

Columbus City Schools
English Language Arts Curriculum
Writing

Course/Grade Writing Grade 11	Text Type Informational/Explanatory (18 days)
Writing: Text types, responding to reading, and research The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the reading-writing connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document. (CCSS, Introduction, 8)	
Informational/Explanatory Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (<i>What are the different types of poetry?</i>) and components (<i>What are the parts of a motor?</i>); size, function, or behavior (<i>How big is the United States? What is an X-ray used for? How do penguins find food?</i>); how things work (<i>How does the legislative branch of government function?</i>); and why things happen (<i>Why do some authors blend genres?</i>). (CCSS, Appendix A, 23)	
Expectations for Learning Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout the Common Core State Standards document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research. To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understanding are embedded throughout the Standards rather than treated in a separate section. (CCSS, Introduction, 4)	
Strands/Topics Standard Statements Reading Informational Text/Key Ideas and Details 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	

Columbus City Schools
English Language Arts Curriculum
Writing

2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Reading Informational Text/Craft and Structure

5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Reading Informational Text/Integration of Knowledge and Ideas

7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Writing/Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Columbus City Schools
English Language Arts Curriculum
Writing

Writing/Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Writing/Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”)

Speaking and Listening/Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Speaking and Listening/Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Columbus City Schools
English Language Arts Curriculum
Writing

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)

Language/Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Language/Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Instructional Strategies

Note to Teachers *The lessons in this curriculum are designed to assist in teaching research writing. It is left to the discretion of the classroom teacher to include additional days of instruction as needed to better reinforce the skills embedded in the suggested lessons.*

Day 1: In Progress Skills: Pre-writing; gaining understanding of the broad research topic - globalization

Write the following quote on the board, Smart Board, or Elmo: “When you try to pick out anything by itself, you find it hitched to everything else in the universe” - John Muir. Ask students to respond to the quotation in a quick write. After they write for a few minutes, lead a whole class discussion about the quote. (Alternatively, ask the students to think about something they ate today. Then ask them to think about how the food/meal might be connected to the environment. Did the production, processing, or transportation have any impact on the natural environment, including water, land, plants, or animals? Now ask them to choose 1 of these environmental connections and think about its human connection. Does the environmental impact have an effect on people? Do people use the environmental resource? Ask a few students to share their thoughts with the class.)

To help students see and experience how global issues are interconnected, complete the following activity.

- Have students stand in a circle. Pass out the Global Issues Cards (12-15) to each student and keep one card for yourself. In classes with more than 16 students, you can have students pair up, choose 1 card between them, and do the activity together.
- Read aloud the global issues on your card and then toss the ball of yarn to a student across the circle. (Keep hold of the yarn as you toss the ball; you are creating a web.)
- Have the student read the global issue on his/her card and state how this issue is connected to your issue (e.g., healthcare is connected to poverty because most people living in poverty do not have access to healthcare). If the student cannot think of a connection, other students in the circle can help. If no one in the circle can think of a connection, the student can pass and continue the activity.
- Once the student has stated his/her connection, he/she holds on to a piece of the yarn and tosses the ball of yarn to someone else

Columbus City Schools
English Language Arts Curriculum
Writing

across the circle.

- Continue the exercise until everyone has caught the ball of yarn, called out the interconnections, and is now holding a piece of the yarn. Have the last student throw the ball of yarn back to you. You now have a web of yarn with every student holding a Global Issues Card and a piece of the web.
- Have everyone pull the yarn so the web is taut.
- Tug on your piece of yarn and ask if anyone felt the tug. Have some others tug on the yarn and see who else feels it. Try tugging harder and see who feels it then. Ask what that tug might represent or signify about the connections between global issues.
- While everyone is still standing and holding onto the yarn, ask one or all of the following reflection questions: 1) Why might it be helpful to understand how and why global issues are interconnected? 2) Can you think of other issues that might be interconnected like the ones raised in this activity? 3) How can understanding the interconnectedness of global issues help us find solutions to the problems surrounding these issues?

