok's feelings relating to his "Jewishness" and its impact upon his "citizenship" in Russia and his place in history.

Concepts related to Lesson 37 in WE THE PEOPLE TEXT:

- Diversity of People
  - ◆ Beliefs
  - ◆ Values
- Significance of Public Opinion
- Internationalism (Importance of understanding meaning of citizenship in global history)

## **THE FIXER**

Food For Thought

***Benedict Spinoz: (Philosopher)*** The good that man seeks can only be attained through community. The search for good for oneself is equally and concomitantly the pursuit of it for others.

***Bibikov(Yakov Bok's Defense Attorney)*** One often feels helpless in the face of the confusion of these times... but one must not withdraw from the task if he has some small thing to offer:--he does so at the risk of diminishing his humanity.

***Jesus*** Greater love has no man than to give of his life for another.



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**Pennsylvania Congressional District 15 Co-Coordinator**

## **Mary Shelley's FRANKENSTEIN**

**SETTING:** Switzerland (Geneva and the Alps)  
Ingolstadt, Germany  
Scotland (a remote island off the Scottish coast)

**TIME:** Early 1800's

### **BRIEF PLOT SUMMARY:**

Victor Frankenstein, born to an educated, well-traveled and compassionate family, begins his university studies with an intense desire to create life in a laboratory. Collecting various cadaver parts, he creates a gigantic creature, bringing it to life with electric sparks captured from lightning bolts. Immediately horrified by this "laboratory life", Victor flees and for two years knows nothing about his "creation". During this time period, Victor's seven-year old brother is found strangled and an innocent young girl is convicted of the crime and hanged.

The "monster", after being deserted by his creator, learns to survive, speak, read and write by observing the daily routine of a poor family living near a deserted hut which provides shelter for the creature. Rejected by all humans because of his monstrous appearance, the creature seeks out his creator to ask that a companion be created for him, someone similar to himself who will not reject him. Upon hearing the monster promise that he and his mate will disappear from the civilized world, Victor reluctantly agrees to make a companion.

The task of creating yet another "laboratory life" begins on an isolated island off the Scottish coast. As his work progresses, Victor struggles with the possible consequences, changes his mind and destroys his "work in progress". The monster appears and vows vengeance. Soon, Victor's closest friend is found strangled and his young bride is strangled on their wedding night. The monster fades into the night, observed by a terrified and grief-stricken Victor Frankenstein.

The creator pledges to follow his creation and destroy him. Victor Frankenstein dies while pursuing this mission, the monster appears and states he will build a gigantic funeral bier and burn himself in the fire. The creature then disappears into the darkness.









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**JUDGES:** Please examine the point value of Each Individual step in the debate. Note that the point values correspond directly to the time in minutes that each step in the debate takes. Also, make comments on the bottom of the ballot so each debater can improve by learning from his or her mistakes. Never give a tie score or tie decision. Judge to tenths of a point. Please circle the winner.

**RESOLVED:**

<b>Affirmative Team</b>		vs.	<b>Negative Team</b>	
1st Aff. Constructive Speaker (4) pts.			Neg. Quest. of 1st Aff. (2.5) pts.	
Answers of 1st Affirmative (2.5) pts.			1st Neg. Const. Speaker (4) pts.	
Aff. Quest. of 1st Neg. (2.5) pts.			Answers of 1st Neg. (2.5) pts.	
2nd Aff. Const. Speaker (4) pts.			Neg. Quest. of 2nd Aff. (2.5) pts.	
Answers of 2nd Aff. (2.5) pts.			2nd Neg. Const. Speaker (4) pts.	
Aff. Quest. Of 2nd Neg. (2.5) pts.			Answers of 2nd Neg. (2.5) pts.	
Aff. Rebuttalist (4) pts.			Negative Rebuttalist (4) pts.	
<b>Total Affirmative (22) pts.</b>			<b>Total Negative (22) pts.</b>	

<b>Circle the winner: Affirmative</b>		<b>Negative</b>
<b>Make Comments:</b>		
1st Aff. Constructive Speaker		1st Neg. Constructive Speaker
2nd Aff. Constructive Speaker		2nd Neg. Constructive Speaker
Aff. Questioner		Negative Questioner
Affirmative Rebuttalist		Negative Rebuttalist



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**MACBETH** by William Shakespeare

Brief Plot Summary:

Scotland is the setting for this tragic story of a man whose ambition and desire for power ultimately lead to his downfall. Sent toward evil by the predictions of three witches and encouraged by his equally ambitious wife, Macbeth murders his kinsman King Duncan as he sleeps. Duncan's two sons flee Scotland for safety and Macbeth is crowned King. As the play progresses, Macbeth finds it easier to destroy anyone he suspects of disloyalty. He plots the murder of his best friend Banquo, whom Macbeth believes knows the truth regarding Duncan's death. Later on, Macbeth sends "hired killers" to murder the wife, children and servants of Macduff, a man who dares to help raise an army to fight Macbeth. As the play draws to a close, Lady Macbeth goes mad from guilt and kills herself. Macduff's forces defeat Macbeth's soldiers and Macduff kills Macbeth. Duncan's son Malcolm is crowned King of Scotland.

"...why do I yield to that suggest whose horrid image doth unfix my hair, and make my seated heart knock at my ribs, against the use of nature?"

"If chance will have me king, why, chance may crown me, without my stir."

"...yet do I fear thy nature; it is too full of the milk of human kindness to catch the nearest way; thou wouldst be great; are not without ambition, but without the illness should attend it".

"To beguile the time, look like the time; bear welcome in your eye. Your hand, your tongue: look like the innocent flower, but be the serpent under it".



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## **WRITING ASSESSMENT WORKSHOP**

“Writing is the process of selecting, combining, arranging and developing ideas in effective sentences, paragraphs, and often longer units of discourse. The process requires the writer to cope with a number of variables: modes or types of writing (narrative, informational, descriptive, explanatory and persuasive); tone (from personal to quite formal); form (from a poem to a formal letter to a lengthy essay); purpose (from expressing personal feelings to conducting research); and possible audiences (oneself, a teacher, classmates, etc.).”

### **THE PURPOSES OF THE PA WRITING ASSESSMENT ARE TO:**

- Encourage more and different types of writing in PA classrooms.
- Provide information to help teachers strengthen their writing programs.
- Provide information that will reinforce the value of writing.

### **STIMULATE WRITING ACROSS THE CURRICULUM**

- Provide staff development in writing instruction and holistic (domain) assessment.
- Monitor progress toward communication standards and writing achievement in PA schools.
- Measure growth in writing within a school district.
- Provide a rough measure to evaluate the quality of writing within a school district.
- Encourage school districts to develop a systematic program for improving the quality of writing.



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**THREE MODES (TYPES) OF WRITING IDENTIFIED TO BE AMONG THE MOST IMPORTANT IN SCHOOL AND IN LIFE ARE THE FOCUS OF THE PA WRITING ASSESSMENT.**

**NARRATIVE/IMAGINATIVE WRITING** creates, manipulates and interprets reality.

It requires writers to closely observe, explore and reflect upon a wide range of experiences. It encourages creativity and speculation and offers writers an opportunity to understand the emotions/actions of themselves and others.

**INFORMATIONAL WRITING** is used to share knowledge and convey messages, instructions or ideas by making connections between the familiar and unfamiliar.

It is assessed because it is used as a common writing strategy in academic, personal and job related areas, as a tool which spans a range of thinking skills from recall to analysis and evaluation, and as a means of presenting information in prose. This type of writing has many functions: to present information through reporting, explaining how to, giving directions, summarizing, and defining; to organize and analyze information through explaining, comparing, contrasting, and relaying cause/effect; and to evaluate information judging, ranking or deciding.

**PERSUASIVE WRITING** moves the reader to take an action or to form or change an opinion. This type of writing is assessed for three reasons:

- 1) It requires thinking skills such as analysis, synthesis and evaluation;
- 2) It requires writers to choose from a variety of situations and to take a stand; and
- 3) It is a skill frequently used in school and the workplace. Persuasive writing has several functions: to state and support a position, opinion, or issue, to defend, to refute and to argue.



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## **THE WRITING PROCESS**

### **PREWRITING**

The writer plays with ideas, gathers information to prepare for writing the first draft. Classroom activities helpful in this stage include:

- Observing
- Listening
- Reading
- Note-taking
- Discussions
- Brainstorming
- Small group investigations

Prewriting is also the point when students begin to clarify the topic, select the mode (type) of writing appropriate, and determine the possible audience.

