**Applied Government Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Civic Education Harkness
Mr. Faulhaber Class Period\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# “R.I. sued over lack of civics education in schools”

**By****Linda Borg****, Providence Journal Staff Writer** Posted Dec 5, 2019 at 10:01 PM-----Updated Dec 5, 2019 at 10:21 PM

PROVIDENCE — In a lawsuit with national implications, a lawyer for a group of youth argued that Rhode Island students are being denied their constitutional rights to a robust civics education.

…The case, believed to be the first of its kind in the United States, names as defendants Gov. Gina Raimondo, the state Department of Education, the leaders of the General Assembly and the Council on Elementary and Secondary Education.

“Nothing is more deeply rooted in our democracy than preparing students to participate in that democracy,” Rebell told the court. “Education plays a fundamental role in maintaining the fabric of our society.”

Rhode Island, he said, is failing its students by not instructing them in the values needed to participate in a democratic society. Rebell said the state does not mandate civics, doesn’t train teachers in this subject, and does not measure students on their knowledge of civics.

…The arguments revolved around a 1973 case before the U.S. Supreme Court in which students from a poor school district in Texas argued that they were denied the right to an adequate education.

The Rhode Island Department of Education, represented by Anthony Cottone, argued that the high court, in ruling against the Texas students, found that there is no constitutional right to an education.

…Cottone also argued that teaching civics falls squarely within the purview of the state department of education and local school districts.

Pointing to the fallout from Brown vs. the Board of Education, the landmark desegregation case, Cottone said that if the federal courts got involved in mandating civics education, school districts would be embroiled in years of litigation.

Smith, quoting Gordon Wood, a retired Brown University historian, questioned whether the democratic experiment would survive without an educated citizenry. “In a democracy like ours, if only 15 percent [of students] can distinguish between what is fact and what is fiction, can one say something has failed?”

…Smith asked whether this matter would better be handled by Congress or the individual states.

Rebell countered that the federal court is the last resort for the state of Rhode Island.

“Civic education in this state is a disaster and we need to have it cleaned up,” he said. Only 23 percent of Rhode Island students passed the civics test on the National Assessment of Educational Progress, a national test known as the Nation’s Report Card, Rebell said.

In a news conference after oral arguments, several Providence students described the power of hearing these arguments in court.

“It was my first time in court and it was really great,” said Symone Burrell. “What concerned me was that the lawyers who work for the Rhode Island Department of Education were saying that education is not a right and they kept repeating it. It’s kind of scary that people responsible for running our education believe that.”

Another student, Jayson Rodriguez, said the experience underscored his desire to become a lawyer.

“Every student should have an experience like this,” he said. “At the end when they said, ’All rise,” I was like, ‘do we leave now?’ I wasn’t educated on how the court system works.”

What Is Deliberation?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Deliberation is the focused exchange of ideas, and the analysis of multiple views with the aim of making a personal decision and finding areas of agreement within a group.

 **Expectations\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**An overarching goal of Applied government is civil discourse and the ability to discuss the big ideas that permeate American culture in a respectful manner with the goal of developing a deep understanding of contemporary politics, institutions of government, and the issues surrounding the political arena and their varying perspective. To help accomplish this goal, we need to remember:

* Each of you has a unique perspective based upon your own political socialization process built upon factors that no other member of this class shares. Share those perspectives and learn deeply from one another. Understand though the two most common complaints thus far have been some students have not come to class with the appropriate research done to be an active participant or to positively contribute to the goal of understanding the issue in greater depth and some students have refused to share with their classmates their unique perspective, experience, and/or research. Do the legwork to be an active contributor to a deeper understanding of the issue. Talk to share your perspective and research so others can learn from you but only if you have done your research.
* The Stanford experiment found that when educated citizens came together to share their opinion, polarization was reduced. Be willing to be open-minded and change your opinion. Do not be puritanical. Come in with the idea you do not know everything and humble enough to be aware that you might actually be wrong. In that vein, what you decide today should become more nuanced or change throughout the remainder of the year and your life