Day 2: In Progress Skills: Pre-writing; gaining understanding of the broad research topic - globalization

As globalization accelerates, nations seek to ensure the security of their geographic territories, political institutions, economic systems and ways of life. Maintaining security has political, social and economic costs for all citizens. Nations sometimes struggle to balance the need to ensure security with the costs associated with doing so. Historically, the United States has limited civil liberties during times of war and crisis. As a result of 9/11, the USA Patriot Act was passed. It gave more discretionary authority to the President and made permanent changes in the exercise of our civil liberties. Distribute the handout “Where Is the Line?” (16-21) to students. Review part A with them. Then ask them to read the articles in part B. After the students are finished reading, ask them to choose one critical-thinking question from part C to answer in writing. Students will share their responses in Socratic Seminar format tomorrow. To prepare the students for the seminar on Day 3, refer to the guidelines and instructions for conducting a Socratic Seminar: http://www.ehow.com/how_7671255_conduct-socratic-seminar-classroom.html. Explain the basic rules of the discussion; allow students to establish other discussion norms for the seminar.

Day 3: In Progress Skills: Using discussion (Socratic Seminar) as brainstorming and prewriting

Quickly re-arrange the seating to make it more conducive for discussion, if appropriate. Before beginning, briefly remind students of the rules and norms previously established for the discussion. Next, moderate the seminar by encouraging and allowing all students to participate and share their responses that they worked on in class yesterday.

Days 4 and 5: In Progress Skills: Analyzing primary source documents to gain perspective about the research topic

Guide students in reading “The Story Behind the Documents” (1394), “Urban Renewal” (1395 – 1396) and “Playing for the Fighting Sixty-Ninth” (1397 – 1399) of the literature text. Discuss the effects that 9/11 had on the authors of these documents.

Days 6 and 7: In Progress Skills: Beginning research (identifying the broad topic; narrowing research focus)

Introduce students to five broad categories that center on the theme of globalization - political issues, cultural/social issues, development issues,

Columbus City Schools

English Language Arts Curriculum

Writing

economic issues, and environment issues. Remind them of the activity completed on Day 1 to assist them with topics that fall under the broad categories. Present students with the writing prompt:

Prompt: After researching informational texts on global issues, select a significant issue and write an essay that explains how globalization impacts it. What conclusions or implications can you draw? Cite at least 3 sources, pointing out key elements from each source. L2 In your discussion, explain the causes, the scope of the issue, and proposed solutions to the problem. L3 Identify any gaps or unanswered questions.

Allow students to begin to research a topic to develop into the essay. The teacher may encourage students to consider their previous research in the areas of social justice and human welfare that they completed in grades 9 and 10. They may apply that previous research and expand upon it to address the questions posed by the current research topic. Make certain that students understand that the purpose of this year's research is to explain the global importance of a specific issue. Note: If students are still grappling with the idea of globalization and/or global issues, go to www.pbs.org/now to locate a video that focuses on a global issue.

At this stage in the writing process, students should begin research to determine a specific topic for the paper.

Day 8: In Progress Skills: Beginning research (narrowing research focus)

Begin by briefly reviewing the students' research topics by allowing the students to share (either in small groups or whole group) their topics and the general information which they have begun to discover. For students who may have had difficulty conducting the initial research or students whose research topics are still too broad, have them review Section 13.2 of the *Writing and Grammar* text ("Narrowing Your Topic" and "Considering Your Audience and Purpose").

At this stage in the writing process, students should conduct research on their specific topics.

Day 9: In Progress Skills: Beginning research (evaluating web and print sources)

To assist in evaluating sources, review and discuss the ideas presented on the Evaluating Sources worksheet (found here: <http://gethelp.library.upenn.edu/PORT/evaluate/worksheet.html>). Encourage students to use this worksheet when evaluating potential sources to use for their essay. Also, have students bring at least two of their sources to class on Day 10 for use in an in-class activity.

At this stage in the writing process, students should begin refining their research.

Day 10: In Progress Skills: Taking research notes; summarizing information; preparation for citing sources

Refer to Section 13.2 in the *Writing and Grammar* text ("Gathering Details") and review with students the strategies for finding and organizing the information they find in their research.