### **DRAFTING**

The writer begins recording ideas in rough form. A first draft provides opportunity to gather, explore and discover ideas to be developed. False starts and discarded ideas are definitely permitted! Neatness and mechanical errors are not a concern yet!

### **REVISING**

This is an ongoing activity which is a part of every stage of the writing process. The writer sorts, selects and critiques ideas. Upon completion of the first draft, the writer begins serious revision (seeing again). Are the purposes and ideas in the content clearly stated and effectively supported with ample details/examples? The writer now becomes concerned about the total effect of the assignment.

### **PRESENTING OR PUBLISHING**

Possible audiences for student writers other than the classroom teacher include other students, other teachers, parents, relatives, school administrators.



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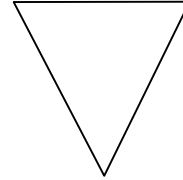


**Melissa Bell**  
**Pennsylvania Congressional District 15 Co-Coordinator**

**HOW TO ORGANIZE A WRITING PROJECT:**

**INTRODUCTION:** Four traits for an Introductory Paragraph

1. It must state the topic.
2. It must imply the attitude.
3. It must give a sense of direction.
4. It must capture the interest of the reader.

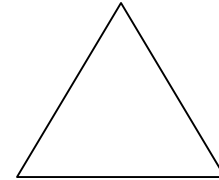


**BODY OR "MIDDLE":** The "power" of the piece lies here!

1. Use of specific examples/details puts "meat" on the bones of the subject. Ideas are fully developed.
2. Logical order or sequence of ideas is evident.
3. Transitions made within sentences and between paragraphs are both logical and smooth in style.
4. Language is precise; word choice is effective and appropriately colorful (original).

**CONCLUSION:** Highlights the "MIDDLE" section. Creates an "echo" of the INTRODUCTION.

1. Restates the thesis statement (not word for word)
2. Provides a sense of completeness
3. Adds no new information





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## **INTRODUCTORY PARAGRAPH**

Identify the sentence below which creates interest and the sentence which states the topic and attitude. Explain how a sense of direction is given. Rewrite these sentences into an introductory paragraph.

1. A father shows his love in many subtle ways: money for extras, behind-the-scenes preparations, and muffled responses of joy over his children's successes.
2. Does a father know how to love?
3. It's possible that children fail to recognize their father's subtle way of loving.

## **BODY OR "MIDDLE"**

**HANDOUT:** Come to Order---The Organizational Process

## **CONCLUSION**

How does the paragraph below fit the three traits of a concluding paragraph?

Certainly a father's love is difficult to measure. When he sacrifices his money, his time, and sometimes his emotions, he is often taken for granted. However, when a child grows older, he realizes how often his father showed his love in imperceptible ways.



## Come to Order—The Organizational Process

1. Thesis statement:      Obtaining a driver's license provides many teenagers a new status.

2. Points of development:

	The necessary knowledge for obtaining a driver's license	A change in leisure activities	An increase in responsibility
--	--	--------------------------------	-------------------------------

3. Suggested detail:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

4. Topic sentences:

	Paragraph 1	Paragraph 2	Paragraph 3
--	-------------	-------------	-------------

_____	_____	_____
_____	_____	_____
_____	_____	_____

5. Particular methods of development:

_____	_____	_____
_____	_____	_____

6. Arranging the order of the paragraphs:

_____	_____	_____
-------	-------	-------

7. Arranging the detail within the paragraphs

_____	_____	_____
_____	_____	_____



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**Pennsylvania Congressional District 15 Co-Coordinator**

**A Comparison of**  
**Project Citizen and the Graduation Project**

**PROJECT CITIZEN**

"This project is intended to help you learn how to express your opinions... It calls for you to work cooperatively with others in your class and, with the help of your teacher and adult volunteers, to accomplish the following tasks:"

1. Identify a problem to study.
2. Gather information.
3. Examine solutions.
4. Develop a class public policy.
5. Develop an action plan.
6. Develop a class portfolio.
7. Present class portfolio to an audience and/or panel of judges. (10 minutes)  
Answer questions about what you learned from Project Citizen experience.

**GRADUATION PROJECT**

The graduation project is a meaningful learning experience which provides a student or group of students with opportunity for in-depth learning of a selected topic, involving out-of-class research and development.

1. Identify a topic to study.
2. Investigate and research selected topic.
3. Evaluate the value, importance and impact of the project.
4. Draw conclusions from the information or data gathered.
5. Prepare an outline and rough draft of a J-5 page paper.
6. Submit written component of project.
7. Present findings before a Review Board. (15-20 minutes)  
Answer questions about what you learned from researching your topic.



# *We the People... The Citizen and the Constitution*

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**Myron E. Yoder, M.Ed.  
Pennsylvania Congressional District 15 Co-Coordinator**

## **Government Simulation**

### **Basic Procedures**

- 1. Students identify a concern that they have about something going on around them on a 3x5 card.**
- 2. They then put the concern on the My Concern Sheet (below)**
- 3. They then do the work listed on the sheet and submit the portfolio for grade as listed on the sheet.**
- 4. Then, they take their concern and the work they did and compose a Bill they would like to see passed, the form and score sheet is below (proposed bill) Their bill then goes to the next step. (5 days)**
- 5. Divide the classes (3) into a senate [mid size class], house [Largest size class] and president and cabinet (smallest size class). The classes are organized appropriately and each student is assigned a party and seniority in years. Committees are formed and hearings scheduled for all the student bills. Create a calendar for committee meetings and sessions. (10 days total, 5 days for committee work and 5 days for floor action.)**

The operations are similar, senators can filibuster, chairs can pigeonhole, committees can kill bills, riders, porkbarrel all is fair game. House Rules committee can set limits, conference committees etc.

The President can send video [media] speeches and press conferences to the various houses. All members of the president's class must convince the president to advance their bill and find a member in the other classes to sponsor their bill in their chamber.

With two classes I have a president elected from the large class and assign some cabinet member to work with them, they are then isolated from the class.

With One Class, We start with creating a president and cabinet and create an agenda for what bills would be advanced. Then they form a house and go through the process, then a senate, then conference committee, and then back to the pres.

With 5 or more classes; 1 class president, 1 class house and 1 senate, the 4th could be another house the 5th another senate. The president class is split with 1/2 working with one group and the other half the other group.

You could also take 4 classes and combine two to create one house; you just need to bring them together for full house debate. You would divide the committees into two and have each class take half of them.

- 6. The model runs 3-5 weeks and is their final assessment. The portfolio requirements and score sheet are attached below.**

Name \_\_\_\_\_

Period \_\_\_\_\_ Score \_\_\_\_\_

I Have the Following Concern About The United States:

Expectation	Points Possible	Points Earned
1. Which Government is involved in your concern? Federal      State      Both      Local	5	
2. Constitutional justification for Government involvement.	10	
3. Laws that are involved in your concern or a source (article, agency, etc.) that connects your concern to the government.	5 (5 extra if you cite a law)	
4. Explain how your concern is connected to the government and how you feel about it. (What should be done?)	10	
5. What elected officials could you write to about your concern? US Congress,                  House      Senate PA General Assembly,      House      Senate Local	10	
6. Write a letter to an appropriate elected official expressing your concern. Letter must be neat and ready to send. Envelope with address must be attached.	10	
7. Extra!! If you send the letter and submit the reply you received from the elected official you can earn 10 extra points.	(10 Extra)	
Total Points	50	

# *Final Assessment*

{This will be worth at least 50% of your Final Exam Grade}

Name \_\_\_\_\_ Period \_\_\_\_\_.

