

Drafting Board: Student Expression

Time Needed: Three to five class periods

Learning Objectives. Students will:

Materials Needed:

Computers with internet access
Drafting Board log-in information
 Student Packet (*Evidence Guide* and *Progress Sheet*)

Copy Instructions:

Reasons & Evidence Guide (for yourself)
Progress Packet (class set)
Evidence Guide (class set)
Pre and Post Writing Activities (class set)

- Analyze and synthesize primary and secondary source materials
- Develop an understanding of perspective and bias by comparing and contrasting texts
- Find, evaluate, and categorize information from multiple sources
- Develop claims and counterclaims based on evidence from source material
- Evaluate the meaning and limits of the First Amendment right to freedom of speech
- Identify the holding of the U.S. Supreme Court case *Tinker v. Des Moines* (1969)

STEP BY STEP

TEACHER PREP

Make sure your students know their iCivics.org usernames and passwords. These will be used to access the *Drafting Board*. There is a space on the *Progress Packet* for the students to keep this information for each visit to the *Drafting Board*.

Look over the pre-writing activities (Free Write and Mind Map) and decide which you would like to have your students complete.

- ☐ **DISTRIBUTE** the pre-writing activity to the class and give five minutes for the students to brainstorm. When the time is up, you may ask students to share with the class.
- ☐ **TELL** students that they will be reading about free speech and student expression in the *Drafting Board*.
- ☐ **DISTRIBUTE** a *Student Expression* packet to each student. (Includes *Progress Packet* and *Evidence Guide*)
- ☐ **SHOW** students where to write their usernames and passwords on the packet.
- ☐ **PREVIEW** the objectives for each tool and explain that this is a long-term project that will take a number of class periods. The *Progress Packet* will help them keep track of each visit to the *Drafting Board*.
- ☐ **ASK** students to log in and begin using the first tool in the *Drafting Board*, the Issue Analyzer.
- ☐ **CIRCULATE** around the class, helping students as needed.
- ☐ **CLOSE** each day by giving the students a three minute warning, then asking them to note on the *Progress Packet* where they left off. Collect packets for the next visit to the *Drafting Board*.

Continued on the next page...

Drafting Board: Student Expression

Continued from the last page...

- ☐ **REVIEW** student progress each day. Intervene either with the whole class or with individual students if necessary.
- ☐ **PRINT** or export student essays once they have finished *Drafting Board* to prepare for the student editing activity.
- ☐ **DISTRIBUTE** a peer editing half sheet to each student.
- ☐ **PAIR** students and have them exchange essays for peer editing. Tell students to follow the directions on the half sheet, or have students peer edit according to methods you have previously taught.

A FEW IMPORTANT REMINDERS...

- Unlike other iCivics online activities, *Drafting Board* is not a game. This tool requires the teacher to monitor and oversee student progress as the students work through the tool.
- Each tool will take between 10 and 20 minutes, but students may progress at a faster or slower pace.
 - **For students who finish early:** Assign the game *Supreme Decision* on iCivics.org, which follows the case of Ben's T-shirt through the Supreme Court.
 - **For students lagging behind:** Students need internet access in order to finish The Drafting Board. Students with internet access outside school can log in and work remotely from home or from a library. Otherwise, you may need to help students find additional computer access at school.
- Boxes for student reflection appear after some parts of the tools. Students must enter text in the reflection areas before they can move on to the next page of the tool. Text entered into the reflection boxes will not appear in the student's essay; however, you will be able to view student reflections in the progress report on your teacher page.
- You can follow your students' progress by using the iCivics classroom feature. An individual student report is generated for each tool within *Drafting Board*. Each report shows you how the student performed on the activities in the tool, how much time the student spent on task, and what the student wrote. You can also print or export the essay the student generated.

Student Expression

Name: _____

Free Write. Read the question below and brainstorm as many answers as you can think of until your teacher tells you to stop. Make notes quickly, and don't worry about spelling. Use the back for more space.

What is freedom of speech?

iCivics

Drafting Board

Pre-Write Activity– Free Write

Student Expression

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What is freedom of speech?

iCivics

Drafting Board

Pre-Write Activity– Free Write

Student Expression

Name: _____

Mind Map! Think about the phrase in the center of the page. Brainstorm all the ideas you can think of that are related to this phrase. Circle each idea you add and draw a line to connect it to the main phrase (or to another idea you added). Keep brainstorming until you run out of room or time.