**Collaborative Discussion**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Do not be beholden to any pre-deliberation view and concentrate on what questions you have and what arguments you need to hear to change your mind. Your group should discuss each person’s opinion about the deliberation question, what they think should occur, what you need to know to change your mind; focusing on the following:

* Listen carefully to what others are saying.
* Understand and analyze what others are saying.
* Use relevant background knowledge, including life experiences, in a logical way.
* Remain engaged and respectful when controversy arises.
* Speak and encourage others to speak.
* Refer to the reading to support your ideas.

**Before you research, rank the following in order from 1-10 with 1 the MOST important and 10 the LEAST important and explain your overall ranking:**

* promoting students' critical and independent thinking
* promoting respect for and safeguarding the environment
* promoting students' participation in school life
* preparing students for future political engagement
* promoting students' participation in their community
* supporting the development of effective strategies to reduce racism
* developing student skills and competencies in conflict resolution
* promoting the capability to defend one's point of view
* promoting knowledge of citizens' rights and responsibility
* promoting knowledge of social politics and civic institutions

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 **Civics Education Bills Are on Legislative Agendas in Seven States**
*By Guest Blogger Sasha Jones*

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Why Are We Deliberating?

Thomas Jefferson famously said: “If we're going to have a successful democratic society, we have to have a well-educated and healthy citizenry.” Developing citizens capable of making rational decisions in public policy contexts means embracing individual differences, listening, avoiding egocentric or ethnocentric distortion, and acting as a change agent not a spectator of policy formation. Consequently, democracy requires the idiot who has not yet met the challenges of puberty to throw off self-interest and think rationally as a part of the social community and transition to public life and become a citizen.

People must be able and willing to express and exchange ideas among themselves, with community leaders, and with their representatives in government. People and public officials in a democracy need skills and opportunities to engage in civil public discussion of controversial issues in order to make informed policy decisions. Deliberation requires keeping an open mind, as this skill enables people to reconsider a decision based on new information or changing circumstances.

Deliberation can lead to deep understanding of competing perspectives about controversial issues.

Deliberating Question Background

Today, many people believe the primary purpose of “public” education is to prepare students for college and/or their future occupation, and the social sciences are no longer emphasized. The results have been predictable; students are illiterate in their knowledge of history and civics. Students no longer can even pass a civics competency test or even the citizenship test we require immigrants to pass because we feel its fundamental knowledge is so vitally important to participating within our democracy.

Consequently, policymakers have sounded the alarm and many schools have subsequently required passage of the aforementioned citizenship test to graduate, a specified amount of community service hours to graduate, or a combination of both. The end goal, of course, is to produce citizens competently capable of fulfilling their democratic obligations such as voting, serving on a jury, and being an active member of his/her community. Critics, however, argue that none of these plans are a solution to the problem and instead of developing informed citizens, they breed resentment. What everyone does agree upon, though, is that something needs to be done. How do we create better citizens capable of not only exercising their rights but fulfilling their responsibilities?

**Complete your initial thoughts (do not be beholden to this response, be open minded and willing to change): If someone gave you total power over civic education in America, what reform would you make and what goals would you pursue?**

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 **When I compared my initial thoughts to those outlined in the Rand Study I noticed…**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **What sort of evidence could the other side of the argument introduce that might change my mind?** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**Require citizenship test in schools: The exam can provide a floor on civics learning. It doesn't have to set the ceiling.**



Jay Leno's old *Tonight Show* man-on-the-street quizzes were particularly hilarious — and depressing — when he [tested Americans' knowledge](http://www.dailymotion.com/video/xf0a2u_jay-walking-citizens-show-no-knowle_news) of their own government.