Assessment	Points Possible	Points Earned
Proposed Bill Assessment	50	
Committee/Cabinet Assessment	50	
Floor Debate/Cabinet Assessment	50	
Journal	50	
Debriefing Essay	50	
<b>Total Points</b>	<b>250</b>	

Committee/Cabinet Log		Floor Debate/Cabinet Log	
Points Earned		Points Earned	
Day 1		Day 1	
Day 2		Day 2	
Day 3		Day 3	
Day 4		Day 4	
Day 5		Day 5	
Day 6		Day 6	
<b>Total Points</b>		<b>Total Points</b>	

# Proposed Bill Assessment

Name \_\_\_\_\_ S or H Bill # \_\_\_\_\_

Short Title \_\_\_\_\_

Criteria	Score	Points Earned	Notes
Grammar and spelling is correct. Bill is neatly printed or typed.	10		
Bill is logical and workable.	20		
Bill has recourse if violation occurs or action is involved to enact the law.	20		
<b>Extra Points</b> if Bill makes it to the floor of the House or Senate for debate.	5		
<b>Extra Points</b> if Bill passes the House or Senate.	10		
<b>Extra Points</b> if Bill passes the Both the House and the Senate.	15		
<b>Extra Points</b> if Bill is signed by the President or the veto is overridden.	20		
Totals (50 points possible)	50		

Passed House of Representatives \_\_\_\_\_, Conf. Bill \_\_\_\_\_.

Passed Senate \_\_\_\_\_, Conf. Bill \_\_\_\_\_.

Presidential Approval \_\_\_\_\_.

Presidential Veto \_\_\_\_\_.

Reasons for veto;

House Override \_\_\_\_\_, Senate Override \_\_\_\_\_.

S. Bill \_\_\_\_\_.

H. Bill \_\_\_\_\_.

Short Title \_\_\_\_\_.

Bill Sponsor(s) \_\_\_\_\_.

1 Be it enacted that \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_  
6 \_\_\_\_\_  
7 \_\_\_\_\_  
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### Committee/Cabinet Assessment

Criteria	Points Possible	Self Evaluation	Points Earned	Notes
Committee/Cabinet Work. Actively involved in the committee work. Follow basic procedure and rules of order.	20			
Committee/Cabinet Presentation Presentations of your proposed bill was well organized, logical and demonstrated evidence of research. Questions were fielded with knowledgeable answers.	25			
Participation Score From the Teachers score sheet. You can earn more than the five points. (Committee chairs or other leaders start with 5 points for their efforts as chairs or leaders)	5			
<b>Total Points</b>	<b>50</b>			

### Participation Points When Speaking

- |   |   |  |  |  |
|---|---|--|--|--|
| 5   | 4   | 3  | 2  | 1  |
| <ul style="list-style-type: none"> <li>• Prepared</li> <li>• Logical</li> <li>• Left Impression</li> <li>• Clear Distinctive Points</li> <li>• Took Position</li> </ul> | <ul style="list-style-type: none"> <li>• Logical</li> <li>• Effective</li> <li>• Took Position</li> </ul> | <ul style="list-style-type: none"> <li>• Basic Statement</li> <li>• Took Position</li> </ul> | <ul style="list-style-type: none"> <li>• Voiced Opinion</li> </ul> | <ul style="list-style-type: none"> <li>• Spoke to Issue</li> </ul> |

### Procedural Motion Points

- |   |  |   |
|---|--|---|
| 3   | 2  | 1   |
| <ul style="list-style-type: none"> <li>• Effective use of motion</li> <li>• Strategic to advance your cause</li> <li>• Timed appropriately</li> </ul> | <ul style="list-style-type: none"> <li>• Effective use of motion</li> <li>• Timed Appropriately</li> </ul> | <ul style="list-style-type: none"> <li>• Basic motion</li> <li>• Little or no impact</li> </ul> |

## Floor Debate/Cabinet Assessment

Criteria	Points Possible	Self Evaluation	Points Earned	Notes
Floor/Cabinet Action. Actively involved in the Floor Action. Follow basic procedure and rules of order. Involved in Party support.	20			
Floor/Cabinet Presentations. Presentation of your proposed bill or another bill that you are cosponsoring is well organized, logical and demonstrated evidence of research. (Criteria also applies to speaking against a bill.)	25			
Participation Score From the Teachers score sheet. You can earn more than the five points. (Floor leaders, if any start with 5 points for their efforts.)	5			
<b>Total Points</b>	<b>50</b>			

### Participation Points When Speaking

- |   |   |  |  |  |
|---|---|--|--|--|
| 5   | 4   | 3  | 2  | 1  |
| <ul style="list-style-type: none"> <li>• Prepared</li> <li>• Logical</li> <li>• Left Impression</li> <li>• Clear</li> <li>• Distinctive</li> <li>• Points</li> <li>• Took Position</li> </ul> | <ul style="list-style-type: none"> <li>• Logical</li> <li>• Effective</li> <li>• Took Position</li> </ul> | <ul style="list-style-type: none"> <li>• Basic Statement</li> <li>• Took Position</li> </ul> | <ul style="list-style-type: none"> <li>• Voiced Opinion</li> </ul> | <ul style="list-style-type: none"> <li>• Spoke to Issue</li> </ul> |

### Procedural Motion Points

- |   |  |   |
|---|--|---|
| 3   | 2  | 1   |
| <ul style="list-style-type: none"> <li>• Effective use of motion</li> <li>• Strategic to advance your cause</li> <li>• Timed appropriately</li> </ul> | <ul style="list-style-type: none"> <li>• Effective use of motion</li> <li>• Timed Appropriately</li> </ul> | <ul style="list-style-type: none"> <li>• Basic motion</li> <li>• Little or no impact</li> </ul> |

## Journal Assessment

Each day in the Journal is worth 5 points. Total points possible over the 10 days is; 10 days @ 5 points per day = a possible 50 points. Any extra days will also be worth 5 points per day above and beyond the 50 possible.

### Daily Journal Assessment

- |  |   |  |   |   |
|--|---|--|---|---|
| 5  | 4   | 3  | 2   | 1   |
| <ul style="list-style-type: none"> <li>• Neat</li> <li>• Organized</li> <li>• Complete</li> <li>• Accurate Record</li> <li>• Personal Impressions</li> </ul> | <ul style="list-style-type: none"> <li>• Organized</li> <li>• Basic Record</li> <li>• Personal Impressions</li> </ul> | <ul style="list-style-type: none"> <li>• Basic Record</li> <li>• Personal Impressions</li> </ul> | <ul style="list-style-type: none"> <li>• Some Record</li> </ul> | <ul style="list-style-type: none"> <li>• Poor Record or unreadable</li> </ul> |

Committee/Cabinet Log		Floor Debate/Cabinet Log	
Points Earned		Points Earned	
Day 1		Day 1	
Day 2		Day 2	
Day 3		Day 3	
Day 4		Day 4	
Day 5		Day 5	
Day 6		Day 6	
<b>Total Points</b>		<b>Total Points</b>	

Total Points Earned in Journal \_\_\_\_\_.

## Committee/Cabinet Log

Day 1

Day 2

## Committee/Cabinet Log

Day 3

Day 4

## Committee/Cabinet Log

Day 5

Day 6

## Floor Debate/Cabinet Log

Day 1

Day 2

## Floor Debate/Cabinet Log

Day 3

Day 4



## Floor Debate/Cabinet Log

Day 5

Day 6

## Debriefing Essay

Your answer should fit on the following page only. You may type your answer.

### Essay Assessment

50	40	30	20	10
<ul style="list-style-type: none"><li>• Very Neat</li><li>• Correct Grammar and Spelling</li><li>• Organized and logical</li><li>• Takes and defends a clear position</li><li>• Excellent connection to material learned in text and in the simulation.</li><li>• Understands Government operations.</li><li>• Cites relevant examples</li></ul>	<ul style="list-style-type: none"><li>• Neat</li><li>• Good Grammar and Spelling</li><li>• Organized and logical</li><li>• Takes a clear position</li><li>• Good connection to material learned in text and in the simulation.</li><li>• Knowledgeable of Government operations.</li><li>• Cites at least one relevant example</li></ul>	<ul style="list-style-type: none"><li>• Satisfactory</li><li>• Satisfactory Grammar and Spelling</li><li>• Organized</li><li>• Takes a position</li><li>• Satisfactory connection to material learned in text and in the simulation.</li><li>• Satisfactory knowledge of Government operations.</li><li>• Cites an example</li></ul>	<ul style="list-style-type: none"><li>• Readable</li><li>• Weak Grammar and Spelling</li><li>• Unorganized</li><li>• Takes no position</li><li>• Poor connection to material learned in text and in the simulation.</li><li>• Poor knowledge of Government operations.</li></ul>	<ul style="list-style-type: none"><li>• Unreadable</li><li>• Poor Grammar and Spelling</li><li>• Unorganized</li><li>• Takes no position</li><li>• No connection to material learned in text and in the simulation.</li><li>• No knowledge of Government operations.</li></ul>

Total Points Earned \_\_\_\_\_.