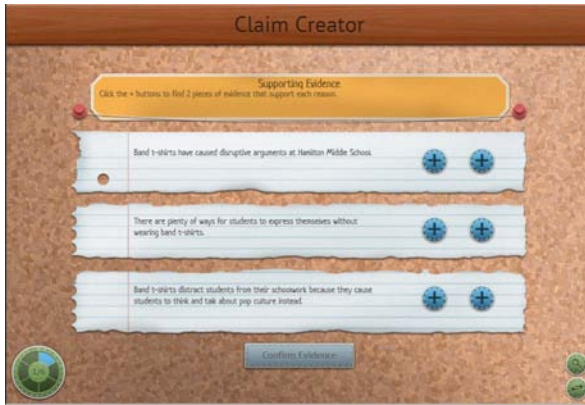


Student Expression

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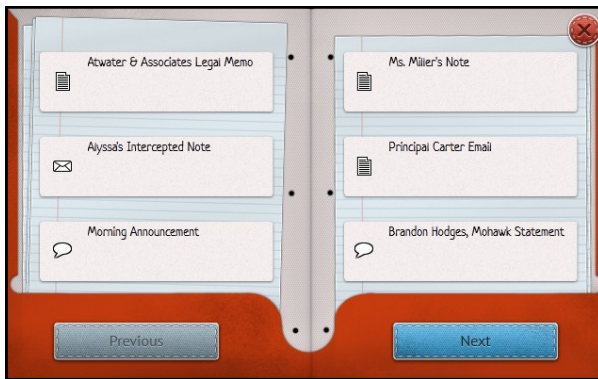


Claim Creator: Helping Students Choose the Right Evidence

The Claim Creator asks students to select three reasons to support their claim, then find the two pieces of evidence that support each reason. Use this guide to help students find the correct evidence. First give them the key words and phrases to look for, then use the last two questions to help them narrow down the options.

Claim: Students should be able to wear band t-shirts.

	Guiding Questions for Struggling Students
Reason 1 Band t-shirts help students express themselves, so students have the right to wear them.	<ul style="list-style-type: none"> • <u>Key words and phrases</u>: band t-shirts; students express themselves; right to wear • Who makes decisions about whether or not people have certain rights? (<i>The Supreme Court Says...</i>) • Are there any pieces of evidence that discuss students expressing themselves? Through band t-shirts? (<i>Brandon Hodges, T-Shirt Statement</i>)
Reason 2 Band t-shirt discussions are good for education because students learn to craft persuasive arguments in order to support their opinions.	<ul style="list-style-type: none"> • <u>Key words and phrases</u>: discussions are good for education; students learn; opinions • Is there any piece of evidence that discusses how schools should teach kids to argue? (<i>Justice O'Connor Speech</i>) • Are there any examples of students using argumentation skills in a productive way? (<i>Debate Club Flyer</i>)
Reason 3 Band t-shirts have not disrupted teaching or learning in a serious way.	<ul style="list-style-type: none"> • <u>Key words and phrases</u>: NOT disrupted teaching or learning • Is there any example of a student expressing his or herself without being disruptive? (<i>Supreme Court Ruling</i>) • Are there any pieces of evidence that tell us about a band t-shirts discussion that was <i>not</i> disruptive? (<i>Mia Donatella, Student</i>)
Reason 4 Other types of clothing also cause discussion and even arguments, so prohibiting band t-shirts unfairly singles out music lovers.	<ul style="list-style-type: none"> • <u>Key words and phrases</u>: other types of clothing; cause discussion and even arguments • Are there any other examples of non-musical clothing that are causing problems? (<i>Mr. Rushad's Note Home</i>) • Where in the evidence do you see teachers discussing other types of clothing? (<i>Teacher's Lounge Conversation</i>)



Claim Creator: Helping Students Choose the Right Evidence

(continued)



Claim: The school should be able to prohibit band t-shirts.

	Guiding Questions for Struggling Students
Reason 1 Band t-shirts have caused disruptive arguments at Hamilton Middle School.	<ul style="list-style-type: none"> • <u>Key words and phrases</u>: band t-shirts; disruptive arguments • Does any evidence make the claim that arguments over band t-shirts HAVE caused disruptive arguments? (<i>Atwater & Associates Legal Memo</i>) • Have any teachers complained about this happening at Hamilton Middle School? (<i>Ms. Miller's Note</i>)
Reason 2 Arguments can affect student safety by leading to threats, bullying, and other bad behavior.	<ul style="list-style-type: none"> • <u>Key words and phrases</u>: arguments, student safety, threats, bullying and bad behavior • Are there any examples of one student threatening another student? (<i>Alyssa's Intercepted Note</i>) • Are there any examples of bullying occurring at Hamilton Middle School? (<i>Principal Carter Email</i>)
Reason 3 There are plenty of ways for students to express themselves without wearing band t-shirts.	<ul style="list-style-type: none"> • <u>Key words and phrases</u>: students express themselves; without wearing band t-shirts • Does the school provide any outlet or activity that supports student expression? (<i>Morning Announcement</i>) • How else do students express themselves visually? (<i>Brandon Hodges, Mohawk Statement</i>)
Reason 4 Band t-shirts distract students from their schoolwork because they cause students to think and talk about pop culture instead.	<ul style="list-style-type: none"> • <u>Key words and phrases</u>: pop culture, distract • Has there been any research or a study done on this? (<i>"Dress for Success" Study</i>) • Is there any example of pop culture, like a concert, distracting a class? (<i>Ms. Brooks, French Teacher</i>)