One woman thought the colonies won their independence from Greece; a college instructor guessed that U.S. independence was won in 1922; and a man said the general who led our troops in the Revolutionary War was Winston Churchill.

Funny stuff, until you remember that these are the same citizens who elect the leaders who shape the nation's future, if they bother to vote at all. Nor are these know-nothings outliers.

Surveys and tests repeatedly show that Americans' knowledge of civics is pathetic. In 2010, just one in five eighth-graders tested [proficient in civics](http://www.nationsreportcard.gov/civics_2010/g8_national.aspx?tab_id=tab2&subtab_id=Tab_1#chart) on a national performance assessment — worse even than their dismal performance in reading and math.

A [poll of Millennials](http://fusion.net/story/41972/fusion-poll-millennials-politics-hillary-clinton-jeb-bush-election-2016/), out last week, found that 77% of these 18- to 34-year-olds could not name even one of their home state's U.S. senators.

A 2012 survey of adults by Xavier University found that [one in three native-born citizens](http://www.xavier.edu/americandream/programs/National-Civic-Literacy-Survey.cfm) failed the civics portion of a test given to immigrants seeking U.S. citizenship. The pass rate for immigrants: 97.5%.

So a decision last month by Arizona and North Dakota to [require high school students](http://www.washingtonpost.com/blogs/govbeat/wp/2015/02/02/north-dakota-is-second-state-to-require-high-school-students-to-pass-a-civics-test-to-graduate/) to pass that same 100-question test to graduate is a welcome acknowledgment of the problem.

Like just about everything else in education, however, their simple idea is becoming contentious. It is under attack as yet another test-prep intrusion on education that could prompt schools to dumb down civics education — if that's possible.

Students used to master the basic workings of government in grade school. But in the past 20 years, civics has been eclipsed by a focus on reading, math and science, made even more intense by the No Child Left Behind law, which mandated annual tests in these subjects.

Fortunately, an eclectic group of leaders from government, education and the arts, including retired Supreme Court justice Sandra Day O'Connor, has championed a return to civics. They're making progress. Today, almost all states require civics classes in high school. About [half the states](http://www.civicyouth.org/maps/state-civic-ed/index.html) already test students on civics or social studies.

Arizona and North Dakota, the first states to introduce the citizenship exam to schools, are not among them, but they at least now have a tool teachers can use.

Some questions are easy or trivial. But many about voting, the First Amendment, states' rights and the Supreme Court offer jumping-off points for enticing discussions about current events. In the hands of a good teacher, they can make students realize how much the American system of government affects their lives. The test can provide a floor on civics learning. It doesn't have to set the ceiling.

When just 26% of Americans can [name the chief justice of the United States](http://www.xavier.edu/americandream/programs/documents/5CivicTestpowerpointfinalPDF.pdf), there's nowhere to go but up.

***=****USA TODAY's editorial opinions are decided by its* [*Editorial Board*](http://www.usatoday.com/reporters/opinion.html)*, separate from the news staff.*

 **Alternative Options**

[**2020 PRESIDENTIAL ELECTION**](https://www.foxnews.com/category/politics/2020-presidential-election)**--- Published** July 3--- **By Paul Steinhauser, a politics reporter based in New Hampshire.**

**Buttigieg proposes national service plan to help unify the country:** [Democratic presidential candidate Pete Buttigieg](https://www.foxnews.com/category/person/pete-buttigieg) wants to dramatically increase national service opportunities to "reignite a sense of unity in America."

[The South Bend, Ind. mayor](https://www.foxnews.com/category/person/pete-buttigieg) on Wednesday announced what his campaign has dubbed "A New Call to Service." The initiative would build a network of one million National Service members by 2026, when America celebrates the 250th anniversary of its independence.

“National service can help us to form connections between very different kinds of Americans, as was my experience in the military,” Buttigieg said in announcing his plan.