Notes

### Essay Prompt

(Please answer the prompt below on the following page.)

Please base your answer on what you learned from your text and what you learned from the simulation.

***Write to persuade the reader if any changes are need in the way we conduct our government.***

- If you advocate no change then further explain why it is necessary to operate the way it does. (please cite examples)
- If you advocate change then what do you feel is the problem and offer a solution to the problem. (Please cite examples)

Name \_\_\_\_\_

Answer to Essay Question

# **Math Strategies**

# **Mathematics**

## **Elementary School**

Name \_\_\_\_\_

Period or Section \_\_\_\_\_

# We The People

## *Elementary Unit 2* Framers of the Constitution

**Mr. Myron E. Yoder, M.Ed.**

The 3 x 5 card that you selected has the name of a framer of the Constitution. Your assignment is to look in the appendix of your book and find your framer. When you are called on to present your framer you will speak from the podium and present what you found.

Presentation	Points Possible	Points Earned
Read from Book	5	
Read from a note card	10	
Memorized	15	

Content	Points Possible	Points Earned
Read entire section from book	5	
Read entire section from book and added an additional accurate piece of information about the framer.	10	

Total Points Earned	10	
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Note: Students are expected to at least read the section from the book about their Framer. Each student will earn at least 10 points, any additional points will be considered extra.

Name \_\_\_\_\_

Period or Section \_\_\_\_\_

# We The People

## ***Elementary Unit 2*** **Framers of the Constitution**

**Mr. Myron E. Yoder, M.Ed.**

Keep track of the following information as you hear the presentations on the framers of the constitution. When we are finished you will be asked to analyze the information you gathered and draw some conclusions from it. You will then share the information in a small group and develop a group report for presentation to the class.

Criteria	Count
The Framers had a college education.	
The Framers held a political office in the new national government <u>after</u> the constitution was signed.	

Identify something you want to listen for in each of the criteria listed below.

Criteria	Count
Civics and Government	
Economics	
Geography	
History	

Name \_\_\_\_\_

Period or Section \_\_\_\_\_

# We The People

## *Elementary Unit 2* Framers of the Constitution

**Mr. Myron E. Yoder, M.Ed.**

The 3 x 5 card that you selected has the name of a framer of the Constitution. Your assignment is to look in the appendix of your book and find your framer. When you are called on to present your framer you will speak from the podium and present what you found.

Presentation	Points Possible	Points Earned
Read from Book	5	
Read from a note card	10	
Memorized	15	

Content	Points Possible	Points Earned
Read entire section from book	5	
Read entire section from book and added an additional accurate piece of information about the framer.	10	

Total Points Earned	10	
---------------------	----	--

Note: Students are expected to at least read the section from the book about their Framer. Each student will earn at least 10 points, any additional points will be considered extra.



Name \_\_\_\_\_

Period or Section \_\_\_\_\_

# We The People

## *Elementary Unit 2* **Framers of the Constitution**

**Mr. Myron E. Yoder, M.Ed.**

Keep track of the following information as you hear the presentations on the framers of the constitution. When we are finished you will be asked to analyze the information you gathered and draw some conclusions from it. You will then share the information in a small group and develop a group report for presentation to the class.

Criteria	Count
The Framer had a college education.	
The Framer held a political office in the new national government <u>after</u> the constitution was signed.	

You should select at least one other criterion you would like to listen for. Please list your criteria below.

Criteria	Count



# We the People... The Citizen and the Constitution

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Myron E. Yoder, M.Ed.  
Pennsylvania Congressional District 15 Co-Coordinator

<b>We the People: Elementary Text PSSA Style Math Assessment</b>  <b>Handout 8-1</b>  <b>Population and Representation</b>	<b>Student Name</b>	
	<b>Teacher</b>	

Use the bar graph in the lesson (page 60) to complete the questions below. These questions will help you think about the conflict over representation.

Please darken the circle next to the correct answer.

1. Which state had the fewest people?  <input type="radio"/> A. Rhode Island <input type="radio"/> B. Delaware <input type="radio"/> C. Georgia <input type="radio"/> D. Virginia	2. Which state had the most people?  <input type="radio"/> A. Massachusetts <input type="radio"/> B. Delaware <input type="radio"/> C. Pennsylvania <input type="radio"/> D. Virginia
--	--

### Task

The framers at the constitutional convention were having difficulty in determining how the new legislature would be constructed. Some states wanted the representatives to be selected by state with each state having the same number of representatives. Other states wanted the representatives to be based on the population of their state, the more population you had the more representatives you got.

- If each state had one representative for every 50,000 people, how many representatives would each state have? Complete the chart with your answers. **Show any math work** you did to arrive at your answers.
- Which states do you think favored giving all states the same number of representatives? Which states do you think favored giving the larger states more representatives based on the size of their populations? **Explain** your answers.
- What would be a fair solution to this problem? **Explain** your answer. **Show any math work** you did to support your answer.



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Pennsylvania Congressional District 15 Co-Coordinator**

**Student Response to Task**

A) If each state had one representative for every 50,000 people, how many representatives would each state have? What would be the total number of representatives at this ratio?

**Complete** the chart with your answers.

Connecticut		New Hampshire		Rhode Island	
Delaware		New York		South Carolina	
Georgia		New Jersey		Virginia	
Maryland		North Carolina			
Massachusetts		Pennsylvania			

Total number of representatives possible with a ratio of 50,000 to 1.	
---	--

**Show any math work** you did to arrive at your answers.

3 Points    2 Points    1 Point    0 points

Response continued on the following page.



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**Myron E. Yoder, M.Ed.**  
**Pennsylvania Congressional District 15 Co-Coordinator**

B) Which states do you think favored giving all states the same number of representatives?

**Explain** your answer.

Which states do you think favored giving the larger states more representatives based on the size of their populations?

**Explain** your answer.

3 Points    2 Points    1 Point    0 points

Response continued on the following page.



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**Pennsylvania Congressional District 15 Co-Coordinator**

C) What would be a fair solution to this problem?

**Explain** your answer.

**Show any math work** you did to support your answer.

3 Points    2 Points    1 Point    0 points



# We the People... The Citizen and the Constitution

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Myron E. Yoder, M.Ed.

Pennsylvania Congressional District 15 Co-Coordinator

<p>We the People: Elementary Text PSSA Style Math Assessment</p> <p>Handout 8-1</p> <p>Population and Representation</p>	<p>Teacher Guide to Scoring</p>
--	---------------------------------

Use the bar graph in the lesson (page 60) to complete the questions below. These questions will help you think about the conflict over representation.

Please darken the circle next to the correct answer.

<p>1. Which state had the fewest people?</p> <p><input type="radio"/> A. Rhode Island</p> <p><input checked="" type="radio"/> B. Delaware</p> <p><input type="radio"/> C. Georgia</p> <p><input type="radio"/> D. Virginia</p>	<p>2. Which state had the most people?</p> <p><input type="radio"/> A. Massachusetts</p> <p><input type="radio"/> B. Delaware</p> <p><input type="radio"/> C. Pennsylvania</p> <p><input checked="" type="radio"/> D. Virginia</p>
--	--

## Task

The framers at the constitutional convention were having difficulty in determining how the new legislature would be constructed. Some states wanted the representatives to be selected by state with each state having the same number of representatives. Other states wanted the representatives to be based on the population of their state, the more population you had the more representatives you got.

- A) If each state had one representative for every 50,000 people, how many representatives would each state have? Complete the chart with your answers. **Show any math work** you did to arrive at your answers.
- B) Which states do you think favored giving all states the same number of representatives? Which states do you think favored giving the larger states more representatives based on the size of their populations? **Explain** your answers.
- C) What would be a fair solution to this problem? **Explain** your answer. **Show any math work** you did to support your answer.



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**Pennsylvania Congressional District 15 Co-Coordinator**

**Problem Solution**

In Part A the student should correctly calculate the number of representatives for each state as listed. Two states, Rhode Island and Maryland are close to call for rounding up or down. Accept either number from the student. Student should round appropriately.

In Part B the student should correctly identify at least the four smallest states for those who favored each state receiving an equal number of representatives. The explanation used should be one that indicates that smaller states would want equal power and/or that the smaller states have less population so states should be equally represented. Student should also correctly identify the four largest states as those states desiring representation based on populations. The explanation used should be one that indicates that larger states should have more representation because the population should be represented equally. Students can identify more than four in each area but not more than 6. The student explanations can be based on other issues provided the issue is consistent with the historical reasons for larger states wanting representation by population and smaller states by equal representation among the states. All Mathematical work should be logical in support of the explanation and be correct and accurate. The student may also use one set of calculations to support both questions in this part.

