

AMERICAN BAR ASSOCIATION  
DIVISION FOR PUBLIC EDUCATION  
2008 NATIONAL ONLINE YOUTH SUMMIT

ENVIRONMENTAL LAW & PUBLIC POLICY:  
FROM GRASSROOTS TO GOVERNMENT

**STUDENT ACTIVITIES GUIDE**

**AMERICAN BAR ASSOCIATION  
DIVISION FOR PUBLIC EDUCATION  
2008 NATIONAL ONLINE YOUTH SUMMIT  
ADVISORY COMMITTEE**

This is a project of the American Bar Association Division for Public Education.

For more information contact Wendy Holtman, the consultant summit coordinator  
American Bar Association Division for Public Education  
Email: [wendy.holtman@gmail.com](mailto:wendy.holtman@gmail.com)

## Contents

Getting Started	4
Time Management and Collaborative Learning	4
Student Writing	5
Student Portfolios	6
Help from Other Teachers	6
Online Activity Structure	6
Reading Logs and Journals	6
Forms and Handouts	6
Student Activities Forms and Handouts Key	8
Student Activity 1: Student Orientation	9
Student Activity 2: Assessment	12
Student Activity 3: What is Online Civil Discussion	14
Student Activity 4: Evaluating Web Resources	19
Student Activity 5: Learning About Fact v. Fiction	20
Student Activity 6: Baseline Activity	23
Student Activity 7: Literature Activity	27
Student Activity 8: Making Connections between Literature and Law	32
Student Activity 9: Holding Civil Discussion Online About Literature Activity	33
Student Activity 10: Revisiting Key Milestones Class Timeline: State/Local Issues	36
Student Activity 11: Civil Discussion About Class Timelines: State/Local Issues	39
Student Activity 12: Questioning Legal Experts	41
Student Activity 13: Final Class Project	44
Student Activity 14: Assessment	49

The American Bar Association Division for Public Education is pleased to welcome you as a participant in the National Online Youth Summit.

The goal of the program is twofold. First, we want students to engage and develop their skills in civil discussion and inquiry. Second, we want students to develop their substantive knowledge of a contemporary legal and public policy issue.

### **Getting Started**

Please review all activities and materials before you begin. You will want to make some management decisions as you develop your individual classroom plans.

Most activities can be adapted to suit your own classroom needs and to best suit your students' abilities. Please be sure however, that any adaptations adhere to some simple, basic principles, discussed throughout this document. For example, some activities include writing exercises. The writing exercise becomes the basis for online discussion among students in different schools, and, as such, all students should complete them. However, the parts of the lessons that describe classroom discussion, pre writing exercises, small group activities, pre reading activities, and most assessments may be adapted by you.

Your students do not need to be online everyday. In fact, they should not be posting every day during the project period. They will also be reading, researching, and completing other activities as described in the activities provided. You will want to build offline time into your schedule.

### **Time Management and Collaborative Learning**

We have tried to provide estimates about how long it will take students to complete activities, but you will need to account for factors for which we have no knowledge, such as your students' basic skill levels. You may always ask for input about timeframes in the Teachers Only Category. Many teachers have participated in this program before.

Learners need ample time for basic skills training before engaging in "content" learning online. You will need to determine the level of your students' basic skills and build in activities to enhance them into your classroom management timeline.

Your students appreciate time limits. You will want to budget student time.

Tell students how much time they will have for their reading and writing exercises. Tell them how much time they will have to complete their research. (See below). Tell students they will have so many minutes to read so many online posts if an activity involves reading posts from other students. Setting limits will help you and your students to stay on task and meet deadlines.

If you wish to expand an activity, *please anticipate and minimize potential disruption to the interconnectedness and collaborative nature of the summit activities.* Plan your expansion, keeping in mind the posting deadlines for activities.

In essence, this is a team teaching effort. During this project, sometimes you will be concerned with students other than your own. Sometimes you will be teaching with other teachers collaboratively and meeting deadlines so that your students may interact with those in other schools. Teacher evaluations of past summits have noted that there is nothing more disappointing for students than for them to visit their discussion forums after posting their assignments to find that no other schools have visited the Category to respond to the assignment during the scheduled timeframe or by the deadline.

Student Research: As mentioned earlier, students will be engaged in research at one point during the summit. A reminder about research: it is possible to research forever. Set time limits and parameters for research appropriate to the assignment.

If you want to assign research papers for *extra credit*, consider setting two deadlines: the first deadline would be the deadline established for the summit research activity, which will be the same for all schools; the second deadline would be a reasonable deadline for a paper.

Time management is one skill students will refine during the summit.

Final Projects: In the words of teachers who have participated in the summit in the past, you will want to “keep your end goal in mind.”

After you have studied the issues, students will complete a final project. You will want students to work on a meaningful final project that will allow them to synthesize and demonstrate their learning. Projects may be completed as an entire class, in pairs, in small groups, or individually.

You will want to conceptualize these projects or discuss them with students almost immediately to ensure they offer students a true learning experience.

Although the student activities are numbered, and we have recommended that some be completed in a particular order, and we have also set deadlines for all, you and your students will be multi-tasking during the summit. We will try throughout the process to help you with reminders and requests for you to check in with us. If you would like to design your own final projects for students, you may do so after discussing your ideas with ABA staff.

## **Student Writing**

Students should work on their online writing activities in a word processing program away from the discussion board in *Fuse Talk* before the posting deadline unless otherwise noted in the activity.

Students should “copy and paste” their writing into a *Fuse talk* message in the assigned Category after they have composed the writing in a word processing program, edited it, and checked the spelling, punctuation and grammar. Paragraphs should begin with a clear topic sentence.

In the words of one student who participated in the summit in 2003, Joe L. from North Henderson High School, Henderson, North Carolina, “*Through this summit, I have learned how lack of spelling and basic grammatical skills can greatly reduce one’s opinion of another and discredit one’s opinions.*”

## **Student Portfolios**

Although not required, they are recommended. Portfolios will help students to assess their own learning at the end of the summit.

We recommend that students print copies of everything they post in the summit discussion boards (regardless of whether they keep portfolios). Remember, you are responsible for student conduct online. Asking students to print their writing and hand it in or keep it in a portfolio gives you one way to monitor what they write.

## **Help from Other Teachers**

Many of the teachers participating in this project are past participants. *The Teachers Only Category in our online discussion forum is to be used by you to ask for management and instructional feedback from other teachers.* Other teachers are your most valuable resource during this project. (For more information about discussion forums, see *Orientation Guide* and *Guide to Conferencing in Fuse Talk*.)

## **Online Activity Structure**

Most of the summit online activities generally have three components. First, students read an article or story or poem, hold a discussion, engage in small group work, or conduct research. Second, they complete a writing exercise and post it in a discussion board. Third, students read what other students have written/posted online and respond to it in the discussion board. Please bear in mind that if your students are unable to post their writing by the deadline, other students in other schools will be affected.

## **Reading Logs and Journals**

Two innovative teachers, Karen Birgam Martin and Chris Karyannis, who participated in the project for a number of years, asked their students to use reading logs. Although not required, we recommend that your students use reading logs or reading journals. We have provided some sample reading log forms for various activities. Modify or create your own. Students may use paper or a spiral notebook. You will want to instruct students about the kind of reflections and information that you want them to note and include in their reading journals or logs. Take a look at the sort of information that we ask students to look for and what they are asked to do during the activities. You might have other ideas for student journaling. We look forward to hearing about them.

## **Forms and Handouts**

Forms and handouts for the activities, when available, may be found by activity number in the Student Activities Forms and Handouts Guide, and some will be online in the “Materials for Teachers” section of the summit Web site. Additional forms, as needed will be e-mailed to you via the Teachers Only discussion board in *Fuse Talk*.

The forms corresponding to and developed for each activity are listed under the heading “Materials and Preparations” for each activity. Some forms may be used for more than one activity. Feel free to adapt forms and handouts.

A “Student Activities Forms and Handouts Key” follows.

### **Student Activities Forms and Handouts Key**

On the following page you will find a Student Activities Forms and Handouts Key.

**Adaptation Reminders:** Please know that you may adapt the activities described in this document to suit your own classroom needs and to best suit your students’ abilities, as long as your adaptations adhere to some simple, basic principles, discussed throughout this document. Some activities include writing exercises. The writing exercise becomes the basis for online discussion among students in different schools, and, as such, all students should complete them. However, the parts of the lessons that describe classroom discussion, pre writing exercises, small group activities, pre reading activities, and most assessments, may be adapted by you.

## Student Activities Forms and Handouts Key

Forms/Handout	Activity	1	2	3	5	6	7	9	10	11	12	13	14
Student Handbook		X											
Pre and Post Test			X										X
Pre and Post Test Answer Key			X										X
KWL Chart			X										X
Posting Rubric		X		X						X			
Threaded Discussion Example				X				X					
Talking Points for Civil Discussion				X									
Fact v. Opinion Checklist					X								
Civil Discussion Checklist				X				X					
What is Online Civil Discussion? Discussion Starters				X									
Example of Writing in Response to a Discussion Starter				X									
Literature Activity 7- Excerpts from <i>A Sand County Almanac</i>							X						
Student Reading Log								X					
Student Activity 7 Writing Exercise Materials							X						
5 W's Chart						X							
Timeline: Environmental Law & Public Policy Milestones						X							
Expert Q & A Reading Log											X		
Ex of Student Research Paragraphs									X				
Student Research Checklist									X	X			
Student Research Reading Log										X			
Examples of Student Final Projects												X	
Debate as Cooperative Agreement Worksheets												X	
Instructions for Self Assessment													X
Certificate of Completion													

## **Student Activity 1: “Student Orientation”** **Required**

This activity takes place off line, away from the *Fuse Talk*/Discussion Boards.

**Estimated Time:** 1- 2 class periods, depending on how you structure the activity.

**Overview:** During orientation, students will learn about the summit activities, including the final project. They will review materials, and become familiar with grading and rubrics and be introduced to *Fuse Talk*. Students will also create portfolios, if they are to be used.