Pointing to his tours of duty in Afghanistan, the 37-year old emphasized that "I served alongside and trusted my life to people who held totally different political views. You shouldn't have to go to war in order to have that kind of experience, which is why I am proposing a plan to create more opportunities for national service."

The proposal - which Buttigieg was scheduled to unveil later Wednesday at a Sioux City, Iowa town hall -  would immediately offer national service opportunities to 250,000 positions through the existing federal and AmeriCorps grantee organizations. The program would focus on students at high schools, community colleges, vocational schools, Historically Black Colleges and Universities (HBCUs) and Minority-Serving Institutions (MSIs) as well as so-called "opportunity youth" (people between ages 16-24 who are neither in school nor working).

The plan would also create competitive grant funding for communities, cities and regions. And it would create new service corps, including a Climate Corps, Community Health Corps, and an Intergenerational Corps.

Pointing to polls that indicate Americans' trust in institutions has never been lower, the Buttigieg campaign said the plan "seeks to unite a new generation of American youth by mutual service and common values."

**Should High School Students be Required to Complete Community Service Hours Before They Graduate?**

 **Only nine states and the District of Columbia require one year of U.S. government or civics.** Thirty-one states only require a half-year of civics or U.S. government education, and 10 states have no civics requirement.\* \*\* While federal education policy has focused on improving academic achievement in reading and math, this has come at the expense of a broader curriculum. Most states have dedicated insufficient class time to understanding the basic functions of government at the expense of other courses.[11](https://www.americanprogress.org/issues/education-k-12/reports/2018/02/21/446857/state-civics-education/#fn-446857-11)

 **State civics curricula are heavy on knowledge but light on building skills and agency for civic engagement.**An examination of standards for civics and U.S. government courses found that 32 states and the District of Columbia provide instruction on American democracy and comparison to other systems of government; the history of the Constitution and Bill of Rights; an explanation of mechanisms for public participation; and instruction on state and local voting policies. However, no states have experiential learning or local problem-solving components in their civics requirements.[12](https://www.americanprogress.org/issues/education-k-12/reports/2018/02/21/446857/state-civics-education/#fn-446857-12)

 **While almost half of states allow credit for community service, almost none require it.**[13](https://www.americanprogress.org/issues/education-k-12/reports/2018/02/21/446857/state-civics-education/#fn-446857-13) Only one state—Maryland—and the District of Columbia require both community service and civics courses for graduation.[14](https://www.americanprogress.org/issues/education-k-12/reports/2018/02/21/446857/state-civics-education/#fn-446857-14)

Not every school, school district, or state has the same requirements for graduation. Other than a Citizenship Test passage to graduate, which of the following proposals, if any, would you support to increase civic competency? (Rank these in the order of their importance with 1 being the highest):

 **\_\_\_**More Social Science Classes offered and the classes start earlier in High School

 **\_\_\_**Increase in Social Science Credit Requirements for Graduation

 **\_\_\_**Community Service Requirement with passage of the Citizenship Test to Graduate
 **\_\_\_**Community Service Requirement to Graduate instead of passage of the Citizenship Test
 **\_\_\_Status Quo with a** National Service Requirement After Graduation as outlined by Pete Buttigieg
 \_\_\_other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 Justification for your ranking:

**When I asked my Parent(s)/Guardian(s)/Adult(s) in my life the question above, and the alternatives listed above they told me....**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Public education in America was originally intended to prepare students for the obligations of democratic citizenship. Today, many people believe its purpose is to prepare students for college and/or their future occupation.**

**If not for a well-informed citizenry that can competently and willingly fulfill their civic duties because of their free education paid through taxes, why should the public pay taxes for your education? What *should* the public get in return and what *do* they get in return?**

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**When I asked my Parent(s)/Guardian(s)/Adult(s) in my life the question above, and the alternatives listed above they told me....**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Collaborative Discussion:** Do not be beholden to your original/enhanced view and concentrate on what questions you have and what arguments you need to hear to change your mind. Your group should discuss each person’s opinion about the deliberation question, what they think should occur, what you need to know to change your mind; focusing on the following:

* Focus on the deliberation question.
* Listen carefully to what others are saying.
* Understand and analyze what others are saying.
* Use relevant background knowledge, including life experiences, in a logical way.
* Remain engaged and respectful when controversy arises.
* Speak and encourage others to speak.
* Refer to the reading to support your ideas.