In Part C the student should suggest a solution that would give both the larger and smaller states the type of representation they would like. The historically correct answer would be that the Legislature should be divided into two branches, one branch with representation equal among the states and the other branch with representation based on population. Each branch would have equal power and that both branches must agree before anything can be approved. Their explanation should be based on the need for both sides to be represented the way they want or else an agreement might not be reached. Should the student suggest a different solution the solution must somehow accommodate both methods of representation. All Mathematical work should be logical in support of the solution and be correct and accurate.



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## **Scoring**

Scoring is a function of how many point's students achieve on each of the 3 parts. There are 3 points possible for each part.

### **5 - Advanced Understanding, Excellent**

- Attains all 9 points

### **4 - Satisfactory Understanding, Proficient**

- Attains 7 or 8 points

### **3 - Almost Satisfactory Understanding**

- Attains 5 or 6 points

### **2 - Partial Understanding**

- Attains 3 or 4 points

### **1 - Minimal Understanding**

- Attains 1 or 2 points

### **0 - Incorrect**

- Attains 0 points





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**Pennsylvania Congressional District 15 Co-Coordinator**

## Student Response to Task

A) If each state had one representative for every 50,000 people, how many representatives would each state have? What would be the total number of representatives at this ratio?

**Complete** the chart with you answers.

Connecticut	<b>5</b>	New Hampshire	<b>3</b>	Rhode Island	<b>1 - 2</b>
Delaware	<b>1</b>	New York	<b>7</b>	South Carolina	<b>5</b>
Georgia	<b>2</b>	New Jersey	<b>4</b>	Virginia	<b>14</b>
Maryland	<b>6 - 7</b>	North Carolina	<b>8</b>		
Massachusetts	<b>8</b>	Pennsylvania	<b>9</b>		

Total number of representatives possible with a ratio of 50,000 to 1.

**73 - 75**

**Show any math work** you did to arrive at your answers.

**Note:** *Students that have a number higher or lower than the number for states with only one number listed above may be having problems eyeing up the end point on the bar with the appropriate axis mark. You should demonstrate to the student the technique of using the top edge of the paper to line up with the top line of the graph. Then show the student how to move the paper along the top line of the graph and using the straight edge on the side of the paper to line up the axis mark with the bar. If writing on the graph is permitted you should have the student draw the grid lines with the above technique.*

*Work should demonstrate that the student is rounding appropriately.*

### Scoring

- 3 points** Student must correctly calculate the total number of representatives and number of representatives for each state by rounding appropriately. (73-75 inclusive)
- 2 points** Student identifies the total number of representatives for at least 10 of the states.
- 1 point** Student has less than 10 states correct and lacks appropriate rounding. The total number of representatives is given as  $\leq 73$  or  $\geq 75$ .



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B) **Part 1** Which states do you think favored giving all states the same number of representatives?

**Note:** *The student explanations in Part B can be based on other issues provided the issue is consistent with the historical reasons for larger states wanting representation by population and smaller states by equal representation among the states. Student should identify four of the smallest states but no more than the 7 listed below.*

*Four smallest*

*Delaware  
Rhode Island  
Georgia  
New Hampshire*

*Next two*

*New Jersey  
Connecticut or South Carolina (the two are close, South Carolina can be accepted in lieu of Connecticut)*

**Explain** your answer.

*The explanation used should be one that indicates that smaller states would want equal power and/or that the smaller states have less population so states should be equally represented, otherwise they would always be on the losing end of trying to get their state interests passed in the legislature.*

**Show any Math Work** you did to arrive at your answers

*An example of math work where the student lists 4 states would be.*

*Using representation as a basis 50,000 to 1 ratio*

*4 smaller states would receive 8 - 10 votes*

*4 largest states would receive 37 - 39*

*$37/8 = 4 \text{ r } 5$  or  $39/10 = 3 \text{ r } 9$*

*The larger states would have almost 4 times the number of votes and the smaller states would always be out voted in the legislature and their interests would not be advanced.*



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*And/or*

*Equal representation by state would mean that each gets one or more equal votes so each state has 1/13 of the votes thus the 4 smallest states have the same voting power as the 4 largest.*

**Part 2** Which states do you think favored giving the larger states more representatives based on the size of their populations?

*Student should identify four of the largest states but no more than the 6 listed below.*

*Four Largest*

*Virginia*  
*Pennsylvania*  
*North Carolina*  
*Massachusetts*

*Next two*

*New York*  
*Maryland*

**Explain** your answer.

*The explanation used should be one that indicates that larger states should have more representation because the population should be represented equally, otherwise the smaller states would have population that has greater power than the population of larger states.*

**Show any Math Work** you did to arrive at your explanation.

*An example of math work where the student lists 4 states would be.*

*If representation is based on an equal vote among the states using 1 vote per state.  
Ratio at 50,000 to 1*

*Each state gets one vote or 1/13 of the votes.*

*Number of people in the states based on graph, 1 Grid block = 50,000, low number below is rounding down, high number is rounding up.*



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*4 smaller states have 8 - 10 (grid blocks)  
4 largest states have 37 - 39 (grid blocks)*

*The four smallest states would have 4 votes for a population of about 400,000 (8 X 50,000)  
The vote per person would be 1 vote for every 100,000 people*

*The four largest states would have 4 votes for a population of about 1,850,000 (37 X 50,000)  
The vote per person would be 1 vote for every 462,500*

*Thus a person in a small state gets over 4 times the power of a person in a large state  
(462,500/100,000 = 4.625) thus the person in a large state is under-represented and a person  
in a small state is over-represented.*

**NOTE:** *Instead of using 4 states in calculating the above a student may demonstrate the same  
type of results by using one state from each area. Such as the largest state vs. the smallest  
state.*

*Delaware = 50,000 and Virginia = 700,000 thus a Delaware person would have 14 times the  
representation of a person in Virginia.*

### **Scoring**

- 3 points** *The student must correctly identify the needs for the large states and the small states. The explanations must be logical and supported by correct and accurate mathematical calculations. All rounding must be consistent. The student listed at least the 4 smallest and the 4 largest in their answer.*
- 2 points** *The student correctly identified the needs for the large and small states but part of their explanations are not correct or logical, OR the math work is not logical, correct and accurate. The student listed at least the 3 smallest and the 3 largest states.*
- 1 point** *The student only got one of the two parts correct and their explanations and math work for the second part are not logical, correct or accurate. The student listed 1 or 2 of the smallest and 1 or 2 of the largest states.*



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**Pennsylvania Congressional District 15 Co-Coordinator**

C) What would be a fair solution to this problem?

*The student should suggest a solution that would give both the larger and smaller states the type of representation they would like. The historically correct answer would be that the Legislature should be divided into two branches, one branch with representation equal among the states and the other branch with representation based on population. Each branch would have equal power and both branches must agree before anything can be approved.*

**Explain** your answer.

*Their explanation should be based on the need for both sides to be represented the way they want or else an agreement might not be reached. Should the student suggest a different solution the solution must somehow accommodate both methods of representation.*

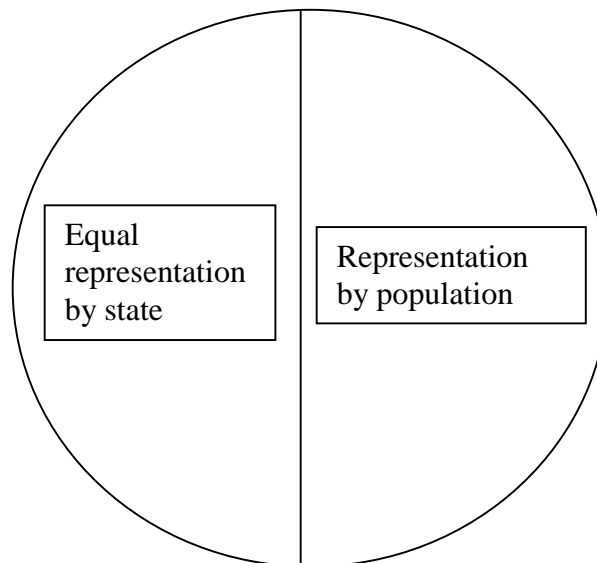
**Show any math work** you did to support your answer. (Optional to the student)