Columbus City Schools

English Language Arts Curriculum

Writing

To assist students in utilizing and examining the sources they have found thus far in the research process, lead them in a discussion about how to summarize information. Use Section 12.3 in *Writing and Grammar* “Providing Elaboration” to assist you. Ask students to write a formal summary of the information they have located thus far in their research. Remind them to make it clear where they found the information.

At this stage in the writing process, students should evaluate their sources and write a summary of two of their most important ones.

Day 11: In Progress Skills: Drafting (creating an outline; creating and evaluating claim statements)

Explain to the students that due to the nature of this assignment, it should extend beyond the normal five paragraph essay format (i.e. each section may consist of more than one body paragraph). Use the *Writing and Grammar* text (Section 13.3 “Shaping Your Writing”) to help students better understand how to compose a claim statement (referred to in the text as a thesis statement). Review the sample claim statements, and ask the students to construct a claim statement based upon their research topic. For students who may need more instruction about writing a claim (also called a thesis) statement, the Purdue OWL site may be used as an additional resource. The site can be accessed here: <http://owl.english.purdue.edu/owl/resource/545/01/>. Encourage students to begin their research writing by focusing on creating a good outline and claim statement. If necessary, to check student progress or assist students who are especially challenged by the process, the teacher may collect, review, and provide feedback on the outlines and claim statements.

Refer to Section 13.3 in the *Writing and Grammar* text (“Drafting: Develop an Organizational Plan”). Review and discuss the various types of organizational strategies for outlines and research papers. Have students decide upon a type of organization that works best for their research topic; then discuss and explain outlining for the research paper (the “Writing a Formal Outline” subsection). To guide students, the following sample template may be used:

- **Introductory Paragraph**— Define globalization in your own words. Explain what it means to be a part of a global community. Begin describing your issue and why it is critical to all people. End with a claim statement.
- **Section #1**—Provide historical context of your issue. Some questions that could be answered in the research: What was happening before this event took place? (How did we get to this point? What groups were involved and/or what leaders were involved?)
- **Section #2**—Explain how globalization impacts the global issue.
- **Section #3**—Focus on the results of this event (remember that it may not be resolved). Evaluate whether the event or the person’s involvement was successful. Identify and explain what work is still left to be done.
- **Concluding Paragraph**—Examine the universality of the topic researched. How does the theme of globalization play out in these events? What is the impact for the rest of the World Community? What conclusions or implications can you draw?

At this stage in the writing process, students should begin using the results of their research to develop an outline and begin drafting the essay.

Columbus City Schools
English Language Arts Curriculum
Writing

Day 12: In Progress Skills: Developing body paragraphs (supporting details); avoiding plagiarism

Review Section 13.3 of the *Writing and Grammar* text (“Providing Elaboration”) to assist students as they begin to transition from outlining to drafting. To enrich the “Prepare to Credit Your Sources” subsection, provide them with guidelines for using MLA internal citations and creating a Works Cited page (found here: <http://owl.english.purdue.edu/owl/resource/747/02/>).

Prepare the students for small group Writers’ Seminars (to be held on Day 14) by explaining how this activity allows them to utilize peer feedback to help them better analyze and improve their own writing. As they review their peers’ writing, they should focus on giving praise, asking relevant questions, and providing suggestions for polishing or improving each other’s writing. Teachers may refer to Section 13.4 “Peer-Review” for additional ideas for conducting a Writers’ Seminar.

Have students practice a Writers’ Seminar by reviewing the sample research paper found in Section 13.7 of the *Writing and Grammar* text. As students read the sample paper, have them assess it using the Rubric for Self-Assessment (found in Section 13.6 of the text). After students have had an opportunity to assess a sample essay, discuss their responses. The teacher may also, during the discussion, highlight the manner in which the sample essay provides elaboration through summary, paraphrasing, and the use of direct quotations. Encourage students to refer to this example as a guide as they begin work on the first draft of their essay.