**Objectives:** Students will

- Learn about the summit activities, with emphasis on the projects students will complete throughout the summit, including the Final Project
- Understand the progression of activities
- Interpret their responsibility to themselves for their own learning during the summit, and their responsibility for helping other students to learn
- Compare and describe the difference between public space and private space and an educational and personal environment
- Understand grading
- Agree to adhere to the standards of conduct for the summit
- Define *discussion boards* and *Fuse Talk*
- Sign the Student Guide to Web Conference Conduct

### **Materials and Preparation:**

1. Review NOYS guides and materials so you understand the summit process:
  - A. NOYS Summit Guide
  - B. NOYS Student Handbook
  - C. Student Activities Guide
  - D. Student Activities Handouts & Forms: Required and Optional By Activity
  - E. Posting Rubric form—feel free to adapt
  - F. The NOYS learning objectives and goals (See Summit Guide)
2. Review appropriate state or national standards
3. Review the learning objectives you outlined for your students for the summit in your online application.
4. Adapt/create/copy student posting and grading rubrics, where applicable in your classroom plans
5. Make copies of NOYS Student Handbook for students.
6. Create a list of “projects” that students will complete as part of their activities for the summit, if applicable
7. Determine if you wish students to use reading logs or reading journals. These are optional.
8. **Reminder:** Create a Parental Permission form or check with your school administrator about the issue. Because of public concern about youth access to the Internet, we recommend that you secure permission to participate from each student’s parent guardian.

### **Recommended Procedures:**

You may adapt the procedures for this activity as long as you achieve the stated objectives above and complete it in a timely manner.

### **Orientation:**

1. Remind students of the purpose of the summit.
  - Students will learn about the summit topic, and also teach classmates and students in other schools about an the topic
  - Students will hold civil discussions online in a discussion board first with classmates and, then, second, with students in other schools about the summit topic
  - Students will work towards creating a final project and, along the way, complete several intermediary projects throughout their participation in the summit.
2. Provide students with an overview of the activities, noting the projects that they will be asked to complete for specific activities at each stage of the summit. Give students a Checklist of Summit Projects if you think it will be helpful.
3. Discuss information in the Student Handbook.
4. Discuss grading and the posting rubric. (During the 2003 summit, one innovative teacher spent time with students asking them for suggestions for criteria that they thought should be included in the posting rubrics She recommends letting students “begin with the end in mind by making them part of the rubric design.”)
5. Describe *Fuse Talk*, the Web-conferencing software that will be used. Describe the structure of the Fuse Talk “Categories”/discussion boards.
6. Go over the Student Guide to Web Conference Conduct. Make sure that students understand that the Discussion boards are educational forums. Allow time for questions.
7. Ask students to read through and to sign the Student Conduct Agreement and to return it to you. We recommend that you read through the agreement point by point as a class. Ask one student to read each point. Allow time for questions.
8. Make sure that you let students know that they *will not* be working in Categories/discussion boards in *Fuse Talk* every day throughout the project. Some work will take place outside of the discussion boards. The discussion boards have a very specific purpose.
9. Explain to students that, unless otherwise noted in an activity, they will be asked to write in a word processing program and check their work for grammar and spelling away from *Fuse Talk* before posting work. They will then copy and paste their writing into a *Fuse Talk* message box. Ask students why they think they are being asked to write away from *Fuse Talk* After they offer their reasons, share the following with them from a student who participated in the summit in 2003:

*“Through this summit, I have learned how lack of spelling and basic grammatical skills can greatly reduce one’s opinion of another and discredit one’s opinion,”* Joe L., North Henderson High, Henderson, North Carolina.
10. Distribute parental permissions, if required, and set deadline for their return.
11. Optional but Highly Recommended: Describe student portfolios. Have students create portfolios.

## **Final Projects Discussion**

**Final Projects:** At this point you may want to explain to students that they will be expected to complete a final project demonstrating what they have learned about environmental laws and policies through their participation in the summit. We recommend that you start the summit with the end in mind. To help students succeed, begin to think about what kind of project you will ask students to complete as soon as you review the student activities.

*Many teachers have indicated in evaluations of past summits that they wished they had considered Student Final Projects from the outset, including discussing them with students, and planned to do so in the future.*

Briefly describe the final project choices—model legislation, merit brief, or Debate as Cooperative Agreement. (Teachers, if you want to use a different model, please discuss your alternative final project with the ABA program manager.)

Ask students to describe other projects they may have completed for other classes. Based on their responses, you will know how much experience your students have with project-based learning, and, how much you will need to prepare and help them to successfully complete their projects.

Ask students what kind of projects have worked well, in their opinion, in their classes, and why? For yourself, make a mental note of their comments when working with them on their summit final projects. Learn from the experience of your colleagues!

## **Student Activity 2: Assessment**

### **Part I, Required**

### **Part II, Optional**

This activity takes place off-line. Submit Pre Test - Section A results online at the Summit Web site by Feb. 11; mail Section B results to the ABA, Division for Public Education, attn: Judy Kim.

#### **Estimated Time:**

Part I- Pre Test, Sections A and B, 20-25 minutes

Part II- KWL Chart: 30 minutes

Part III- Final Projects 20-25 minutes

**Overview:** During this activity, students will: Part I (Required) - Take the Pre Test; Part II (Optional) Complete the KWL (What Do You Know? What Do You Want to Know? What Did You Learn?) Chart. If you decide to use the KWL chart, students are to complete only the first two columns of the chart.

\*Please note: The closing assessment will have two parts. In addition to administering a Post Test, teachers will conduct one additional closing assessment. You may either have students:

1. Write a self-assessment paragraph, or
2. If used during this part of the assessment, complete the third column of a KWL (What Do You Know? What Do You Want to Know? What Did You Learn?) Chart

If you wish to create additional assessment tools, you are free to do so.

**Objectives:** Students will

- Assess prior knowledge of the summit topic by completing a Pre Test
- Possibly assess prior knowledge of the summit topic by completing a KWL Chart
- Utilize tools to help themselves, and you assess student learning upon conclusion of the summit.

#### **Materials and Preparation:**

1. Make copies of the Pre Test for students
2. If you decide to use the KWL Chart, make copies of it for students

#### **Recommended Procedures:**

Procedures may be modified as long as modifications adhere to the basic principles of the activity and achieve the activity objectives, and Pre Tests are submitted by the stated deadline.

#### **Part I - Pre Test**

1. Briefly describe the summit, in part, to alleviate “test anxiety.” Points to mention might include
  - Students will learn about the summit topic independently, and also teach classmates and students in other schools about the summit topic;
  - Students will hold civil discussions online in a discussion board first with classmates and, then, second, with students in other schools about the summit topic; and
  - Students will work towards creating a final project and, along the way, complete several intermediary projects throughout their participation in the summit.

2. Explain the purpose of the Pre Test: to help students assess their learning upon completion of the summit. Explain that they won't be graded.
3. Administer the Pre Test.
4. Collect the tests, tally the results, and submit Section A via the 2008 summit Web pages at <http://www.abanet.org/publiced/noys/08/home.shtml>. Navigate to the "Materials for Teachers" section. Click on "Forms." Use the "Pre Test Submission Form." Follow the instructions. Mail Section B to Judy Kim, Associate Director, American Bar Association, Division of Public Education, 321 N. Clark Street, Chicago, IL 60610.
5. Return Section A to students to keep in their portfolios (if you intend to use them) or hold onto them and return them to students after they have completed their final project.

### **Part II - Preparing for Your Closing Assessment (Student Activity 14): KWL Chart**

1. Have students complete the first two columns of the KWL Chart.
2. Ask students to take about 15 minutes to complete the first two columns of the chart ("K" -- What Do You Know and "W"--What Do You Want to Know). Explain that the chart is to help them assess their learning after they've completed the summit.
3. After students complete their charts, on the board or on an overhead, capture items they've listed in their "W" columns.
4. Remind students of the summit objectives, referring back to the objectives that you outlined for yourself when you completed the summit application on behalf of your students.
5. Explain that upon completion of the summit, students will look back at what they wanted to know and assess what they've learned.
6. Use information from the "W" column of the chart to plan additional related activities.
7. Collect the KWL Charts.
8. Review the "K" column. Compare it with student Pre Tests. Note areas you may wish to cover in other class lessons.
9. Return the charts to students with their Pre Tests to keep in their portfolios (if you intend to use them), or, keep them to return to students upon conclusion of the summit.

## Student Activity 3: What is Online Civil Discussion? Required

Parts of this activity take place in your class, offline, and part takes place in your discussion board/Category in *Fuse Talk*.

### **Estimated Time:**

Part I: 35 minutes

Part II: 15-20 minutes per day for a particular number of days (min. 3) over seven days. This activity may be assigned as homework provided you review your student work online.

Part III: 20 minutes

**Vocabulary:** “Asynchronous” means not happening at precisely the same time rather than at a specific time. Classroom discussion is “synchronous” discussion. It happens during one class period when all participants are present. With asynchronous discussion, participants contribute to the discussion over periods of hours, days, or weeks, and at different times of the day.

**Overview:** Students are generally adept at stating opinions or making arguments based on emotion. In the online Discussion boards, students will be asked to participate in civil discussion with other students on specific topics and, eventually, to inform their opinions with facts. Through the process of informed discussion, students should experience increased awareness of different perspectives and have the opportunity to think critically. Discussion practice is critical to student understanding of the appropriate manner and process for their participation in the online Web discussion boards, and as such, this activity focus is practice. Students will make their contribution to a collaborative discussion at different times. Their discussion will be asynchronous.