*Some possible examples of a math calculation might be.*

*1 Legislature    2 methods of representation,*

*1 divided by 2 = .5 of a legislature or 1/2 half of a legislature for each method. Each half has equal power.*

*Or the student might do a diagram*





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**Pennsylvania Congressional District 15 Co-Coordinator**

**Scoring**

***3 points***    *The student must offer a solution that is logical and provides for both the large and small states to have equal power in the legislature.*

***2 points***    *The student solution is logical and takes into account both the large and small states but does not provide for equal power in the legislature.*

***1 point***    *The student solution is logical but only provides for either the large or small states.*



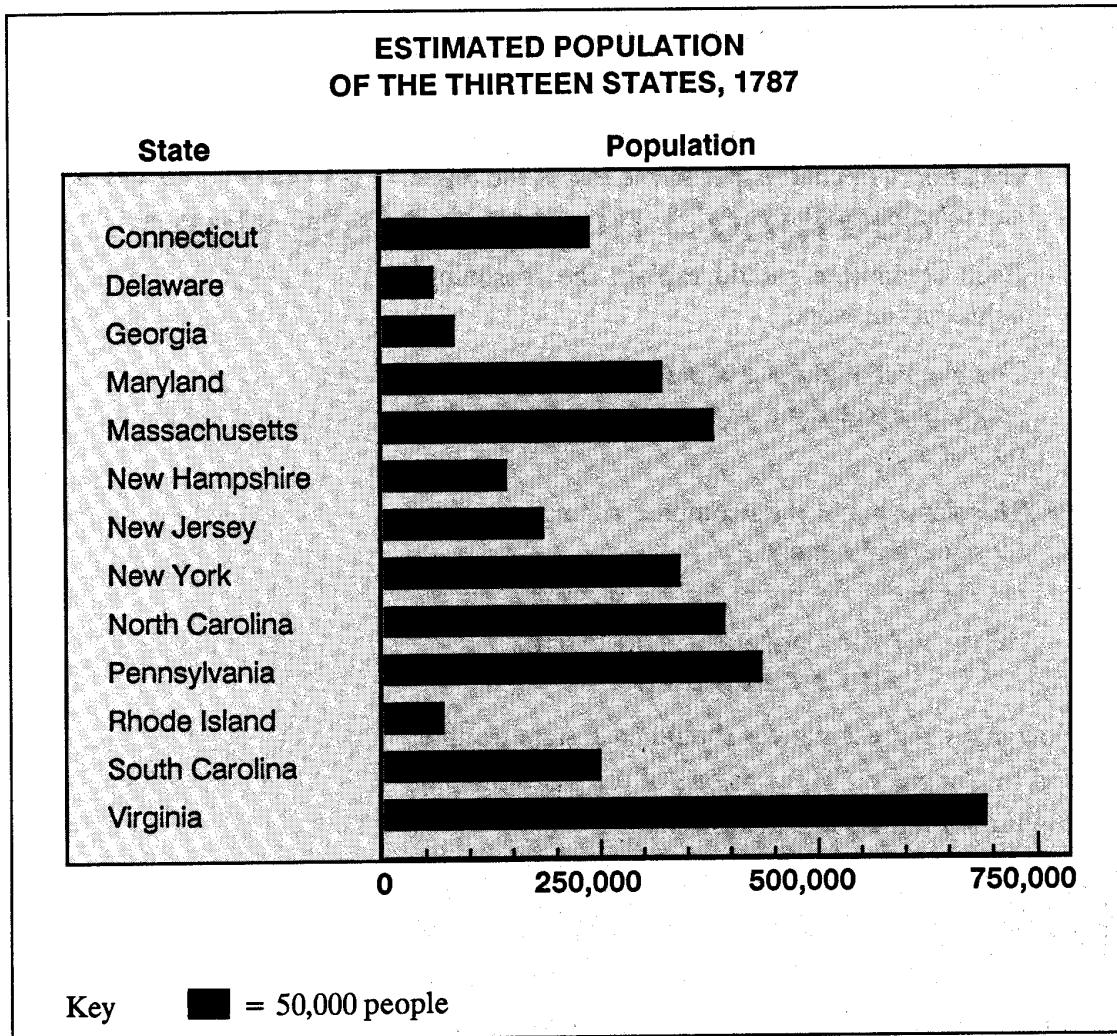
# We the People... The Citizen and the Constitution

Directed by the Center for Civic Education  
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Myron E. Yoder, M.Ed.  
Pennsylvania Congressional District 15 Co-Coordinator

Graph from Page 60 in the We the People Student Text





**We the People...  
The Citizen and the Constitution**

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**Myron E. Yoder, M.Ed.  
Pennsylvania Congressional District 15 Co-Coordinator**

<b>We the People: Elementary Text PSSA Style Math Assessment</b>  <b>Handout 8-2</b>  <b>How would you solve this problem?</b>	<b>Student Name</b>	
	<b>Teacher</b>	

**Task**

Three brothers have inherited 15 acres from a rich uncle. They must decide how best to use the land. The first brother, Frank the farmer, believes that the community needs more farmland to produce more crops. The second brother, Art the artist, believes that the community needs a beautiful park where families can spend time together. The third brother, Mack the manager, believes that a factory would give jobs to people in the community. All three brothers want to use the 15 acres for their purposes. Your task is to find a solution on what to do with the land. Read all parts to the problem before you begin your work.

**Student Response to Task**

A) Can all three brothers get everything they want? Why or Why not

**Show all math work**

Response continues on the next page.      Earned Point(s):    2 Points    1 Points    0 Point





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**Pennsylvania Congressional District 15 Co-Coordinator**

B) Can you think of any way that each of the three brothers gets at least part of what he wants?

**Write and Explain** your solution to the problem

**Show all math work** you used in solving the problem

Response continues on the next page.      Earned Point(s)      2 Points      1 Point      0 Point



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C) If you thought of a solution, you thought of a **compromise**. A compromise is a solution in which each side gives up something and each side gets something. Based on your solution what did each of the brothers give up and what did each brother get?

**Describe** what each brother got and gave up under your compromise solution.

**Show all math work**

Earned Point(s)      2 Points      1 Point      0 Point



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**Pennsylvania Congressional District 15 Co-Coordinator**

<p><b>We the People: Elementary Text</b> <b>PSSA Style Math Assessment</b></p> <p><b>Handout 8-2</b></p> <p><b>How would you solve this problem?</b></p>	<p><b>Teacher Guide</b></p>
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## **Task**

Three brothers have inherited 15 acres from a rich uncle. They must decide how best to use the land. The first brother, Frank the farmer, believes that the community needs more farmland to produce more crops. The second brother, Art the artist, believes that the community needs a beautiful park where families can spend time together. The third brother, Mack the manager, believes that a factory would give jobs to people in the community. All three brothers want to use the 15 acres for their purposes. Your task is to find a solution on what to do with the land. Read all parts to the problem before you begin your work

## **Solution to the problem**

In Part A the student must identify that all three brothers cannot get everything they want because there is not enough land to satisfy all the brothers. The math work must show three brothers  $\times 15$  acres = 45 acres needed to give each brother all of what they want. The math work is correct and accurate. This section is worth 2 points.

In Part B the student solution must take into account all three brothers. The fair solution is for each brother to get 5 Acres ( $3$  brothers  $\times 5$  acres = 15 total acres). You can accept an uneven allocation provided the student has a reason for it (for example, a park needs less land than a farm) and the total allocations adds up to 15 acres. The math work is correct and accurate. This section is worth 2 points.

In Part C the student will identify the elements of the compromise by indicating what a brother gave up in acres and what a brother got in acres. For example if each brother got 5 acres then each brother gave up 10 acres and got 5. The math work here must be correct, accurate, logical and consistent with the math in Part B. This section is worth 2 points.



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Pennsylvania Congressional District 15 Co-Coordinator**

## **Scoring**

Scoring is a function of how many points students achieve on each of the 3 parts. There are 2 points possible for each part.