At this stage in the writing process, students should continue developing a first draft.

Day 13: In Progress Skills: How to revise; how to present knowledge and ideas (introduction of the multimedia presentation)

Refer to Section 13.4 of the *Writing and Grammar* text (“Revising”) to review and discuss strategies students can use to improve their drafts.

Explain to students that the final portion of this assignment involves an oral, multimedia presentation of their research. Moreover, explain that the presentation is not simply a retelling or reading of their research essay, but it should be a brief (3 to 5 minute), informative, and emotionally appealing Public Service Announcement (PSA) that highlights only the most important aspects of their research. If needed to further assist students prepare for the multimedia presentation, the teacher may refer to the page 295 of the *Writing and Grammar* text “Media and Technology Skills”).

Distribute and review the Public Service Announcement (PSA) Scripting Template. Explain to students that they may use this to brainstorm and organize ideas for their PSAs.

At this stage in the writing process, students should continue developing a first draft.

Day 14: In Progress Skills: [Writers’ seminar] Peer-revision

Have students get into Writers’ seminar groups and use the Rubric for Self-Assessment (found in Section 13.6 of the text) to peer review each other’s research drafts. Remind students to make use of the feedback they have been given and to utilize the self-evaluation in revising for their final draft (due on Day 18, along with a copy of their first draft).

Columbus City Schools
English Language Arts Curriculum
Writing

At this stage in the writing process, students should use peer feedback to revise their first drafts and begin developing a final draft.

Day 15: In Progress Skills: Speaking and listening (presenting research)

Students will begin their PSA presentations. Encourage students to be attentive audience members, and allow for brief question and answer session at the end of each presentation as needed to clarify any concerns not addressed in the presentation. Teachers may use one of the Multimedia Project Assessment Rubrics to grade the student presentations.

At this stage in the writing process, students should continue revising their final draft.

Day 16: In Progress Skills: Speaking and listening (presenting research)

Students will continue their PSA presentations. Encourage students to be attentive audience members, and allow for brief question and answer session at the end of each presentation as needed to clarify any concerns not addressed in the presentation.

At this stage in the writing process, students should continue revising their final draft.

Day 17: In Progress Skills: Speaking and listening (presenting research)

Students will continue their PSA presentations. Encourage students to be attentive audience members, and allow for brief question and answer session at the end of each presentation as needed to clarify any concerns not addressed in the presentation.

At this stage in the writing process, students should continue revising their final draft.

Day 18: In Progress Skills: Speaking and listening (presenting research)

(If needed), students will conclude their PSA presentations. Encourage students to be attentive audience members, and allow for brief question and answer session at the end of each presentation as needed to clarify any concerns not addressed in the presentation. Students will also submit both the first and final drafts of their research essay.

Instructional Resources

- Conducting a Socratic Seminar: http://www.ehow.com/how_7671255_conduct-socratic-seminar-classroom.html
- “How to write a summary essay and make it effective” : <http://www.writingvalley.com/students-corner/essays/how-to-write-a-summary-essay-and-make-it-effective/>
- The Purdue Online Writing Lab (OWL): <http://owl.english.purdue.edu/>

Columbus City Schools
English Language Arts Curriculum
Writing

- Evaluating Sources Template: <http://gethelp.library.upenn.edu/PORT/evaluate/worksheet.html>
- Evaluating Sources Template: <http://libguides.calvin.edu/content.php?pid=97256&sid=1470633>
- Prezi online Presentation software: www.prezi.com
- “Spotting websites you just can’t trust” (guidelines for evaluating internet sources): http://files.solution-tree.com/pdfs/Reproducibles_TTiG/spottingwebsites.pdf
- “PSA Scripting Template”: http://files.solution-tree.com/pdfs/Reproducibles_TTiG/publicserviceannouncement_scriptingtemplate.pdf
- “Assembling Your PSA”: http://files.solution-tree.com/pdfs/Reproducibles_TTiG/Online_Only/assemblingyourpublicserviceannouncement.pdf
- PSA Video scoring rubric: http://files.solution-tree.com/pdfs/Reproducibles_TTiG/publicserviceannouncement_videoscoring.pdf
- PSA Power Point Slide scoring rubric: http://files.solution-tree.com/pdfs/Reproducibles_TTiG/publicserviceannouncement_powerpoint.pdf
- www.pbs.org/now