 **Consensus:** Try to build consensus or get the class to come together as a group and agree upon a solution **(Status Quo, Policy Proposal, Alternative Plan).**

 **DIRECTIONS: Read through each category and its criteria***.*

In he LEFT column: Place a check plus next to those you completed in an exceptional manner, a check plus/check mark if it was only completed well, a check mark next to the criteria in which you completed okay, a check mark/check minus if it was completed okay but not great, a and a check minus that you completed but not very well, and place an X next to the criteria not completed at all.

In he RIGHT column: Place the appropriate grade in the space to the immediate left of EACH criteria required by determining those areas you performed or were lacking and based upon the point value listed. Place a N/A or “not applicable next to any criterion not required for your specific role. Average the points together in place that score in the “your estimate” blank.
 ***\*\*\*Remember, a perfect grade should reflect perfect work and only be used when the work done had no deficiencies & could not have been performed any better***.\*\*

* **PREPARATION AND RESEARCH (1-25):**

\_\_\_\_\_ \_\_\_\_\_Read, Highlighted or Underlined attached documents and Complete the packet question as presented
\_\_\_\_\_ \_\_\_\_\_Viewed AND took notes on relevant information (Videos, Articles, etc.) from Mr. Faulhaber’s webpage
\_\_\_\_\_ \_\_\_\_\_Completed Chapter 4 "American Political Culture" Notes

* **"4-2 How We Compare: Comparing America with Other Nations" (pgs. 76-80)**
* **"Constitutional Connections: 'A Religious People'" (p. 85)**
* **"4-3 Sources of Political Culture" (pgs. 85-86)**
* **"What Would You Do?" (pg. 92)**

\_\_\_\_\_ **\_\_\_\_\_** Talked with parent(s), guardian(s), and/or adult(s) in your life to gain a better understanding of the varying facets of the issue
\_\_\_\_\_ \_\_\_\_\_Developed questions for classmates regarding the focus topic
\_\_\_\_\_ \_\_\_\_\_Completed individual Research to fill in the gaps and questions you still had to be successful and an attribute in the Deliberation
\_\_\_\_\_ \_\_\_\_\_Gathered information to be effective in deliberation & Attached and turned in Research Notes with rubric and other documents **Your Average** \_\_\_\_\_\_/25

* **CONTENT COVERED/PERSUASIVENESS/PARTICIPATION/OVERALL PERFORMANCE (1-20):**

\_\_\_\_\_ \_\_\_\_\_Provided evidence and Cited information from required prep during the Harkness
\_\_\_\_\_ \_\_\_\_\_Made reference to individual research including data, state, etc found or anecdotes and opinions from parents, peers, etc
\_\_\_\_\_ \_\_\_\_\_Arguments generated employed insight of the issue and were based more on research and **verifiable facts
\_\_\_\_\_ \_\_\_\_\_**Kept ungrounded opinions (those that could not be substantiated and backed up by data/evidence to prove one’s case) out of discussion
\_\_\_\_\_ \_\_\_\_\_Clearly outlined your position on the question proposed or asked Questions to develop a position
\_\_\_\_\_ \_\_\_\_\_Got material across in a way that was informative and easily understood; use of anecdotes was to reinforce NOT as sole rationale for position

\_\_\_\_\_ \_\_\_\_\_Did not propagate lies or false truths and your peers are generally smarter for your participation
\_\_\_\_\_ \_\_\_\_\_Did not simply echo the thoughts of others or make irrelevant comments just to fulfill participation