### **5 - Advanced Understanding, Excellent**

- Attains 5 or 6 points

### **4 - Satisfactory Understanding, Proficient**

- Attains 4 points

### **3 - Almost Satisfactory Understanding**

- Attains 3 points

### **2 - Partial Understanding**

- Attains 2 points

### **1 - Minimal Understanding**

- Attains 1 points

### **0 - Incorrect**

- Attains 0 points



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**Student Response to Task**

A) Can all three brothers get everything they want? Why or why not

*The student must identify that all three brothers cannot get everything they want because there is not enough land to satisfy all the brothers.*

**Show all math work** you used in solving the problem

*The math work must show three brothers  $\times$  15 acres = 45 acres needed to give each brother all of what they want.*

*Students may also include the following in their calculations; since there is only 15 acres available, the brothers are 30 acres short of doing what all the brothers want to do (45 total acres needed - 15 acres available = 30 acres needed) or (15 acres available - 45 acres needed = -30 acres to accomplish what the brothers want to do). The math work is correct and accurate.*

**Scoring:**

*2 points - Student identifies that there are not enough acres to give all the brothers everything that they want. Math work includes one of calculations listed above. All math work is logical, correct and accurate.*

*1 point - Student identifies that there are not enough acres for the brothers. Student does not include math work.*



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B) Can you think of any way that each of the three brothers gets at least part of what the wants?

**Write and Explain** your solution to the problem

*In Part B the student solution must take into account all three brothers. The fair solution is for each brother to get 5 Acres. You may accept other answers as long as the total acres adds up to 15 and a logical explanation is included as to why one brother should get more than the others, such as a community park needs fewer acres than a farm.*

**Show all math work** you used in solving the problem

*Each brother getting an equal number of acres would be (3 brothers X 5 acres = 15 total acres). You can accept an uneven allocation provided the student has a reason for it (for example, a park needs less land than a farm) and the total allocations adds up to 15 acres. The math work is correct and accurate.*

**Scoring**

**2 Points** - *The student proposes a solution that involves all three brothers getting land. The math work is logical to the proposed solution, correct and accurate.*

**1 Point** - *The student proposes a solution that does not involve all three brothers getting land. The math work is logical to the proposed solution, correct and accurate.*



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C) If you thought of a solution, you thought of a **compromise**. A compromise is a solution in which each side gives up something and each side gets something. Based on your solution to the problem, how many acres did each of the brothers give up and what did each brother get.

**Explain** how your solution in Part B is a compromise.

*The student will identify the elements of the compromise by indicating what each brother gave up in acres and what each brother got in acres.*

**Show all math work**

*For example if each brother got 5 acres then each brother gave up 10 acres and got 5.*

	<i>What they got</i>	<i>What they gave up</i>
<i>Frank</i>	5	$15 - 5 = 10$
<i>Art</i>	5	$15 - 5 = 10$
<i>Mack</i>	5	$15 - 5 = 10$

*The math work here must be correct, accurate, logical and consistent with the solution and math in Part B.*

### Scoring

*2 Points - The explanation is consistent with their solution in Part B and it describes the elements of their solution as a compromise. The math work is logical, correct, accurate and consistent with the solution in Part B.*

*1 Point - The explanation is inconsistent with the solution in Part B OR it does not describe the elements of their solution as a compromise. The math work is correct and accurate but not consistent with the solution in Part B.*



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<b>We the People: Elementary Text</b> <b>PSSA Style Math Assessment</b>  <b>Lesson 13, Page 91</b>  <b>The Two-Thirds Vote</b>	<b>Student Name</b>	
	<b>Teacher</b>	

**Task**

Congress consists of two houses; the Senate and the House of Representatives. Congress just sent a Bill to the President of the United States for his signature. The President decided to Veto the Bill and now the Congress has decided to try to override the President's veto by a two-thirds vote of Congress. The United States Constitution requires that the United States Congress needs a two-thirds vote in both the House of Representatives and the Senate in order to override a Presidential Veto. Imagine that you are the clerk of the House of Representatives and the United States Senate and are in charge of counting the votes to determine if there is a two-thirds vote to override the President's veto. All members of Congress voted on this important issue which means that 100 Senators voted in the Senate and 435 Representatives voted in the House. Your task is to determine how many Senators and Representatives votes are needed to make a two-thirds vote and therefore override the President's Veto. An "Aye" vote means they are in favor of overriding the President's Veto and a "Nay" vote means they do not want to override the President's Veto.





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**Student Response to Task**

A) At least how many members of the House of Representatives must vote “Aye” in order to override the President’s Veto? Your answer must be in whole numbers: convert any decimals to whole numbers.

**Show all math work** you used in solving the problem

Votes Needed

Response continues on the next page.

Earned Point(s): 2 Points

1 Point

0 Point



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B) At least how many members of the United States Senate must vote “Aye” in order to override the President’s Veto? Your answer must be in whole numbers: convert any decimals to whole numbers.

**Show all math work** you used in solving the problem.

**Explain** your solution to the problem.

Votes Needed

Response continues on the next page.    Earned Point(s)    2 Points    1 Point    0 Point



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C) What would happen if the House of Representatives has a two-thirds vote to override the President's Veto and the United States Senate has a majority (50%) vote to override the President's Veto?

**Describe and Explain** your answer to this question.

**Show all math work.**

Earned Point(s)      2 Points      1 Point      0 Point



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<p><b>We the People: Elementary Text</b> <b>PSSA Style Math Assessment</b></p> <p><b>Lesson 13, Page 91</b></p> <p><b>The Two-Thirds Vote</b></p>	<p><b>Teacher Guide</b></p>
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## **Task**

Congress consists of two houses; the Senate and the House of Representatives. Congress just sent a Bill to the President of the United States for his signature. The President decided to Veto the Bill and now the Congress has decided to try to override the President's veto by a two-thirds vote of Congress. The United States Constitution requires that the United States Congress needs a two-thirds vote in both the House of Representatives and the Senate in order to override a Presidential Veto. Imagine that you are the clerk of the House of Representatives and the United States Senate and are in charge of counting the votes to determine if there is a two-thirds vote to override the President's veto. All members of Congress voted on this important issue which means that 100 Senators voted in the Senate and 435 Representatives voted in the House. Your task is to determine how many Senators and Representatives votes are needed to make a two-thirds vote and therefore override the President's Veto. An "Aye" vote means they are in favor of overriding the President's Veto and a "Nay" vote means they do not want to override the President's Veto.

### **Solution to the problem**

In Part A the student must identify that two-thirds of the House of Representatives is 290 Representatives. The math must be correct and accurate such as  $((435 / 3) 2) = 290$ . This section is worth 2 points.

In Part B the student must identify that two-thirds of the Senate is 67 Senators. The math must be correct and accurate such as  $((100 / 3) 2) = 66.6$  round up to 67. The explanation should indicate that the number needs to be rounded up because either .6 is closer to 67 or the best answer is that 66 would be less than two-thirds so 67 must be the answer no matter what the decimal is. This section is worth 2 points.



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In Part C the student will describe that a  $\frac{2}{3}$  vote of the house and a 50% vote in the Senate would mean that the Veto is **not** overridden. The explanation should indicate that a 50% or majority vote falls short of the  $\frac{2}{3}$  votes required and that in order to override there must be a  $\frac{2}{3}$  vote in both the House of Representatives and the Senate. The math work may show that 50% of the Senate = 50 votes and that  $\frac{2}{3}$  votes = 67 votes so that the Senate would be  $67 - 50 = 17$  votes shy of overriding the veto. 2 points are possible for this section.

### Scoring

Scoring is a function of how many points students achieve on each of the 3 parts. There are 2 points possible for each part.

#### **5 - Advanced Understanding, Excellent**

- Attains 5 or 6 points

#### **4 - Satisfactory Understanding, Proficient**

- Attains 4 points

#### **3 - Almost Satisfactory Understanding**

- Attains 3 points

#### **2 - Partial Understanding**

- Attains 2 points

#### **1 - Minimal Understanding**

- Attains 1 point

#### **0 - Incorrect**

- Attains 0 points



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Pennsylvania Congressional District 15 Co-Coordinator

## Student Response to Task

A) At least how many members of the House of Representatives must vote “Aye” in order to override the President’s Veto? Your answer must be in whole numbers: convert any decimals to whole numbers.