Integration of Knowledge and Ideas (Strategies for Diverse Learners)

- Introduction to Research Writing: Writers in Action video (*Writing and Grammar* online text)
- Pre-writing Topic Generators (*Writing and Grammar* online text)
- Resources: Internet Research Handbook (*Writing and Grammar* online text)
- Resources: Citing Sources/Preparing a Manuscript (*Writing and Grammar* online text)
- Essay: Essay Builder (*Writing and Grammar* online text)
- Revision Checkers (*Writing and Grammar* online text)
- Presentation Alternative: Animoto Education Video Slide shows: <http://animoto.com/education>

Professional Articles

- “Writing to Think Critically: The Seeds of Social Action” by Randy Boomer--
<http://www.learner.org/workshops/middlewriting/images/pdf/W2ReadWriting.pdf>
- “Death to High School English” by Kim Brooks— http://www.salon.com/2011/05/11/death_to_high_school_english/
- “Cultural Sight and Insight: Dealing with Diverse Viewpoints and Values” by Gary R. Smith— <http://www.eric.ed.gov/PDFS/ED237429.pdf>

Columbus City Schools
English Language Arts Curriculum
Writing

English Language Arts Connections		
Reading	Language	Speaking and Listening
Incorporate Reading (Literary or Informational Texts) standards as students complete research to build and present knowledge. http://www.corestandards.org	Incorporate Language standards as students construct writing in terms of writing conventions, knowledge of language, and acquisition and use of vocabulary. http://www.corestandards.org	Incorporate Speaking and Listening standards as students integrate and evaluate information presented in diverse media and formats. http://www.corestandards.org

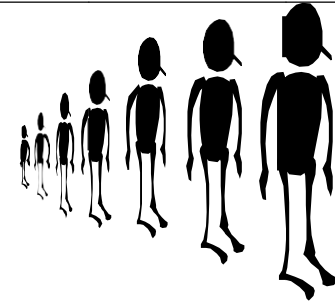
Global Issues Cards



Poverty



Consumption



Population Growth



Peace and Conflict



Human Migration



Environment

Global Issues Cards



Technology



Healthcare



Education



Food



Water



Economics

Global Issues Cards



Discrimination



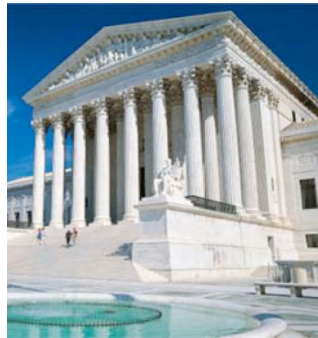
Sustainability



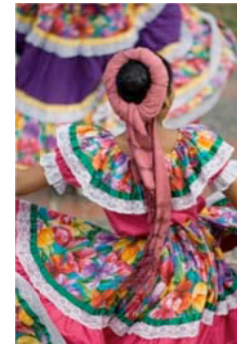
Human Rights



Global Warming

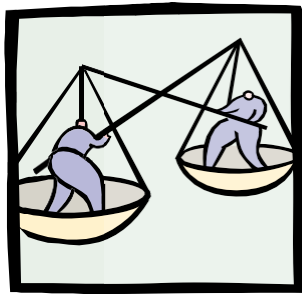


Governance

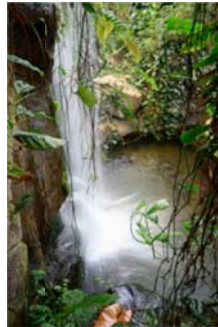


Culture

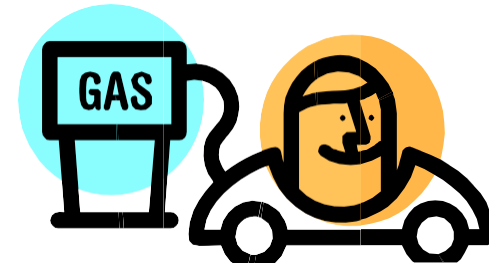
Global Issues Cards



Social Justice



Biodiversity



Non-Renewable Resources



Renewable Resources



Media



Energy Use

Where Is the Line?