The Supreme Court Says...

DOC#06514

11/25/11

The Supreme Court has declared that students have constitutional rights both in and out of school. This includes the First Amendment right to freedom of expression. Students at school have the right to share their opinions and ideas. They cannot be limited to expressing only opinions that are officially approved by the school.

Page 1 of 1

Justice O'Connor Speech

TRANSCRIPT 8675809

SEP 23 2011

"Public schools were created to help students become citizens. A key part of good citizenship is being able to explain and even argue one's opinions. Too much debate can certainly be a distraction, but for a school to fulfill its mission of training good citizens, it must allow and even encourage students to respectfully argue their ideas."

-Retired Supreme Court
Justice Sandra Day O'Connor



Supreme Court Ruling

DOC#06514

11/25/11

TO: Mr. and Mrs. Brewer
FROM: Landis & Associates Law Firm
RE: No disruption found

After interviewing Ben's friends and doing some research, we think you have a case against the school. We found a case that is very similar to your son's situation. In the Tinker case, high school students wore armbands to protest the Vietnam War. The Supreme Court found that there was no evidence that student armbands had disrupted school. The Court said that the students had the right to express their views by wearing the armbands. While schools may stop students from doing things that interfere with other people's rights or disrupt class work, a school could not prohibit student speech when there was little or no disruption.

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Brandon Hodges, T-Shirt Statement

TRANSCRIPT 8675809

SEP 23 2011

"Look, I'm different than other kids at this school, and I want people to know it. My Screech Scabs shirt helps me show that I'm not like anyone else. So yeah, I wear that t-shirt, like, almost every day. Wearing a band t-shirt is the best way for me, personally, to show my individuality."



Debate Club Flyer

DOC#061A

11/25/11

Do you love to argue? Do you debate your friends about who has become the greatest band of all time? (The Rolling Boulders, of course).

Then join the Debate Club, where students master their debate skills and get school credit!

Convinced?

Page 1 of 1

Mia Donatella, Student

TRANSCRIPT 8675509

SEP 23 2011

"Last year in Ms. Jones's algebra class, Darin and Krista were arguing about "Meter Man" right before class started. I love Meter Man, so I totally sided with Krista. I could talk about him all day. But as soon as Ms. Jones told us that class had started, we all sat down and switched our attention back to the teacher."



Mr. Rushad's Note Home

DOC#061A

11/25/11

Mr. Thompson,

Your son Paul earned 0 participation points in class today. He spent the entire class arguing with another student about his CourtSlick sneakers. Perhaps Paul had an interesting conversation about the merits of his sneakers, but he failed to pay attention to his class work. Please let me know if you have any questions.

Mr. Rushad
5th Period History

Page 1 of 1



Atwater & Associates Legal Memo

DOC#061A

11/25/11

TO: Hamilton Middle School Board
FROM: Atwater & Associates Law Firm
RE: Disruptive Arguments

We interviewed the students involved in the arguments you were concerned about, and we believe these arguments did "disrupt" school. We have researched the issue, and we are confident that band t-shirts can be banned. In the Tinker case, students wore black armbands to school to protest the Vietnam War. Although the Supreme Court found no evidence that the armbands had disrupted school, they did confirm that schools have authority to limit behavior if it threatens to disrupt learning. We believe your policy may continue because band t-shirts have disrupted school activities.

Page 1 of 1



Alyssa's Intercepted Note

Sarah -

You will regret what u said about my Vampire Weekday shirt after gym class. Your Novembrists t-shirt is stupid! Everyone hates the Novembrists ever since they sold out and became all popular. (My mom even has their latest album. Maybe you two can go to a concert together.) U better watch what you say next time or else.