**Basic Principles:** The activity is required; however, you may make modifications to suit your students as long as you complete the activity by its deadline, and achieve the objectives below, and students

- Come away from the activity with basic understanding of the characteristics of civil discussion for the purpose of the summit—open-ended questioning and offering constructive comments
- Actually practice online civil discussion (open-ended questioning and offering constructive comments) in your *Fuse Talk* category
- Respond to discussion starters that are about the summit topic

**Objectives:** Students will

- Discuss the characteristics of civil discussion
- Create or analyze a Civil Discussion Checklist (see Basic Principles above)
- Apply the skills of open-ended questioning and offering constructive comments
- Practice online civil discussion in your class discussion board with classmates
- Master the *Fuse Talk* software and commands
- Demonstrate the skill of following instructions
- Meet deadlines

### **Materials and Preparation:**

1. For Part I,
  - Review and/or make copies of the “Civil Discussion Checklist”
  - Review “Talking Points on the Civil Discussion Checklist” and “Talking Points on Open-Ended Questioning”.
  - Review Threaded Discussion Sample
  - Review Example of Writing Responses to Discussion Starter
2. For Part II of this activity, you may use the “discussion starters” provided, *or create discussion starters of your own about the summit topic*. If you decide to create your own, please remember the following:

**Discussion Starters:** Ask students to express an opinion and explain why they hold the opinion. Discussion starters must be related to the summit topic, and need to build on existing student knowledge. For example, if we were studying the American jury and your students had not yet studied the issue of race in jury selection, the following statement *would not* build on their existing knowledge:

*People are excluded from the overall jury selection pool because of their race. Do you agree or disagree with this statement? Why or why not? (Remember to explain why.)*

The above statement is based in fact. The discussion starters for this activity should permit students to explore values and beliefs. You might rethink a discussion starter about race and jury selection and pose it in this way:

*If we discovered that people are being excluded from jury selection pools because of their race, the government would have no responsibility to investigate or do something about it. Do you agree or disagree with this statement? Why or why not? (Remember to explain why.)*

- We recommend that you limit your discussion starters to five. This will maximize student interaction online.
- You will set up Part II of this activity for your students in your class/school discussion board during the Teacher Orientation period. Visit your school discussion board/category. In the discussion board, using the “New Topic” command, post one discussion starter in each of five separate new “Topic” messages. You might type your discussion starters in a word processing program and copy and paste them into a message text box in Fuse Talk.
- Make sure that in addition to the actual discussion statement, you also include: “Do you agree or disagree with this statement? Why or why not? (Remember to explain why.)” Students should begin to practice explaining their rationales for their beliefs during this activity.
- Make enough copies of the “Discussion Starters” and “Posting Rubric” to distribute to each student to keep in his/her portfolio if you intend to use one.
- Think about how you wish to divide the class into smaller collaborative “discussion” groups of 4-5 students. You will want to have five total collaborative “discussion” groups—one to work with each of the five discussion starters.
- Think about how you will send members of the same discussion group to the discussion board to make their contributions. Remember, you want to simulate the asynchronous

feature of online discussion. Your students will not be online at the same time as students in other schools.

### **Part I- Introducing Civil Discussion**

1. Begin by asking students how many of them have participated in online discussions (chat rooms and bulletin boards).
2. Ask them to
  - Describe the advantages and disadvantages of these forums
  - Discuss the kinds of problems they may encounter when communicating in these forums.
3. Brainstorm solutions to the problems.

During your discussion listen for comments related to the purpose of civil discussion (exchange ideas, evaluate different points of view, reflect critically but respectfully on your own ideas and the ideas of others, learn and help others to learn), and identify how we successfully engage in civil discussion, whether in the classroom or online (give reasons or rationales for our opinions, support them at appropriate times with facts, ask open-ended questions that allow for continued discussion, listen to others, respond to others respectfully, offer constructive comments).

4. Decide how you wish to proceed with the remainder of this activity. One approach may be better suited for upper level students and the other approach may be better suited for students in lower grades.

#### A. Upper Level Students:

- Ask students to describe and define *civil discussion*. Ask students what is its purpose?
- Thinking about the purpose of civil discussion and what it is, as a class, create a checklist of items that students might refer to when engaging in civil discussion in class during the summit and also when they are online. Make sure that students understand that they will be using this checklist throughout the summit.

#### B. Students in Lower Grades:

- Show students an overhead of the “Civil Discussion Checklist” provided in the resource binder. Ask them to explain why they think each point has been included in the checklist.
- Add points to the checklist or refine it. Please Note: The checklist will need to retain basic components that we understand through common sense foster civil discussion.

### **Part II - Online Civil Discussion**

1. Divide the class into collaborative groups of 4-5 students per group. You may find it useful to pre-assign students to groups to ensure that strong writers and thinkers are evenly distributed throughout each group.
2. Assign or ask the group to choose a topic from a list of topics that correspond to one “discussion starter”.
3. Explain to students that they will be holding a discussion during the course of the week about their discussion starter/topic. Each day, students will spend time reading (5-8 minutes) and writing (7-10 minutes) a response to a discussion starter in your school discussion board or writing a response about something another student has written about the discussion starter that

the group has chosen. The group should not have a great deal of preliminary discussion on the topic; you want them to hold their discussion online.

4. The first student who writes about a “discussion starter” will write a response to the questions in the discussion starter. The second writer for that topic may either write a response to the discussion starter or he/she may ask one respectful “open-ended” question and offer one respectful comment about his/her classmate’s writing.
5. Explain to students that they will visit the class discussion board a particular number of times during the week to hold discussions online with their collaborative discussion group. You will want to determine how many times students should log in during the week and communicate the number. You will probably want to establish a minimum number of complete exchanges that each student should have with a classmate in their discussion group. Discussion requires exchanges with other students. One of the goals of the activity is to show students how to interact with other students to sustain a civil discussion online. Students will be expected to interact with other students rather than make speeches.
6. Students will need to spend 5-8 minutes a day reading what other students wrote before they write their own. Remember to build reading time into the activity.
7. Students will ideally use a Posting Rubric to assess the quality of their contribution to the online discussion if you go that route. Let students know that you will be using this rubric to assess the quality of their participation in the discussion. You will want to ask them to write their responses in a word processing program, check for grammar and spelling, then copy and paste their messages into a *Fuse Talk* message.
8. Remember to go over some “ground rules” for civil discussion. Remind students that this is an educational discussion. Rudeness is not allowed. Respectful writing is required. Remind them to observe the Student Guide to Web Conference Conduct. Remind them that you will be joining their forum. Discuss the difference between a private and public space. The *Fuse Talk* categories/discussion boards are public spaces.
9. Students do not need to write long responses. Remember that they will only have a short time during the class period if you ask them to work during class to complete their writing. One question and one comment will suffice. Each student should remember they bear responsibility for keeping the discussion going with the collaborative partners in their discussion group. Open-ended questions (questions designed to elicit responses that are expansive rather than with an answer of “no” or “yes”) are designed to keep discussion moving.
10. Give students deadlines for adding their messages to the discussion board/category.
11. Explain the posting procedures to students. Review the difference between the “Reply” and “Post” command in *Fuse Talk*. See below.

### **Posting Procedures:**

1. One of the purposes of the activity is to familiarize students with the mechanics of adding messages to the *Fuse Talk* discussion board/category. You and your students will be responsible for keeping your school conference tidy and helping to ensure that the other categories/discussion boards are conducive to discussion and exchange throughout the summit.
2. Review the process of logging into *Fuse Talk* with students. This will be the first time that students will log into *Fuse Talk*.
3. Give students the name of the category that your class will work in for this activity. The category name is your school name or an abbreviated version of the name. (Unless more than one teacher from your school is participating in the summit)
4. Tell students that they are to log into *Fuse Talk*. Ask them to find and click on the message that you have posted which corresponds to their particular discussion starter. Give students the

“Topic” that you typed in the “Topic” box for each particular starter when you posted the starters.

5. Instruct students to click on the message that corresponds to their particular discussion starter. They should select the “REPLY” command to post their replies. Students should copy and paste their writing into the *Fuse Talk* “REPLY” message box. Note: Students must use the “REPLY” command to ensure that all their messages remain linked by the same *Fuse Talk* thread and may be found in the same place.
6. Remind students to sign their message with their first name, first initial of their last name, and school name.
7. Students are to print off a copy of their reflective writing to keep in their NOYS portfolio.

### **Part III, Debriefing the Activity:**

1. At the beginning of the following week, hold a debriefing with students.
2. Before you hold your debriefing, review the online discussion and student portfolios. Locate examples of good discussion exchanges. A good discussion exchange includes “listening” (reading what someone has written) as well as response (writing) skills. You will want to try to locate at least one “thread” in which students managed to keep the conversation going over a period of several days by going back and locating threads that indicate that students read what others wrote, responded, and asked open-ended questions. It may take students time to grasp these concepts. They will practice throughout the summit. They will be able to use these skills by the time the summit concludes.
3. Review these examples with students. Review examples of good open-ended questions with students. You might even distribute copies of exemplary threads and a list of exemplary open-ended questions.
4. Remind students that during the summit, at various points, they will be engaged in civil discussion with other students similar to the discussion they held over the past week. The discussion was “asynchronous.” They will be expected to contribute to the online discussion threads in very specific ways; they will be expected to take responsibility for keeping the conversation flowing.

Have you thought about your students’ Final Projects lately?

## **Student Activity 4: Evaluating Web Resources** **Recommended**

**Estimated Time:** See individual lessons about evaluating Web resources for estimates.

**Overview:** If your students have not yet evaluated Web sites or discussed the difference between fact and opinion, you may find it helpful to create some activities to introduce these topics.

During the summit, we wish to move students from expressions of opinions grounded in emotion about our topics to expressions of informed opinions grounded in facts during civil discussion. Student learning objectives for the summit include learning to evaluate the credibility of a source and to distinguish between facts and opinions. We encourage you to ask teachers in the Teachers Only Conference to share their approaches to these topics.

**Objectives:** Students will

- Evaluate the credibility of Web sites
- Distinguish between facts and opinions

**Materials and Lessons on Evaluating Web Resources:**

1. Some resources and online lessons about evaluating Web resources may be found on the NOYS Web site. See

<http://www.abanet.org/publiced/noys/04/home.html>

## Student Activity 5: Learning About Fact v. Opinion Recommended

**Estimated Time:** 1-2 class periods

**Please Note:** Some aspects of the following activity have been adapted from materials from “FRET Limited,” [www.english-teaching.co.uk](http://www.english-teaching.co.uk), a Web site that moved to subscription in January 2004.

Some other aspects of the activity have been adapted from “Fact vs. Opinion (Teaching of Critical Thinking)” by Joan Novelli, from *Instructor* (1990) March 1999, [http://www.findarticles.com/cf\\_0/m0STR/6\\_108/54169026/p1/article.jhtml](http://www.findarticles.com/cf_0/m0STR/6_108/54169026/p1/article.jhtml)

**Overview:** Students will need to distinguish between fact and opinion to complete their work during the summit. The purpose of this activity is to offer students an opportunity to master that skill. This is an activity that you can design for yourself if you wish.

**Objectives:** Students will

- Identify “clue” words that signal an author is offering an opinion
- Identify features of factual information
- Read an article and identify statements from the article as either fact or opinion, referring to a fact v. opinion checklist

**Materials and Preparation:**

1. To help you prepare this activity, you may wish to ask students to suggest the name of a popular music group. You might ask students to suggest the names of two groups. Explain to students that they will be helping to determine the content of this activity. (If you ask students for the name of two groups, then ask them to vote on which group is “better.” You can explain to students that their vote represents the majority “opinion” of the class. You can take the statement “x group is better than y group,” and put it to the test using the “Fact v. Opinion Checklist” )
2. On the Web, find stories that include facts about the music group(s) selected.
3. On a sheet of paper, type a series of facts about the groups. The facts should be discussed in the article. Also type a series of possible opinions about the group(s). Next, add the following checklist to the worksheet, or, use the separate handout “Fact v. Opinion Checklist” provided.
4. Students will work in collaborative small groups on this activity. You may find it useful to pre-assign students to groups to ensure that strong thinkers are evenly distributed throughout each group.