Part A

Read the following information.

- Throughout U.S. history presidents have limited citizens' civil rights during times of war. For example, George Washington captured soldiers, held a military tribunal, and then had the soldiers executed. John Adams had the Alien and Sedition Acts passed to stop criticism of the government. Abraham Lincoln suspended habeas corpus during the Civil War. The U.S. Supreme Court ruled it unconstitutional, but Lincoln ignored the ruling. In the 1920s, Woodrow Wilson sanctioned the Palmer raids against people believed to be socialists or communists. Some people were deported, while other U.S. citizens were imprisoned. In the 1940s, Franklin D. Roosevelt had Japanese immigrants interred.
- Supporters of President George W. Bush used the historical precedents set by FDR, Wilson, and Lincoln to defend Bush's actions.
- The people who were held in indefinite detention were unlawful combatants. Many were illegal immigrants.
- To be tried by military tribunal, an American must be designated as an enemy combatant.
- Many of Bush's anti-terrorism policies were challenged and worked their way through the federal court system. This means that America's system of checks and balances was put to work.
- Some people argue that Bush was successful in protecting the United States from further terrorist threats.

Part B

Read the following articles.

**Appeals Court again Hears Case of American Held
Without Charges or Counsel**

In nearly two hours of oral arguments [in Richmond, Virginia], the government said today that the Bush administration had the authority to hold a United States citizen caught in the Afghan battle for an unlimited period without charging him with anything or giving him access to a lawyer.

But the public defender, Frank W. Dunham Jr., said that finding such detentions lawful would set a precedent that would impinge on the civil liberties of all Americans.

The case is a potentially landmark clash between the powers of a president in wartime and the constitutional protections of due process for American citizens. It appears to be the first case in modern American law in which a citizen has been detained without being charged and without being given access to a lawyer. As such, it seems destined for the United States Supreme Court. ...

After the two previous hearings, the appeals court largely sided with the government, saying that in a time of war, the judiciary had little authority to overrule a determination by the executive branch that someone caught on the battlefield was an “enemy combatant.”

But the appeals court has also said it would be premature to dismiss the case outright, as the government has asked.

“In dismissing, we ourselves would be summarily embracing a sweeping proposition—namely that, with no meaningful judicial review, any American citizen alleged to be an enemy combatant could be detained indefinitely without charges or counsel on the government’s say-so,” Chief Judge J. Harvie Wilkinson III had written for the court in July.

Columbus City Schools
English Language Arts Curriculum
Writing

At the center of the case is Yaser Esam Hamdi, whom Mr. Dunham represents but has never met or spoken with. Mr. Hamdi, 22, was born in Louisiana and reared in Saudi Arabia. He joined a Taliban unit in July 2001 in Afghanistan, surrendered to the Northern Alliance in November, and has been sitting incommunicado in the Navy brig in Norfolk, Va., since April...

--Katherine Seelye, "Appeals Court Again Hears Case of American Held without Charges or Counsel," *New York Times*, 29 October 2002, A14.

High Court Gives Police More Leeway in Searches

In a decision with broad implications in the war on terrorism, the Supreme court ruled [June 17, 2002] that police searching for evidence of a crime on a bus, trains, or plane do not have to inform passengers first that they don't have to cooperate. ...

Justice David Souter, who dissented, acknowledged the challenges facing officers since September 11 but said the need for tighter security is limited to air travel, not ground transportation.

"Anyone who travels by air today submits to searches of the person and luggage as a condition of boarding the aircraft," he said. "[However] the commonplace precautions of air travel have not, thus far, been justified for ground transportation...and no such conditions have been placed on passengers getting on trains and buses. ...