Alyssa

Teacher Lounge Conversation

TRANSCRIPT 8675509

SEP 23 2011

Ms. Leroux: Boy, I'll be glad when the Super Bowl is over! It's all these kids want to talk about this week.

Mr. Ramirez: No kidding. Two of my kids in 3rd period have worn jerseys of the opposing teams all week. And every day I worry that they are going to get in a fight!

Ms. Leroux: Along with half the school! It feels like these kids are going to start a civil war in here.

Mr. Ramirez: Today they almost came to blows right in my room. A group of students started arguing so loudly that I had to stop class and send three students to the office.



Ms. Miller's Note

DOC#067A

11/23/11

Bob,

I had to run to the supply room during class last hour, and when I came back, half my students were out of their seats arguing. It was about bands again! A few of them were wearing t-shirts from that concert all the kids were talking about Monday morning. I had to blow my whistle to get them to quiet down, and I ended up sending two students to the office. I'm telling you, I seriously need a vacation.

Thought you'd want to know.

Ms. Miller

Page 1 of 1



Principal Carter Email

DOC#067A

11/23/11

TO: Lara MacMillan, School Counselor
FROM: Bob Carter, Principal
RE: Student Concern

Lara,

I just had a student in my office who says she's being bullied on FriendBook because of a band t-shirt she wore to school yesterday. I can't believe how mean some students can be on the Internet and I've been meaning to hold a school assembly about the issue. (Also, I still use MyFace. When did FriendBook become so popular?)

Anyway, I'm sending the young woman to you for counseling. Wanted to give you a heads up first.

Bob

Page 1 of 1

Student Expression

Name: _____

Morning Announcement

TRANSCRIPT | 8675809

SEP 23 2011

"This is Principal Carter with an important announcement: the school newspaper is looking for students to write opinion articles. The newspaper needs students who feel strongly about their ideas to share their views. The newspaper is also looking for staff writers to cover school events. So contact the newspaper staff if you want to share your thoughts or cover breaking news!"



"Dress for Success" Study

DOC #0614

11/23/11

A new study, "Dress for Success", was released today by the University of Antarctica. The study revealed that school uniforms have some positive impact on student achievement and a school's environment. Although students wearing uniforms did not have better school attendance, it did seem to increase classroom focus. Researcher Elizabeth Hass said "allowing students to wear whatever they want to school can be very distracting. Maybe adults should all try wearing uniforms too."

Page 1 of 1

Brandon Hodges, Mohawk Statement

TRANSCRIPT | 8675809

SEP 23 2011

"There's nobody at school like me. Even if I couldn't wear my band t-shirts, I'd still have my mohawk. Everyone else at this school has Justen Buber hair. Dude -- I'd rather shave my head!"

Ms. Brooks, French Teacher

TRANSCRIPT | 8675809

SEP 23 2011

"My classes are always pretty good. Most kids like taking French, believe it or not. But today Anne Peplinski came in wearing this concert t-shirt... I can't remember any of these bands kids like, but apparently she was the only one who got to attend this concert. The kids were quietly working on their projects until Anne arrived, and then I noticed a really long note being passed around. Half the class had scribbled on it; apparently, everyone wanted to know about that concert. No one finished the assignment on time, so I had to extend it into the next class period."

THE DRAFTING BOARD

Student Expression



Name: _____

Class: _____

iCivics Username: _____

iCivics Password: _____

Use this worksheet to keep track of your progress in the *Drafting Board*.

Glossary of Terms

Claim: where you stand on an issue

Counterclaim: where the other side stands on an issue

Reason: an explanation for something, like why your claim is right

Evidence: proof that can be given to support something; it backs up your reason

Rebuttal: statement of why you disagree with something

Transitions: words used to make a paragraph flow smoothly

Use this space to write down the basics of your essay.

Big Question: Should Hamilton Middle School have a rule against band t-shirts?

Yes or No

My claim:

THE DRAFTING BOARD

Issue Analyzer

In the Issue Analyzer, you will investigate both sides of the issue. First you must sort through your evidence to complete the missing sections of the story. When you're done, you will understand both sides of the issue and have a chance to pick your side.

Here are your objectives:

- ☐ Read the article
- ☐ Complete the story chunks
- ☐ Choose a side

Date Completed: _____



Claim Creator

The Claim Creator helps you outline the reasons behind your claim. These reasons will help you draft the three main paragraphs of your essay, so they're really important. You will also have to back up your reasons with evidence, so read closely.

Here are your objectives:

- ☐ Pick sides
- ☐ See vote results
- ☐ Select your reasons
- ☐ Justify your best reason
- ☐ Support your side with evidence
- ☐ Select the other side's reasons

Date Completed: _____



Paragraph Constructor 1

The Paragraph Constructor helps you write the three body paragraphs of your essay. For the 1st paragraph, make sure to support your reason with evidence.