### **Fact v. Opinion Checklist**

- Is the statement true? (Fact)
- Can the statement be proven? (Fact)
- Does the statement include “clue” words indicating the author is expressing an opinion or belief? (Opinion)
- Does the statement include “clue” words indicating the author is expressing a judgment or a value? (Opinion)

4. Make enough copies of the article and the worksheet(s) to distribute to students in your class.

### **Recommended Procedures:**

1. Distribute copies of the article to students.
2. Discuss the difference between a fact and an opinion. Explain that if students can answer the questions below with “yes,” the statement is a fact. The questions are:
  - Is the statement true?
  - Can the statement be proven?
2. Explain that an opinion may appear very convincing, but it cannot be proved to be either true or false.
3. Brainstorm possible words that writers use that provide readers with clues that a statement may be an expression of an opinion or a belief. Answers might include *think, feel, believe*, and other synonyms.
4. Brainstorm possible “clue words” that indicate that a writer is offering a *judgment* or assigning a *value* to something, such as *good, bad, best, worst, important, inconsequential, not as important*, and so on.
5. This might be the time to “test” your statement about the two music groups you asked students to vote about: “x group is better than y group.” Use the checklist to test the statement. Students should come to the conclusion that their vote represents the majority opinion of the class.
6. Ask students to read the article.
7. After students read the article, divide them into collaborative small groups.
8. Provide students with copies of the statements of fact and opinion about the music group. Each student in the group should have a copy.
9. Ask each group to read through the statements on the worksheet and to indicate whether the statement is a fact or an opinion by writing “fact” or “opinion” next to the statement. Groups should ask the following questions about each statement in the group. Refer to the **Fact v. Opinion Checklist**.

### **Fact v. Opinion Checklist**

- Is the statement true?
- Can the statement be proven?
- Does the statement include opinion/belief clue words?
- Does the statement include judgment or value clue words?

10. Students may refer back to the article as they complete the worksheet.

11. After students complete the worksheet, hold a discussion as a class about the statements. Discuss and review statements that appear to present difficulties.

**Follow Up Activities:**

1. As a follow up activity, ask students individually to write a 6-sentence paragraph including 3 facts about school and 3 opinions about school. Review the paragraphs and create further activities based on student need.
2. As another follow up activity, provide students with the source of the article. Ask students to research the source and evaluate its credibility. Ask students to give their reasons for their evaluation. As a class, discuss the credibility of the source.

Remember to think about your students' Final Projects!

## **Student Activity 6: Timeline on Key Milestones in Environmental Law & Public Policy (Baseline Activity)** **Required**

**Estimated Time:** This activity takes place offline over 2 - 3 class periods, includes homework.

**Overview:** During this activity, students will research in brief and teach each other about key environment legislation, cases, and cataclysmic events in United States history, as well as international treaties and conventions signed to address environmental concerns.

**Objectives:** Students will

- Learn the basic principles of several environmental and land use issues.
- Learn who is responsible for enforcing these laws.
- Realize that “environmental law” is not an easily defined area of law, but generally encompasses actions affecting the environment in some shape or form.
- Form and express opinions as to why environmental laws are necessary.

*\*\*All students are required to complete an activity to master some basic knowledge about environmental legislation, cases, executive action and milestone events across time. The activity is required; however, teachers may make modifications to the suggested procedures below to suit your students and course objectives as long as you create a lesson that adheres to the objectives listed above.\*\**

### **Materials and Preparation:**

1. Drawings/pictures (approximately 10) representing objects that have been the subject of environmental legal debates in your state.
2. Handout, to be created by you: Examples of Environmental Legal Issues. See the model handout, “Examples of Environmental Legal Issues in Washington State.”
3. Environmental Law & Public Policy Milestones Timeline
4. 5 W’s Graphic Organizer  
See examples: <http://www.enchantedlearning.com/graphicorganizers/5ws/>

### **Part I: Introduction to Environmental Concerns in Your State or Local Area (10 min)**

1. Show students a series of drawings/pictures depicting objects such as animals, landfills, trees, and so on that have been the subject of environmental legal debates in your state or region. Ask the students what these pictures have in common.
2. Explain that each picture represents something that has been the subject of environmental legal debates in your state/region. Explain that today’s lesson will be an introduction to environmental law. Tell the students you will come back to these examples later in the lesson.

### **Part II: Introduction to Key Milestone in Environmental Law (25 minutes)**

1. Ask students the following questions to generate discussion and determine how much they already know about environmental law. Write student responses on the board. Seek at least three responses per question.
  - What does the term “environmental law” mean to you?
  - Why do we have environmental laws? What do they accomplish?
  - Who regulates all these activities and enforces environmental laws?

2. After the students have a chance to respond, explain that there is no single agreed upon definition of “environmental law.” The term is a catch-all to describe a very wide range of laws and actions—ranging from regulating polluters, to protecting species and habitat, to applying for a building permit. People who practice “environmental law” work in many different areas and will inevitably define it differently.
3. Give students the Black’s Law Dictionary Definition: “The field of law dealing with the maintenance and protection of the environment, including preventive measures such as the requirements of environmental impact statements, as well as measures to assign liability and provide cleanup for incidents that harm the environment. Because most environmental litigation involves disputes with governmental agencies, environmental law is heavily intertwined with administrative law.”
4. Try to flesh out some of the following points, and in doing so, give examples of how laws seek to accomplish their stated goals.

*A. Why do we have environmental laws? What do they accomplish?*

- To regulate activities that are harmful to the environment. Some laws require permits to emit pollutants. They also set standards for the levels of pollutants in air and water. Ex. Clean Water Act and Clean Air Act
- To require clean-up of pollution at the expense of the polluter. Some laws require that those responsible for hazardous waste sites clean them up. Ex. Superfund
- To protect natural resources and creatures. Some laws protect threatened and endangered species. Others protect natural lands from being developed. Ex. Endangered Species Act
- To ensure that environmental factors are considered before undertaking an action. Some laws require people to study the impact of potential projects on the environment before proceeding with the project. Ex. National Environmental Policy Act
- To regulate land use and growth. Some laws are designed to ensure orderly growth and that sensitive areas are protected. Ex. Local zoning laws

*B. Who regulates all these activities and enforces environmental laws?*

- Local Agencies--city planners, county council, zoning boards, etc.
  - State Agencies--Departments of Ecology, Growth Management Hearing Boards, Departments of Natural Resources, Forest Practices Departments, Departments of Fish and Wildlife, etc.
  - Federal Agencies--Environmental Protection Agency, U.S. Fish and Wildlife Service, National Marine Fisheries Service, Army Corps of Engineers, National Park Service, etc.
  - Citizens and Citizen Groups--Environmental laws in some states contain “Citizen Suit Provisions” which allow citizens to bring actions in court to enforce environmental laws if a government agency fails to do so. The Citizen Suit Provision may also allow the individual to sue the government agency for failing to carry out its duty. The Citizen Suit is utilized by many environmental groups. Note to Teacher: Check to find out if such provisions have been passed in your state.
5. Refer back to the pictures/drawings used to introduce the lecture. Briefly walk through some of the environmental legal issues related to each example. See attached “Examples of

Environmental Legal Issues in Washington States.” Write the main issues on the board under the picture/drawings.

6. Explain torts. Not all environmental law is statute based, meaning written in codes. Individuals and citizen groups can prevent environmentally destructive activities using tort law. Torts are actions brought by private individuals who feel they have been injured by the actions of another.
  - **Nuisance Claims:** An individual who is bothered by the activities of another can bring an action in court seeking an order that the injurious activities must stop. For example, an individual bothered by a smelly waste dump nearby could bring a nuisance claim against the dump operators. The court may find that the individual is suffering injury, and require the dump to stop the smell. Note to Teacher: Exploring a particular Nuisance Claim in your area or state can be a fun extension activity.
  - **Toxic Torts:** Toxic torts are actions brought by individuals who claim they were injured by pollution caused by a corporation or other entity. Often, groups of individuals within communities bring these cases when they become sick as a result of chemicals from industrial activities. Famous examples include the Erin Brokovich case, and the Woburn, Massachusetts, case that was made famous in the book/movie, A Civil Action.\*
7. Explain International Treaties: Treaties are negotiated by the President and executive agencies, but can only be ratified by the US Senate.
8. Explain the Supreme Court’s role: Sometimes the courts will interpret statutes passed by the legislative branch. Many environmental cases consider the question of who is entitled to bring suits in court (do groups or individuals have “standing”?). Mostly the Court defers to Congress. Sometimes the courts will determine whether a treaty and law conflict and reconcile such conflicts; however, if it is clear that Congress wished to override a treaty, the Courts will uphold a law that conflicts with a treaty.

### **Part III: Timeline Activity**

1. Assign students a piece of legislation, key court case, treaty, event, etc. to research, individually, in pairs or small groups over 1-2 nights as homework from the Environmental Law & Public Policy Milestones Timeline..
2. Have students use the Five W’s (Chart provided) to briefly write up their research—in approximately 10 sentences.
3. In addition, students may briefly articulate an opinion about what they discovered about their legislation/case/treaty/event (5 sent. Max—opinion should not overshadow research.)

**Please Note:** The research for this activity should be appropriate to its intention, which is to simply introduce students to environmental legislation and cases in brief, through encapsulated views, and the time allotted should reflect that. We do not intend for students to become experts about their law or court case, but simply to become familiar with the most basic facts as determined by the research questions below.

- *Alternative Approach to the Five W’s:* Draft questions for students to research, and be prepared to address each briefly in bullet points. For example:
  - Who did the legislation/case/treaty affect?
  - Why was the law written, what was its purpose? (What were the economic, social, political, cultural or legal concerns/factors, and why did they come up at that particular point in time?)

- What did the legislation/case/treaty/event do (major provisions of the legislation and consequences, or consequence of the court decision)?