*In Part A the student must identify that two-thirds of the House of Representatives is 290 Representatives. The math must be correct and accurate such as  $((435 / 3) 2) = 290$ . This section is worth 2 points.*

**Show all math work** you used in solving the problem.

*Example*

*435 divided by 3 = 145 votes times 2 = 290 votes or 2/3 of the votes.*

Votes Needed

**290**

**Scoring:**

***2 points - Student correctly identified 290 votes as the necessary 2/3 votes required in the House of Representatives. Math work includes a calculation that is accurate at finding the correct answer listed above. All math work is logical, correct and accurate.***

***1 point - Student correctly identifies the 290 votes but does not include math work or has an inaccurate calculation in finding the correct answer. OR The student incorrectly identifies the votes needed but correctly sets up the problem and makes an error in computation***



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**Pennsylvania Congressional District 15 Co-Coordinator**

B) At least how many members of the United States Senate must vote “Aye” in order to override the President’s Veto? Your answer must be in whole numbers: convert any decimals to whole numbers.

*In Part B the student must identify that two-thirds of the Senate is 34 Senators. The math must be correct and accurate such as  $((100 / 3) 2) = 66.6$  round up to 67. The explanation should indicate that the number needs to be rounded up because either .6 is closer to 67 or the best answer is that 66 would be less than two-thirds so 67 must be the answer no matter what the decimal is. This section is worth 2 points.*

**Show all math work** you used in solving the problem.

*Example*

*100 senators divided by 3 = 33.3 times 2 = 66.6 for 2/3 votes. 66.6 = 67 votes*

**Explain** your solution to the problem

*The best explanation is one that indicates that to round down to 66 would mean that a 2/3 vote is not achieved because 66 is less than 66.6 and thus 67 is the number of votes that must be reached in order to reach the 2/3 vote requirement. An example of a response might be; “You can’t have part of a Senator’s vote so you have to move to the next whole Senator in order to achieve a 2/3 vote.”*

Votes Needed

**67**

**Scoring**

**2 points** - Student correctly identified 67 votes as the necessary 2/3 votes required in the House of Representatives. Math work includes a calculation that is accurate at finding the correct answer listed above. All math work is logical, correct and accurate. The explanation includes reasoning that indicates that the vote must be the higher number because to take the lower number would be to receive less than the 2/3 votes required.

**1 point** - Student correctly identifies the 67 votes but does not include math work OR has an inaccurate calculation in finding the correct answer OR explains that the rounding up is because the .6 is closer to 67. OR The student incorrectly identifies the votes needed but correctly sets up the problem and makes an error in computation



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**Pennsylvania Congressional District 15 Co-Coordinator**

C) What would happen if the House of Representatives has a two-thirds vote to override the President's Veto and the United States Senate has a majority (50%) vote to override the President's Veto?

*In Part C the student will describe that a  $\frac{2}{3}$  vote of the house and a 50% vote in the Senate would mean that the Veto is **not** overridden. The explanation should indicate that a 50% or majority vote falls short of the  $\frac{2}{3}$  votes required and that in order to override there must be a  $\frac{2}{3}$  vote in both the House of Representatives and the Senate. The math work may show that 50% of the Senate = 50 votes and that  $\frac{2}{3}$  votes = 67 votes so that the Senate would be  $67-50 = 17$  votes shy of overriding the veto. 2 points are possible for this section.*

**Describe and Explain** your answer to this question.

*Students should describe that the situation mentioned in C would mean that the President's Veto would **NOT** be overridden.*

*The student explanation should indicate that the Senate would fall short of the  $\frac{2}{3}$  votes required and that both houses of Congress must pass by a two-thirds vote in order for the Veto to be overridden.*

**Show all math work**

*The math work may show that 50% of the Senate = 50 votes and that  $\frac{2}{3}$  votes = 67 votes so that the Senate would be  $67-50 = 17$  votes shy of overriding the veto.*

### Scoring

**2 Points** – *The description is correct (The bill fails or the Veto would not be overridden or the Veto would stand). The explanation is consistent with the description of what would happen. The math work is logical, correct and accurate.*

**1 Point** – *The description is correct but either the explanation is inconsistent with the description OR the math work is missing OR math is incorrect.*





*We the People...*  
**The Citizen and the Constitution**



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**Myron E. Yoder, M.Ed.**

**Melissa Bell**

**Pennsylvania Congressional District 15 Co-Coordinator**

Name

Section or Period

*We The People*

**Elementary Lesson 13 Presidents and Their First Ladies**

The President or First Lady card that you selected has the name of a President or a First Lady. When you are called on to present your person you will speak from the podium and present what you found but at no time are you to mention the name of the person.

Presentation	Points Possible	Points Earned
Correctly guessed person	5	
Read from card	10	
Memorized	15	

Content	Points Possible	Points Earned
Read entire section from card	5	
Read entire section from card and added an additional accurate piece of information about the person.	10	

<b>Total Points Earned</b>	<b>10</b>	
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Note: Students are expected to at least read the card. Each student will earn at least 10 points; any additional points will be considered extra.



*We the People...*  
**The Citizen and the Constitution**



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**Myron E. Yoder, M.Ed.**

**Melissa Bell**

**Pennsylvania Congressional District 15 Co-Coordinator**

Name

Section or Period

*We The People*

**Elementary Lesson 13 Presidents and Their First Ladies**

Keep track of the following information as you hear the presentations on the Presidents and First Ladies. When we are finished you will be asked to analyze the data you gathered and draw some conclusions from it. You will then share the information in a small group and develop a group report for presentation to the class. Your report should include a graph and the math calculations you used in your analysis of the data.

Criteria	Count
The President served in the military	
The First Lady had a college education.	

Identify something you want to listen for in each of the criteria listed below.

Criteria	Count
Civics and Government	
Economics	
Geography	
History	

# **Mathematics**

## **Middle School**



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**Pennsylvania Congressional District 15 Co-Coordinator**

Name

Section or Period

**We The People** : *Middle School Unit 3*  
Framers of the Constitution

The 3 x 5 card that you selected has the name of a framer of the Constitution. Your assignment is to look in the appendix of your book and find your framer. When you are called on to present your framer you will speak from the podium and present what you found.

Presentation	Points Possible	Points Earned
Read from Book	5	
Read from a note card	10	
Memorized	15	

Content	Points Possible	Points Earned
Read entire section from book	5	
Read entire section from book and added an additional accurate piece of information about the framer.	10	

Total Points Earned	10	
---------------------	----	--

Note: Students are expected to at least read the section from the book about their Framer. Each student will earn at least 10 points, any additional points will be considered extra.



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**Pennsylvania Congressional District 15 Co-Coordinator**

Name

Section or Period

**We The People** : *Middle School Unit 3*  
**Framers of the Constitution**

Keep track of the following information as you hear the presentations on the framers of the constitution. When we are finished you will be asked to analyze the data you gathered and draw some conclusions from it. You will then share the information in a small group and develop a group report for presentation to the class. Your report should include a graph and the math calculations you used in your analysis of the data.

Criteria	Count
The Framers had a college education.	
The Framers held a political office in the new national government <u>after</u> the constitution was signed.	

You should select at least one other criterion you would like to listen for. Please list your criteria below.

Criteria	Count



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Name

Section or Period

**We The People** : *Middle School Unit 3*  
Framers of the Constitution

The 3 x 5 card that you selected has the name of a framer of the Constitution. Your assignment is to look in the appendix of your book and find your framer. When you are called on to present your framer you will speak from the podium and present what you found.

Presentation	Points Possible	Points Earned
Read from Book	5	
Read from a note card	10	
Memorized	15	

Content	Points Possible	Points Earned
Read entire section from book	5	
Read entire section from book and added an additional accurate piece of information about the framer.	10	

Total Points Earned	10	
---------------------	----	--

Note: Students are expected to at least read the section from the book about their Framer. Each student will earn at least 10 points, any additional points will be considered extra.



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Name  Section or Period

**We The People** : *Middle School Unit 3*  
Framers of the Constitution

Keep track of the following information as you hear the presentations on the framers of the constitution. When we are finished you will be asked to analyze the data you gathered and draw some conclusions from it. You will then share the information in a small group and develop a group report for presentation to the class. Your report should include a graph and the math calculations you used in your analysis of the data.

Criteria	Count
The Framers had a college education.	
The Framers held a political office in the new national government <u>after</u> the constitution was signed.	

Identify something you want to listen for in each of the criteria listed below.

Criteria	Count
Civics and Government	
Economics	
Geography	

# Works Cited





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**Melissa Bell**  
**Pennsylvania Congressional District 15 Co-Coordinator**

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**Melissa Bell**  
**Pennsylvania Congressional District 15 Co-Coordinator**

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