\_\_\_\_\_ \_\_\_\_\_Utilized ***clarification*** questions to gain information and/or When asked a question, showed ability to think on feet providing clear main arguments

\_\_\_\_\_ \_\_\_\_\_Performed to the best of your abilities and was an attribute, not detriment to this simulation
\_\_\_\_\_ \_\_\_\_\_In Peers evaluation, they will recognize your research and background knowledge regarding the issue discussed

\_\_\_\_\_ \_\_\_\_\_In Peers evaluation, they will have positive comments about your performance

\_\_\_\_\_ \_\_\_\_\_In Peers evaluation, they will acknowledge you as an attribute, not a detriment to the simulation
\_\_\_\_\_ \_\_\_\_\_Felt good about my performance afterward and my role in the Harkness
 **Your Average** \_\_\_\_\_\_/20

* **RESPECTFUL/RESPONSIBLE BEHAVIOR (1-05):**

\_\_\_\_\_ \_\_\_\_\_Professional and Attentively listened by looking at speakers

\_\_\_\_\_ \_\_\_\_\_Followed proceedings- taking notes when necessary **(Attach your notes to this self-evaluation)**

\_\_\_\_\_ \_\_\_\_\_Was Respectful to Peers both verbally and through mannerisms; Avoided ad hominin attacks
\_\_\_\_\_ \_\_\_\_\_Let others speak before we spoke again **(general rule to follow: at least 3 people spoke before I spoke again)**

\_\_\_\_\_ \_\_\_\_\_Did not interrupt peers or tell them “they could not argue that”

\_\_\_\_\_ \_\_\_\_\_Had a positive Attitude during Harkness and Played Well with Others\_\_\_\_\_ \_\_\_\_\_Was a **Frequent** Participant **but** did not hog the conversation  **Your Average** \_\_\_\_\_\_/05
**SCORE \_\_\_\_\_\_\_\_\_\_\_/50 \_\_\_\_\_\_\_\_\_\_\_%**

* **REFLECTION AND SELF-EVALUATION (1-10):**

\_\_\_\_\_ \_\_\_\_\_Read and followed direction when completing rubric: Placed the appropriate mark next to EACH category
\_\_\_\_\_ \_\_\_\_\_Did not just use whole numbers and only gave yourself a 10 if your performance was PEFERCT and a model for future classes
\_\_\_\_\_ \_\_\_\_\_Answered reflection questions with deep thought and provided honest feedback
\_\_\_\_\_ \_\_\_\_\_Responses were long enough for someone not in the room to adequately gauge participation

  **Your Average** \_\_\_\_\_\_/10

**MY TOTAL SCORE \_\_\_\_\_\_\_\_\_\_\_/60 \_\_\_\_\_\_\_\_\_\_\_%**

QUESTION #1: What classmate(s) has the most original or thought provoking contribution(s? Explain.

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QUESTION #2: What classmate(s) were most persuasive? Explain.

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QUESTION #3: What classmate(s) was the most prepared for the deliberation? Explain

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QUESTION #4: What classmate(s) was the least prepared for the deliberation? Explain

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QUESTION #5: Explain what you did well on the project.

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QUESTION #6: Explain what could you could have done differently and would change if you were to complete this project again?

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QUESTION #7: How would you rate **your overall project performance** (1-10) based upon your preparation, knowledge and understanding of the issue, and performance in regards to your prior projects and your peers? Justify the ranking. Did the rubric reflect that rating and give you the correct grade? Explain. If the overall score determined through the rubric is different from the grade you believe you deserve explain why and the grade you believe is warranted.

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QUESTION #8: How has your opinion changed or become nuanced regarding the deliberation topic? Explain

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QUESTION #9: List and describe the most meaningful idea(s), concept(s), and/or principle(s) learned through this project.

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QUESTION #10: How would you rank the value of the project (1-10)? Justify the ranking.

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