--Mark Helm, "High Court Gives Police More Leeway in Searches," *The Plain Dealer*, 18 June 2002, A5.

Democrats Challenge Possible Sequel to Anti-Terror Law

Democrats yesterday asked the Justice Department to explain reports that it plans to ask Congress to expand an anti-terrorism law to increase surveillance while restricting access to information and limiting judicial review.

Democrats on the House Judiciary Committee called on attorney General John Ashcroft to explain the existence of a copy of draft legislation called the Domestic Security Enhancement Act of 2003. The Center for Public Integrity, which posted the document online Friday, said it had obtained it from a government source. ...

The new legislation, according to the draft, would prohibit disclosure of information regarding people detained as terrorist suspects and prevent the Environmental Protection Agency from distributing “worst-case scenario” information to the public about a nearby private company’s use of chemicals.

The measure would create a DNA database of “suspected terrorists;” force suspects to prove why they should be released on bail, rather than have the prosecution prove why they should be held; and allow the deportation of U.S. citizens who become members of or help terrorist groups. ...

Several Democrats called on Ashcroft to come to the Capitol and explain the department’s thinking.

“There have been no consultations with the committee on this bill,” said Michigan Representative John Conyers, senior Democrat on the House Judiciary Committee, and Representatives Robert Scott, D-Va., and Sheila Jackson Lee, D-Texas, in a letter to the Justice Department.

“The department’s handling of this matter has only lent credence to suggestions that this administration is intent on using the war on terrorism as a partisan political tool and the Justice Department is waiting to spring this bill on the Congress when the nation once again has endured a terrorist attack or is in the midst of war,” the three Democrats wrote.

The original law was passed by Congress after the Sept. 11, 2001, terror attacks. It gave the government broad new powers to use wiretaps, electronic and computer eavesdropping, searches, and a wide range of other information-gathering techniques. It also broke down the traditional wall between FBI investigators and intelligence agents. ...

Columbus City Schools
English Language Arts Curriculum
Writing

"If there is going to be a sequel to the USA Patriot Act, the process of writing it should be open and accountable," said Senator Patrick Leahy of Vermont, the ranking Democrat on the Senate Judiciary Committee. ...

--Jesse J. Holland, "Democrats Challenge Possible Sequel to Anti-Terror Law," *The Plain Dealer*, 11 February 2003, A5.

Part C

Answer one of the following questions. Be prepared to present and explain your work.

1. Does the Patriot Act put aside guarantees of constitutional justice? Be specific. Remember, some fear that the Patriot Act made constitutional changes to our civil liberties, permanently. Others say that civil liberties have always been restored.
2. Respond to the following statement: "The people gave President Bush the ability to respond to acts of terror, but they reserved the right to challenge the response."
3. Would you agree or disagree with the following comment? Why?

Civil liberties have been curtailed in times of crises, but after the crises are over, our full civil liberties have been restored. The president is trying to protect us from terrorism. This is not the time to discuss the civil liberties of detainees and enemy combatants, even if they are Americans.

4. Examine the following two quotations. How would Speaker A answer the person quoted in item 3? How would Speaker B respond? What is the central difference between the two?

Speaker A: "Some loss of freedom may be necessary to ensure security, but not every sacrifice of liberty is warranted..." (Professor Erwin Chemerinsky)

Speaker B: "The Constitution is not a suicide pact."

Columbus City Schools
English Language Arts Curriculum
Writing

5. Read the following summaries of actual cases. How would you advise the government to proceed in each of these situations?

Case 1

Yaser Hamdi was seized in Afghanistan and held at the Guantanamo prison as an enemy combatant. However, he is also an American citizen, so he was moved to a military jail in Norfolk, Virginia. As a citizen, he has legal rights; as an enemy combatant, he does not.

Case 2

Allegedly, Jose Padilla was on a scouting mission for al-Qaida when he was seized at O'Hare Airport. The government did not have enough evidence to try him, so it held him as a material witness. They then changed his classification to enemy combatant and put him in a military prison. He is an American citizen, but he could be held without trial indefinitely.