### **Creating Key Milestones Timeline (20-25 minutes)**

1. Ask students to report on their research. Explain key terms that may arise. Create a class timeline. For example, you might ask students to bring their reports typed out on 8" x 11" sheets of paper, and post report papers around the room for reference. (Note: You might ask students to bring 2 copies of their papers or completed Five-W's graphic organizers to class; one for posting and another for you to copy and distribute as a whole packet to the class.
2. Discuss the timeline, noting the economic, social, political, cultural, and legal concerns/factors underlying the legislation or court case. Capture concerns/factors on the board in 1-2 sentences. Identify patterns, similarities, and differences.
3. Extension Activity: Ask students to identify the concerns/factors they believe to be the most important in determining environmental policy. Have students write brief paragraphs about their choices. Have students revisit paragraph following Student Activity 9, and ask them to write a paragraph on the question: Have you changed your mind about the concerns/factors that are most important to you in determining environment policy. Discuss if different views have emerged as a result of Literary Activity and civil discussions with other students.

\*Activity to this point adapted from "Model Lesson Plan: Environmental Law," by Jill Olson (Spring 2003). Available online on the University of Washington School of Law [[www.law.washington.edu/Streetlaw/lessons.aspx](http://www.law.washington.edu/Streetlaw/lessons.aspx)]. The lesson was developed for the Street Law Course.

**Student Activity 7: Literature Activity**  
**Excerpts of *A Sand County Almanac*, by Aldo Leopold**  
**Required**

Most of the activity takes place in your classroom over several days. It includes both in class and homework. Students complete a final writing exercise and post it online in your class discussion board/category.

**Estimated Time:**

Parts I & II – One class period, Part II includes homework

Part III - 1 to 2 class periods

Part IV- 1 class period

**Overview:** Students will forge a connection to the summit topic by examining opening line sentences from selected readings from *A Sand County Almanac*. Students make predictions about the texts then return to their predictions throughout the lesson to talk about the prediction strategy.

**Basic Principles:** Although this activity is required, you may make modifications to the procedures described below to suit your students, course objectives, and time allotted for participating in the summit, as long as your adaptations adhere to some basic principles. Follow these basic principles when making your adaptations. Students will

- Read, analyze, and make open line predictions and text connections to selected excerpts from: *A Sand County Almanac*
  1. Axe in Hand- pgs 67-73
  2. Thinking Like a Mountain- pgs 129-133
  3. Defender of Wilderness- pgs 199-201
  4. The Land Ethic: Ethical Sequence- pgs 202-203
  5. The Land Ethic: Community Concept- pgs 203-207
  6. The Land Ethic: The Ecological Conscience- pgs 207-210
- Write in response to two prompts after reading, analyzing, and completing lesson activities. *All students need to complete the final writing exercise described in Part IV, Writing Exercise/ Assessment, regardless of your other modifications.*
- Complete an assessment for the activity. Read through the procedures below to determine your adaptations.
- Post their writing in response to the two prompts in the assigned discussion board/category by the assigned deadline. *All students need to post their writing exercise online, regardless of your other modifications.*

*Please Note: If you modify the activity, some of the objectives, listed below, will change.*

**Objectives:** Students will

- Read and analyze opening line sentences from excerpts of Aldo Leopold's *Sand County Almanac*, and make predictions of content, genre, and time period.
- Explain how they arrived at their predictions.
- Understand the stylistic choices an author makes and what word choice and other elements tell a reader.

- Analyze connections to texts using a Double Entry Journal
- Write and post a brief assignment citing one quotation from the text to support their position.
- Answer one open ended question and one constructive comment about environmental text and post their answers online.
- Meet deadlines.

### **Materials and Preparation:**

- Excerpts from Sand County Almanac
- Create a Terms and Vocabulary list (optional)
- Opening Lines Recording Sheets (seven total)
- Double Entry Journals
- Sample Prediction for Young Goodman Brown
- Optional: Think-Aloud Predictions for Young Goodman Brown [in pdf on Read Write Think Web site]
- Plan your modifications as appropriate
- Note the final posting deadline for the writing exercise
- Review the posting procedures for the writing exercise

### **Part I: Pre Reading Exercise for Excerpts from *A Sand County Almanac***

1. Explain that you'll be looking at first sentences from works that you'll be reading during the summit. For each of the sentences, students will make predictions for what the readings are about, based on what they see in the first sentences.
2. Explain that there is no "right" or "wrong" way to make predictions about a text, but emphasize that readers should be able to support their predictions from the information in the sentence.
3. Either pass out blank copies of the Opening Line Recording Sheet, or display it on an overhead so students can copy it in a journal or notebook for later use and can see it while you discuss the prediction process.
4. Discuss the meaning of each of the headers, to ensure that students understand the requirements. For instance, ask them about time periods they've studied in history classes, literary movements studied in English classes, and define "genre."
5. Explain that they will only have a couple of minutes to read, think about, and make their predictions for each quotation.
6. Go through the example for "Young Goodman Brown," and work through the procedure for thinking about each of the words in the quote. Alternative: Break the students into small groups, and ask them to work through the process using the Young Goodman Brown handouts to get a feel for the kind of thinking you expect from them for the activity.
7. Reinforce the information that students should record on their sheets one last time. Explain that they will be called upon to share their predictions and explanations for quotes.
8. Pass out recording sheets for each quotation, or the handout with first lines from the sections from *A Sand County Almanac* that students will read. Project on a transparency if you wish.
9. Again, remind students that there is no "right" or "wrong" way to make predictions about a text, but emphasize that readers should be able to support their predictions from the information in the sentence. (I think x because y...)
10. Give the students some time to make their predictions.

11. When students have made their predictions, go through the quotations with the entire class, discussing the variety of responses. Follow up by asking students to share similar and differing predictions for each quotation.
12. Ask students to save their predictions, explaining that they will return to them later.
13. **Note:** Overall, the discussion of the original prediction and the first line of the text should take no more than 5 minutes for each text. Place the focus exploring the full text, not just its first line. This is a pre reading exercise only—designed to help students carefully read a difficult text.

**Part II: Reading Excerpts from *A Sand County Almanac***

1. Assign the reading.
2. Have a brief discussion about the title, using the “prediction” model. Ask the students, based on the reading’s title, *A Sand County Almanac*, what do you predict the reading will be about?
3. Capture responses on the board. Save for Part III of the activity.
4. Give students a reading deadline.

**Part III: Reading Comprehension**

1. Start off by referring back to student predictions about what they infer from the title *A Sand County Almanac*. How close were the predictions? What characteristics of the reading did the title capture? What was missing from the predictions?
2. Next, explain to students that, if they haven’t already guessed, the sentences for which they made their predictions are taken from the first sentences in each of the sections of the reading from *A Sand County Almanac*.
3. Encourage students to return to their original predictions after reading the text, assessing their original predictions and building evidence to support those predictions which are accurate. Alternately, students can create new predictions as well—to enforce reading comprehension.
4. Next, explain briefly that there are three main types of connections that we make while reading texts.
  - *Text-to-text connections:* connections between the text and something else that you have read (This reminds me of something else that I read....)
  - *Text-to-self connections:* connections between the text and something in your own life experience (This reminds me of when I....)
  - *Text-to-world connections:* connections between the text and something that is occurring or has occurred in the world (This makes me think about...)
5. Go over a couple of examples, making your own, or use the two provided below:

<b>Idea from Text</b>	<b>Reaction/Connection</b>
Young Goodman Brown came forth, at sunset, into the street of Salem village, but put his head back, after crossing the threshold, to exchange a parting kiss with his young wife. (From “Young Goodman Brown,” Nathaniel Hawthorne)	This reminds me of when I sometimes leave the house without my backpack. (text-to-self)
It was a drought year in Australia, times were hard, and even the most irregular work was difficult to find. (From “A Piece of Steak,” Jack London).	This reminds me of people who lived during the years of the Dust Bowl in the U.S. during the Great Depression. (text-to-world)

6. Using a sheet of paper, or the Double Entry Journal, ask students to identify a quote from the reading from which they made each of the three types of connections.
7. Next, ask student to write about their reactions to and connections made between the quotes and other text, their own lives, and the world.
8. Reinforce that these reactions should make a connection between the text and themselves, another text, and the world, as appropriate.
9. Ask students share their text-to-text connection/reaction, text-to-self connection/reaction, and text-to-world connection/reaction in small groups or as a whole group activity.
10. Have students refer back to their Double Entry Journals/writing. Ask them to choose the one “idea-quote/reactions-connection” that is most meaningful to them personally and share it with the whole class.

#### **IV. Writing Exercise/Assessment**

1. Return to the first lines from the sections of *A Sand County Almanac*.
2. Ask students to individually decide which, if any, of the first lines, captures the essence of Leopold’s main argument.
3. Assign students to write a ten sentence paragraph explaining their choice and giving their rationales. Have students draw upon their Double Entry Journals and Opening Line Recording Sheets as appropriate. Students should cite at least one other quote to support their positions. Paragraphs should begin with topic sentences.
4. As a whole class activity, discuss student choices and rationales.

#### **V. Posting**

1. After students complete their writing assignment, they may post their assignments to your class “Category”/discussion board. Make sure they know that other schools have a deadline, and some of those schools may not post until the posting deadline.
2. Review the process of logging into *Fuse Talk* with students. Students will have logged in to your school conference for the activity “What is Online Civil Discussion?” during which, as a class, students learned about “replying” to topics and will have practiced holding civil discussion and posing open-ended questions within your class.
3. This time, for this activity, they will create “New Topics.”
4. Remind students the name of the conference/category to which they have been assigned (your school name, unless more than one teacher from your school is participating in the summit).
  - a. Tell students that they are to log into *Fuse Talk* and find your conference.
  - b. Using the “New Topic” command, students should type the following in the “Topic” box: “Fr. student first name, first initial of last name, school name, and the abbreviation, “Lit.” (For “Literature.” Please remind students no last names are allowed.
  - c. They will need to include their names in the topic line because it will be the only way their discussion partners will be able to quickly and easily identify the appropriate posting—if you decide you wish to assign actual discussion partners for students with your buddy teacher(s) for Student Activity 9.
  - d. When students respond to what other students have written, they will need to use the “REPLY” command.
  - e. Remind students sign their writing with their **first name, first initial of last name, and school name**.

- f. We highly recommend that students print a copy of their writing to keep in their NOYS portfolio or simply to hand in to you.
- g. Post by scheduled deadline.

Part I of activity adapted from “Focus on First Lines: Increasing Comprehension through Prediction Strategies,” by Jacqueline Podosky [ [www.readwritethink.org/lessons/lesson\\_view.asp?id=834](http://www.readwritethink.org/lessons/lesson_view.asp?id=834)]. From the Read, Write, Think website.

Part III of activity adapted from “Guided Comprehension: Making Connections Using a Double Entry Journal,” by Sarah Dennis-Shaw [ [www.readwritethink.org/lessons/lesson\\_view.asp?id=228](http://www.readwritethink.org/lessons/lesson_view.asp?id=228) ] From the Read, Write, Think, website.