Here are your objectives:

- ☐ Arrange the sentences
- ☐ Complete the sentences with evidence
- ☐ Place transitions
- ☐ Edit your paragraph

Date Completed: _____



THE DRAFTING BOARD

Paragraph Constructor 2

Now it's time to create your 2nd body paragraph. For your 2nd paragraph, make sure to support your reason with evidence. This time use your own language to complete the evidence sentences.

Here are your objectives:

- ☐ Arrange the sentences
- ☐ Edit your paragraph
- ☐ Complete the sentences with evidence
- ☐ Place transitions

Date Completed: _____



Paragraph Constructor 3

Now it's time to create your final body paragraph. For your 3rd body paragraph, make sure to support your reason with evidence. This time you are ready to write the whole paragraph yourself. If you get stuck, use the blue evidence buttons for help.

Here are your objectives:

- ☐ Write your paragraph using your third reason and evidence
- ☐ Edit and check your paragraph

Date Completed: _____



Critic Crusher

The Critic Crusher will help you look at the other side's argument. You can see your opponent's reasoning and use your evidence to shoot it down. The first exercise will guide you through how to write a rebuttal paragraph and the second exercise will let you try it yourself. At the end, you will pick which paragraph you think is best.

Here are your objectives:

- ☐ Acknowledge the other side's reason
- ☐ Use your reasons & evidence to show the other side is wrong
- ☐ Restate your claim to make your point
- ☐ Pick a paragraph
- ☐ Place transitions
- ☐ Edit and check

Date Completed: _____



THE DRAFTING BOARD

Introduction Introducer

The Introduction Introducer will provide you with strategies to create a strong opening paragraph that will grab your reader's attention. Remember, you only have one chance to make a first impression.

Here are your objectives:

- ☐ Sort the hook sentences
- ☐ Edit your paragraph
- ☐ Choose a hook for your paragraph
- ☐ Place transitions



Date Completed: _____

Intro Strategies

Background info gives the reader a better understanding of the history behind the problem.

Statistics or quotes can engage the reader and get them interested in your side of the debate.

Questions or scenarios catch the reader's attention and makes them curious.

Conclusion Crafter

The Conclusion Crafter will give you the strategies for creating a strong closing paragraph that summarizes your argument. You will have the chance to put everything in your own words and make an impact!



Here are your objectives:

- ☐ Summarize your side of the issue
- ☐ Pick a clincher sentence
- ☐ Restate your reasons
- ☐ Place transitions
- ☐ Sort the clinchers
- ☐ Edit and check

Date Completed: _____

Closing Clincher Strategies

Statistics or quotes reinforce your message by showing that you can back it up with facts and figures.

Next steps gives you a chance to make suggestions based on your argument.

Consequences can show your reader what might happen if something isn't done to solve the issue.

One last edit & check, and you are done!

Student Expression

Name: _____

STEP ONE Give Compliments! Mark places in the text where the writing is effective. For example:

Easy to Understand. Are there places where the writing is really clear? Compliment the writer on things like...

- ☐ Good use of details
- ☐ Effective organization of ideas
- ☐ Sticks to the topic—no unrelated ideas



Great Words. Has the writer chosen some words that really sparkle? Circle great word choices and mark them with a star. ☆

Sentence Flow. Does the writing read smoothly? Mark places where the writer has...

- ☐ Used transitions effectively
- ☐ Used a variety of sentence lengths
- ☐ Done anything you think works well!

STEP TWO Make Suggestions. Offer specific ideas for how to improve the writing. For example:

Confusion. Are there confusing parts? Figure out why you are confused. Should the writer...

- ☐ Add some details?
- ☐ Organize the ideas in a clearer sequence?
- ☐ Stick to the topic and cut ideas that don't fit?

Word Choice. Could the writer spice up the writing by choosing more interesting words? Mark boring words (such as *bad* or *nice*) so the writer can find a more descriptive alternative.

Sentence Flow. Does the writing read smoothly? If not, figure out why:

- ☐ Do any sentences seem *way* too long?
Suggest a way to break them up.
- ☐ Are too many sentences really short?
Suggest a way to connect some of them.

STEP THREE Make Corrections. Check the essay for problems with spelling, grammar, sentence structure, capitalization, punctuation, and other technical errors. Mark these on the text.



Drafting Board

Peer Edit Guide

Student Expression

Name: _____

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Drafting Board

Peer Edit Guide