## Student Activity 8: Making Connections between Literature and Law Required

This is an activity you designed during the Teacher Orientation period. If you designed your activity for completion off-line, it will take place off-line. It will take place online in your *class* discussion board/conference in *Fuse Talk* if you design the activity to be completed online during the Teacher Orientation.

**Estimated Time:** TBD by each teacher; please keep in mind the deadlines for other summit activities. We recommend no more than 1-week.

**Overview:** You will have designed this activity during the Teacher Orientation period and should make a connection between at least one issue raised in our literature selection and its real-life applications. Upon completion of the activity, students should have a greater understanding of one substantive area of the summit topic.

Examples:

- Analyzing the Purpose and Meaning of Political Cartoons. Taken from [http://www.readwritethink.org/lessons/lesson\\_view.asp?id=794](http://www.readwritethink.org/lessons/lesson_view.asp?id=794)
- Review Redux: Introducing Literary Criticism Through Reception Moment. From [http://www.readwritethink.org/lessons/lesson\\_view.asp?id=801](http://www.readwritethink.org/lessons/lesson_view.asp?id=801)

## Student Activity 9: Holding Civil Discussions Online About Literature Writing Exercise in Activity 7 Required

Most of this activity takes place online in your discussion board/category and in the school discussion board/category of at least one “buddy” school.

### **Estimated Time:**

**Setting Up the Activity:** 15 minutes.

**Reading:** 30 minutes or more during a one-week period.

**Responding:** 30 minutes during a one-week period.

### **Please Note:**

This activity should last no longer than eight to ten days (5-6 school days and two weekend days.) You will want to budget student time. *Experience of past teachers tells us that students will be tempted to focus a great deal of energy on this activity. You will want to keep sight of activities to come!* Students will also be working on research during this time.

You may assign this activity as homework, if you wish; however, you are still responsible for the online writing completed by your students. One option is to ask them to print and hand in everything they write in the discussion board.

**Overview:** Your students will engage in respectful interaction and online civil discussion about the writing exercise that they completed and posted in *Fuse Talk* during Activity 7 with discussion partners/students who attend at least one other school. They will read what other students have written. Your students will ask the students in your buddy school to elaborate on their *opinions*. The students in the school with which you have been paired or grouped will ask your students to elaborate on their *opinions*.

**Basic Principles:** Please remember the instructions for this activity are guidelines. They may be modified as long as you adhere to basic principles of the activity, and achieve the “Objectives” as stated below.

### **Objectives:** Students will

- Engage in civil discussion and inquiry (analysis, open-ended questioning, and commenting constructively)
- Discuss their writing about the literature with students in buddy schools online in a timely manner
- Pose one open-ended question and one constructive comment to discussion partners in each exchange for the activity (whether the partner is self-selected or assigned)
- Sustain discussion by holding two full exchanges with each discussion partner (whether self-selected or assigned)
- Sustain discussion with students who chose to respond to their writing exercises by tracking threads originating from their writing and offering one open-ended question and constructive comment to messages directed to them

- Meet posting deadlines
- Read and reflect critically

### **Materials and Preparation:**

1. You will want to be prepared to review “open-ended questioning” with students once again.
2. Make copies of your class “Civil Discussion Checklist” if you have not already distributed it to students for reference.
3. Make copies of Threaded Discussion Sample, if you have not already distributed it to students for reference.
4. Decide if you want students to use reading logs/journals for this activity. For ideas about how they might be used, ask other teachers in the Teachers Only Category/discussion board. *They are not required.*
5. Optional: Make copies of the Student Reading Log form for students if you want students to use Reading logs rather than reading journals.
6. Check in with the teacher who supervises your buddy school(s) via e-mail or in the Teachers Only Conference.

**Please Note:** The success of this activity depends on follow through from “buddy” teachers.

### **Recommended Procedures:**

1. Review open-ended questioning with students.

### **Open-Ended Questions**

Open-ended questions are questions that elicit an expansive response/answer or a “story” from someone. Open-ended questions will elicit answers other than “yes” or “no.”

Students can test their questions by asking, “Can this question be answered with a yes or a no?”.

If the answer is “yes,” students have not constructed an open-ended question.

2. Distribute copies of the “Civil Discussion Checklist”.
3. If you use Reading Logs or journals, ask students to read and write in their “reading log” or in their reading journal about writing assignments based on the literature selection posted by their assigned discussion partner at your buddy school(s). During the first part of the assignment, students are to read the writing of their discussion partner at your buddy school. Students should write in their log/journal about the posting.
4. If you do not use Reading Logs or Journals, modify instructions accordingly.
5. For the second part of the assignment, students are to respond to and address 1 open-ended question and 1 constructive comment to their discussion partner at your buddy school. Students are to hold at least 2 exchanges with their discussion partner at your buddy school (s) about our literature selection. Students in your buddy school(s) will visit your class “Category”/discussion board to read your students’ work and initiate civil discussion in your class conference. *This aspect of the activity may not be modified.*
6. Your students will need to visit the “Category”/discussion board of buddy schools to read and initiate discussion.
7. Students are to revisit their own writing in your class “Category”/discussion board to answer questions directed to them. They are to check their postings and the discussion threads they

have become involved with periodically to meet their responsibility for sustaining exchanges with students from your buddy school(s). *This aspect of the activity may not be modified.*

8. Review the Example of Threaded Discussion with students to illustrate what discussion should look.
9. Remind students that they may be working with students in different grades with different ability levels. They must be respectful of the work of all students who attend their buddy school, just as they are respectful with students in their class.
10. We recommend that students print off copies of their discussions to keep in their portfolios or to hand in. Please remember that you are responsible for your students' conduct online.
11. Students are to sign their postings with their first names, the first initial of their last name, and school name.

**Posting Procedures:**

Students will use the “reply” command for this activity in *Fuse Talk*.

**Tip on Teacher Modeling:** If students are not grasping open-ended questioning, model civil discussion online during this activity by asking some students open-ended questions about their writing. You belong to a community of learners and are in essence “co-teaching” during the summit. When students move on to subsequent activities, you will want to point out the difference between a *fact* and an *opinion* and discuss using facts to support an opinion.

Have you thought about your students' Final Project? (Student Activity 13)

## **Student Activity 10: Revisiting Key Milestones Class Timeline- State/Local Issues**

This activity takes place offline as homework.

**Estimated Time:** 1 week

**Overview:** The concept behind a youth summit is that students research and teach each other about different aspects of the summit topic. For the summit to be successful, each class must participate by presenting research about topics. Students must also read the research of other students in other classes and respond to it. This activity is designed for students to cross share information about environmental concerns/legal debates in their state or local area. This activity is designed to ask students to seek out *facts*. Rather than simply making statements about how they feel or expressing their *opinions*, in this activity, students are to seek *facts* through research, organize and present factual information. Students will also have the opportunity to express opinions about what they have learned.

**Objectives:** Students will

- Research an environmental concern/legal debate in their region
- Find 2 credible resources for their research
- Evaluate their sources
- Use topic sentences to begin their paragraphs
- Write 2 paragraphs about the topic, one grounded in research, citing their sources, and the other expressing impressions on what they've learned.
- Present their information in a timely fashion by meeting research, writing and posting deadlines

**Materials and Preparation:**

1. Make copies of the examples of environmental legal issues in your state or region used in Activity 6 and distribute to students. (Based on the Examples of Environmental Legal Issues in Washington State” provided for Activity 6)
2. Discuss coordination of Activity 11: Holding Civil Discussion about Key Milestones Class Timelines- State/Local Issues, with supervisor of “buddy school”. You may want to pre-assign students or groups of students for Activity 11.
3. Review the Student Research Checklist, make copies to distribute to students.
4. Review the Examples of Research Paragraphs, make copies for distribution. The examples may not meet all of the criteria for the activity. When you discuss the activity with students, you may want to ask them to critique the examples and ask them to indicate which criteria the examples do not meet.
5. You will want to be prepared to discuss “attribution” with students when you set up the activity. Students will need to cite two (2) sources in their research paragraphs.
6. You will want to be prepared to discuss *paraphrasing* and explaining facts “in your own words” to students.
7. Students should write drafts of their research paragraphs in a word processing program. They should check for grammar, punctuation, and spelling before posting them to the appropriate conference. Build time into your plans for this work.

**Research Paragraph Length:**

Please limit research paragraphs to the specified length. Past experience tells us that setting limits for students helps them to meet their deadlines.

If you want students to write longer reports, please ask students to complete their two paragraphs to share with students in other schools first. Please remember that students in other schools are counting on your students. These paragraphs are “material” for Student Activity 11.

**Part I. Extending Class Timeline: Environmental Concerns in Your State or Region**

1. Refer back to the pictures/drawings used to introduce Activity 6. Briefly review some of the environmental legal issues related to each example. Write the main issues on the board under the picture/drawings.
2. Add the examples to the appropriate location on the timeline.
3. Have students select one environmental legal debate in your state/area that they have an interest in or in their opinion, is the most important
4. Over 2–3 nights as homework have students use the Five Ws chart (or your own questions developed for Activity 6- Part III), to briefly write up their research in two paragraphs. Research can be done individually, in pairs or small groups. If students work in pairs or small groups they need only provide a finished product of 2 paragraphs in length.
5. Give student the Examples of Research Paragraphs
6. You will want to explain to students that *attribution* means saying where you got your information from, or where you found your *facts*—the person, organization, article, book or Web site from which the fact/information is taken. Discuss *paraphrasing* and what it means to translate research “into your own words.”
7. Once students have completed their research and have organized their facts, ask them to write away from the “Category”/discussion board in a word processing program. They should check their writing for spelling, grammar, and punctuation.
8. After posting research (see instructions below), students are to print off their research postings and keep a copy in their portfolio for your review.
9. Students are to sign their postings with their first names, the first initial of their last name, and their school name.

**Criteria for Research/Writing Exercise**

1. The writing assignment is to be no more than two two paragraphs in length.
2. Paragraph one is to explain the *facts* that have been discovered through the research and cite two (2) sources.
3. Paragraph two is to evaluate the credibility of the two sources and explain what students think (*opinion*) about what they discovered through their research and why they have come to that conclusion.
4. Each paragraph should begin with a clear topic sentence.

## **Part II. Post Research Paragraph Online**

1. Teachers will create conferences or “Categories” for the research topics. How you and your “buddy school” does this is dependent upon how student work was assigned.
2. Ask students to post their research in the conference (the term in *Fuse Talk* is “Category”) designated for their topic.
3. Using the “New Topic” command, students should type the following in the “Topic” box: “Fr. student first name, first initial of last name, school name.” Please remind students no last names are allowed in the “Categories”/discussion boards.
4. Students will need to state the topic of their research in their writing. They should begin their research paragraphs with a clear topic sentence. Mistakes happen. Asking student to state the topic will help us track writing that may belong in a different conference. Please stress this when you give students your directions.

**Please Note:** If you did not prepare your students to post their research following the procedures outlined here, your buddy schools may have difficulty locating messages posted by your students.

### **Debriefing the Activity:**

After your students have completed their writing, either before or after they post their research, hold a debriefing with the entire class. Ask students to share their individual or small group research discoveries. Discuss the most important discoveries that they believe they made while conducting their research. If appropriate to the research topic, ask students to identify points of law that appear to be clear. Ask students to identify aspects of the law that appear to need further clarification. Ask students to identify points uncovered through their research on which experts appear to disagree. Ask students to identify areas that they believe require further research studies. This discussion will help you and your students refine your final class project(s).

## **Student Activity 11: Civil Discussion About Class Timelines- State/Local Issues Required**

This activity takes place online.

**Estimated Time:** One week; Minutes devoted to this activity TBD by you.

**Please Note:** You will want to budget student time for this activity.

**Overview:** This activity involves reading and analyzing the research of other students, asking open-ended questions about research, and participating in civil discussion based on research facts. Your students will think critically about and engage in civil discussion about the research topics.

**Objectives:** Students will

- Practice their reading and analytical skills
- Become familiar with at least 2 environmental issues in other states in addition to the topic that they have researched. (See below for the recommended number of research paragraphs/messages to be read by your students on each topic.)
- Enhance their civil discussion skills by posing open-ended questions and offering constructive comments about the research of others, and by responding to open-ended questions about their own research posed by students from other schools. (See below for recommendations on sustaining discussion through complete exchanges.)

**Materials and Preparation:**

1. Familiarize yourself with the Student Research Reading Log and decide if you want your students to use this log or reading journals for this activity. *We recommend the use of either logs or journals, although they are not required.*
2. You will still need to monitor what your students write for this activity. To monitor what they write, you will need to know what they have read. Devise a way to track their reading and writing. For example, ask them to print off copies of their message for their portfolios and the messages that they are responding to.
3. Review your “Civil Discussion Checklist.”
4. Review your “Posting Rubric.”

**Recommended Procedures:**

Procedures may be modified as long as deadlines are met, the objectives of the activity are achieved, and criteria for student exchanges are honored.

1. Describe the activity, explaining to students that they are to read and hold a civil discussion on the research topics of 2 students in other schools. Explain that students in other schools will read research posted by your students and that they will be following the same directions.
2. Tell students they are to (a) ask 1 open-ended question in a respectful manner of and (b) make 1 constructive comment directed to at least 2 other students.
3. Sometimes research raises questions. Open-ended questions for this activity might be about things that students do not understand. You may wish to hold a 15-minute brainstorming

session using the examples of research paragraphs that we have provided in your resource notebook. Ask students to read the paragraphs. As a class, brainstorm open-ended questions about the examples.

4. Remind students that civil discussion skills involve “listening” and asking questions as well as expressing opinions that are informed by fact. Review the Example of Threaded Discussion with students to illustrate what discussion should look. Critique the examples, if you believe that will help. Ask students if the examples actually illustrate all the criteria for the activity.
5. If you decide to use reading logs or journals, explain to students how you want them to use them.
6. Explain to students how you wish them to use the Civil Discussion Checklist and a Posting Rubric (Recommended).
7. Remind students that they are to revisit their questions to see if they have received responses. They are to revisit their own research paragraphs to reply to questions they have received. Students are encouraged to have 2 complete exchanges with 2 other students.
8. If you wish students may hold additional exchanges.
9. Tell students where they can find the posted research paragraphs of their “buddy school”.
10. Students are to sign their messages with their first names, the first initial of their last name, and school name. Ask students to print copies of their exchanges for their portfolios and to help you track and assess their work.
11. Remind student they will use the “REPLY” command from within the message to which they wish to respond.

**Bridging Activities:**

1. Asking students, “What is unclear or confusing to you about the law and related issues from this research posting?” is a good starting point to create a bridging activity.
2. Create additional bridging activities to further student understanding.
3. Hold a discussion with students about areas of the law that seem clear and those that appear to need further clarification based on their reading.

## **Student Activity 12: Questioning Legal Experts** **Required**

Part of this activity takes place online and part of the activity takes place off line in class.

**Estimated Time:** To be determined by you.

**Overview:** During this activity, students will read a brief “perspective” article by a legal expert. Based on their reading, students will brainstorm open-ended questions to ask the expert. The expert will answer student questions in a read-only discussion board.

**Objectives:** Students will

- Read an article by and be exposed to the perspective of a legal expert as presented in the article
- Think critically about the expert’s opinions and their presentation of facts
- Analyze the perspectives of the expert
- Compose open-ended questions for the expert after analyzing their perspective
- Meet stated deadlines for the submission of questions

### **Part I- Brainstorming Questions**

#### **Materials and Preparation:**

1. Articles or their topics will be emailed to you via the Teachers Only Category on the *Fuse Talk* discussion board.
2. Select one (1) article or topic area for your class and post your choice in the Teachers Only Category by the deadline provided. (Classes are encouraged to read all articles, however questions are to be posted only to the legal expert of the topic area chosen)
3. To limit the number of questions posed to any one expert, 8-9 classes will share one article/topic area. Please make your selection and post it promptly.
4. Decide if you will ask students to brainstorm in small groups and share their questions with the class at large, or, if you will brainstorm as a class at large.
5. Upper level students may be able to proceed to brainstorming without much discussion of the essay. If you have lower level students, decide how you want to help them prepare for brainstorming. ABA staff will provide reading questions to focus student reading for the essay.
6. Articles will be posted to the Teachers Only category two weeks prior to the deadline for submitting question, April 4.

#### **Background on the Authors:**

Information about the authors will be forthcoming.

#### **Procedures:**

The procedures may be modified as long as you achieve the objectives stated above and submit questions by the stated deadline using the online submission form described below.

### **Part II- Questioning the Experts**

1. Assign the reading, giving students a deadline for reading the article.

2. Keeping the topic covered by the expert in mind, hold your brainstorming session.
3. Your challenge will be to help students formulate questions that build on the author's essay.
4. Review open-ended questioning with students.
5. Each class is to submit a maximum of 2 questions by the submission deadline.
6. Information about the submission deadline will be forthcoming.
7. To submit questions for experts, navigate to the summit Web site. Click on the "Materials for Teachers" link. Next, click on the "Forms" link. Then click on "Submission Form: Questions for Experts," which will launch the online submission form. Follow the instructions that appear.
8. Once the experts have completed their answers, we will let you know via the Teachers Only Category discussion board.
9. The answers will be posted in a "read only" discussion board. You and your students will be able to read the answers in that discussion board, but you will not be able to post messages.

### **Open-Ended Questions**

Open-ended questions lead to answers that are descriptive or tell a story

Students can test their open-ended questions by asking, "Can this question be answered with a simple yes or no?" If the question can be answered with a simple yes or no, it isn't an open-ended question.

Ask students why they think it is important in civil discussion to ask open-ended questions. Answers may vary; however, you wish students to understand that discussion depends upon exploring ideas. Open-ended questions keep a discussion moving. If we only asked each other questions to which we all answered "yes" or "no," discussion would stagnate very quickly.

### **Part III- Learning from the Experts**

#### **Materials and Preparation:**

1. Take a look at the answers posted in the Experts' Category/discussion board thinking about how much time you wish to devote to this part of the activity. The Experts' Conference/discussion board is a "read only" conference. You and students will only be able to access and read the messages in this conference. (Again, you are encouraged have students read the posts of the other experts)
2. Discussion for this activity will need to take place within your school/class "Category"/discussion board if you wish to hold discussion with your students as part of this activity online.
3. Determine how many questions/answers you wish your students to read.
4. Familiarize yourself with Expert Question and Answer Reading Log. If your students use journals, explain how you want students to use their journals for this activity.
5. If questions/answers from experts correspond to areas of student research, you will want to point them out to students.
6. Make copies of the Expert Questions and Answer Reading Log for students if applicable.

#### **Procedures:**

1. Explain the activity to students.
2. Tell them how many questions/answers from the expert(s) they should read.

3. Tell them to write each question they read in their logs/journals.
4. Tell them to paraphrase the answer for the corresponding question in their own words.
5. Ask students to write about aspects of answers that are unclear or that they do not understand.
6. Collect the journals/logs and review them.
7. If several pervading concepts posed difficulties for students, how can you clear up misunderstanding?
8. Hold a discussion with students about areas of the law that seem clear, based on the answers of the experts. Ask students to identify aspects of the law that appear to need further clarification. Ask students to identify points left uncovered through their research and the answers of the experts.
9. You may also hold a discussion online with your students if you wish in your *school* discussion board/conference about areas of the law that seem clear or need further clarification. If you wish, talk with the teacher supervising your buddy schools. Perhaps he/or she would like to work through aspects of this activity co-facilitating discussion between your classes.
10. Ask your colleagues in the Teachers Only “Category”/discussion board for advice.

## **Student Activity 13: Final Projects** **Required**

These projects are created off-line.

**Estimated Time:** This activity takes place over the course of a number of weeks. Throughout the summit, you will want to work with students to manage several projects simultaneously.

**Overview:** As your students study the issues and conduct their research, we ask each to work towards creating a final project. Once students have completed their final projects, they will be shared with other students.

**Objectives:** Students will create final projects that

- Synthesize their research and learning about the law and public policy in relation to the summit topic
- Exemplify and encourage critical thinking
- Are grounded in facts

### **Materials and Preparation:**

1. Three final class project choices are described below. Regardless of the project you choose, keep in mind that projects should adhere to the following parameters. Class projects should
  - Synthesize your students' research and learning about the law and public policy in relation to the summit topic;
  - Encourage and exemplify critical thinking; and
  - Be grounded in *facts*.
2. Student may work on final projects individually, in pairs, or in small groups. (If you ask students to work in small groups you may find it useful to pre-assign students to groups to ensure that strong writers and thinkers are evenly distributed throughout each group).
3. Final projects will be shared.
4. If you would like to design your own Final Project model, you may do so, *after* consulting and running your ideas by ABA staff.

### **Procedures:**

1. Choose or create a project model.
2. Devise procedures to achieve the activity objectives.
3. Students may work as individuals, in pairs, in small groups, or as a whole class.
4. Complete the projects by stated deadlines.
5. Instructions for sharing Final Projects will be forthcoming.

**Below are three possibilities for final class projects.**

#### **1. Model Legislation**

Ask your students to place themselves in the role of legislators. Their job is to develop “proposed” legislation to address a problem that they have identified in their study of the environment. Students

should take into account their own research, and, if you deem appropriate, what they have learned from the research presented by other students. The legislation may be intended for introduction at the state or federal level of government.

The language of the bill should include an introduction describing the problem to be addressed by the legislation, citing statistics or expert sources and/or studies to illustrate that the problem exists. Students should cite their sources in the legislation.

In addition, if relevant legal precedents exist, these should be referenced within the bill when appropriate.

Students may also attach an “Action Plan” to the legislation if you wish.

Below are several sites where students can find actual federal legislative bills. Many state legislatures make bills available online as well.

Thomas Legislative Information on the Internet Site:

<http://thomas.loc.gov/>

U.S. House of Representatives

<http://www.house.gov/house/Legproc.html>

U.S. Senate

<http://www.senate.gov/>

## **2. Merit Brief**

Briefs are written arguments filed with a court by the parties in a case, usually with the help of a lawyer. In the U.S. Supreme Court, the parties first must file briefs explaining why the Court should or should not review a lower court's judgment in the case. If the Court decides to grant review, the parties will need to file a second round of briefs, called "merit briefs," so-called because, rather than arguing over whether the Court should hear the case at all, these briefs argue over the merits of the case itself. The merit briefs focus on the proper resolution of the questions of law the Court has agreed to consider and fashion legal arguments based on precedent and logic. These briefs are prepared in booklet format and may not be any longer than 50 pages each.

For this activity, ask students to identify (a) a current case that raises a question of law about an environmental issue or (b) create a hypothetical case, thinking about areas of the law that appear to need clarification based on student research.

Next, identify the positions that each party to the actual case has taken, or create a position for each party in the hypothetical case. As a class, choose one question of law raised by the case and write an abbreviated brief to “present” to the U.S. Supreme Court arguing for a particular position on the question.

The brief should be 2-4 pages. If you wish, half of the class may write a brief arguing that the question of law should be decided one way, while the other half may write a brief arguing that the question of law should be decided a different way.

Note the following about the briefs:

- The first paragraph should present the question of law that is being presented to the Court for its decision, written so as to call for a "yes" or "no" answer.
- The second paragraph should explain the facts of the hypothetical case, including all parties involved, or describe the facts of the actual case.
- If the case is an actual case, and it has been heard on appeal in state or federal court, the next paragraph should describe the decisions of those courts.
- The beginning of the next paragraph should clearly summarize in outline format the writer's position and arguments on the points of law.
- The remaining portion of the brief should argue students' position on the point of law, making reference to legal precedent by citing previous cases and describing how the precedents established by previous cases apply to this new scenario.
- Student work should demonstrate logical argumentation.

Examples of actual merit briefs are available on the ABA Division for Public Education's **Preview of U.S. Supreme Court Cases** Web site: [[www.abanet.org/publiced/preview/home.html](http://www.abanet.org/publiced/preview/home.html)]

### 3. Debate as Cooperative Argument

The aim of cooperative argument debate is to contribute to the group's consideration of the relevant issues (rather than in winning, losing, or other strategic action). Although students will serve as advocates for positions, their presentational goal is not to win or to persuade, but rather to help the audience make an informed decision.

To begin the process, the class should (1) define a problem that they have identified in their study of their topic which they agree needs to be addressed if the system is to be improved or the problem is to be solved and (2) generate a possible resolution to the problem. For example, ***“Resolved: That the United States federal government should establish a foreign policy substantially increasing its support of United Nations peacekeeping operations.”*** Given that resolution, the class should, then, work together to identify points of agreement, points of disagreement, and strong arguments with supporting facts for and against adoption of the resolution.

Based on teacher assessment of this process, we estimate that students will require five class periods to complete their work for the debate. Students would prepare for and review their presentations for the debate during a sixth class period. The debate would occur during a seventh class period. During a final class period, the class would create a class plan (see below).

To set up the debate, two Affirmative speakers and two Negative speakers should be identified who will draw on the class's preparatory work in presenting their positions. In addition, one Affirmative speaker and one Negative speaker could be chosen to present the Rejoinder for each side.

#### The Debate Format

- ✓ First Affirmative Constructive Speech (3-5 min)—Presents the Affirmative's full case and specific plan of action.

- ✓ Cross examinations by opposing side and audience (3-5 min, total)—Cross examiners seek additional information, illuminate areas of concern, and identify the audience’s informational needs but do not make claims or present arguments. As a result of cross examination, the audience should be better informed or otherwise better equipped to make judgments about relevant issues.
- ✓ First Negative Constructive Speech (3-5 min)—Responds directly to the Affirmative’s case. Is the Affirmative plan viable? Would it solve the alleged problems without incurring significant disadvantages? Presents Negative’s proposal.
- ✓ Cross examinations (3-5 min).
- ✓ Second Affirmative Constructive Speech (2-4 min.)—Responds directly to the concerns raised by the First Negative Constructive speaker and by the audience during cross examination periods. Provides additional support for claims where needed and refutation of Negative claims as appropriate.
- ✓ Cross examinations (2-4 min.).
- ✓ Second Negative Constructive Speech (2-4 min.)--Responds directly to the second Affirmative’s presentation. Provides additional support and refutation as appropriate.
- ✓ Cross examinations (2-4 min.).
- ✓ Negative Rejoinder (3 min.)—Rejoinders provide thoughtful summaries of the arguments presented during the course of the debate, offering strong reasons to support the advocate’s case. No new evidence or claims may be presented during rejoinder speeches.
- ✓ Affirmative Rejoinder (3 min.)

### The Class Plan

The full class participates in this activity. On the basis of this debate exchange, what is the plan that should be implemented? Students create a class plan to share.

### The Final Products

#### *A. Modified “Opinion Proof”*

To ensure that these debates do bring consideration of facts into the argument, we have developed an offshoot of an “Opinion-Proof” from “Project CRISS: Creating Independence through Student-Owned Strategies,” Second Ed., 1996, by Santa, Havens and Maycumber.

Review the companion worksheets that we have created - “Debate as Cooperative Agreement Worksheet”. Worksheets have been created for each main debate component: First Affirmative Constructive Speech; First Negative Constructive Speech; Second Affirmative Constructive Speech; Second Negative Constructive Speech; Negative Rejoinder; and Affirmative Rejoinder.

We have not provided a separate worksheet solely for Cross-examiners. You may easily adapt these worksheets. Cross examiners will need to be familiar with the arguments that will be presented by the Affirmative and Negative team to formulate their cross-examination points.

The idea is that students will use these worksheets as a guide to prepare for the debate, and will also complete the worksheets, cite their sources for their facts (see “Source of Facts” on each worksheet) to demonstrate mastery of content and application of facts to support a position in a debate. Copies of the worksheets will be e-mailed to teachers via the Teachers Only discussion board.

*B. Class Plan*

A class will also create a class plan to share.

(Debate format adapted by Charlotte Anderson and Michelle Parrini from <http://www.cooperativeargumentation.com/traditionaldebate.html>)

## **Student Activity 14: Assessment**

### **Required**

#### **Part I: Post Test**

#### **Part II: Self-Assessment Paragraph or KWL Chart**

Part I of this activity takes place off line. Submit Post test Section A results online at the Summit Web site at <http://www.abanet.org/publiced/noys/08/home.html>. Post the Post Test results by May 1. Mail Section B to the ABA, Division of Public Education, attn: Judy Kim.

For Part II of this activity, if your students write a self-assessment paragraph, they may write off line or online, to be determined by you.

#### **Estimated Time:**

Part I- Post test Sections A and B, 20 minutes

Part II- TBD by you.

**Overview:** During Part I of this closing assessment, students take a Post Test and compare their results with their Pre Test results to assess their learning. During your Part II, students describe what they learned during the summit either by writing a self-assessment paragraph or returning to their KWL charts to complete the last column, labeled “L.” You will have decided which of the Part II options you prefer when you plan for Student Activity 1: Assessment.

#### **Objectives:** Students will

- Assess their learning by completing a Post Test and comparing Pre and Post Test results
- Summarize acquired knowledge on their KWL charts or describe what they learned by writing a self-assessment paragraph

#### **Materials and Preparation:**

1. Make copies of the Post Test for students.
2. If you plan to ask students to write a self-assessment paragraph, determine how you wish students to post their self-assessment paragraphs to your school/class “Category” if you wish them to post online.
3. Make copies of the Self-Assessment Instructions for students.

#### **Procedures for Part I:**

1. Describe the purpose of the Post Test: to help students assess their learning.
2. Distribute test.
3. Collect and tally the results; submitting the tallied results of Section A to the ABA online. Mail Section B to Judy Kim, Associate Director, American Bar Association, Division for Public Education, 321 N. Clark Street, Chicago, IL 60610.
4. Return Section A to students to keep in their individual “Student Portfolio” for the summit.
5. Ask students to compare their Pre and Post Test results.

#### **Procedures for Part II:**

1. Self-Assessment Paragraph.
  - Ask students to write a paragraph about what they learned during the summit that surprised them (facts), what they think (opinions) about the surprising aspects of their learning; and

what was valuable, if anything about this learning experience. Ask them to begin their paragraphs with a clear topic sentence. Students are encouraged to be honest. We hope they will practice the skills of civility during the exercise.

- Students may free write online for this activity in your discussion board category. If you ask them to write online, they do not need to compose away from *Fuse talk*, unless you wish to set up the activity otherwise. Students should print off a copy of their composition to keep in their portfolio.
- If you choose to have students compose their paragraph off line, please make copies of their self-assessment paragraphs to submit to us with your Project Evaluation. Students should begin their paragraphs with a clear topic sentence.

2. KWL Charts. Ask students to fill in the remaining column in their KWL charts “What did you learn?” Ask them to write what they learned in that column, and to include at least two facts that surprised them. Make copies of the KWL charts to send to the ABA with your Project Evaluation.

**What Do You Know? What Do You Want to Know? What Did You Learn?**

<b>K</b> What do you know?	<b>W</b> What do you want to Know?	<b>L</b> What did you learn?
		Students will complete this column for their closing assessment.

Example: Students will complete column “L” if you chose the KWL Chart option during Student Activity 1.