Join the National Conversation!
### TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.13</td>
<td>Should schools have a vocational track?</td>
<td>73–78</td>
</tr>
<tr>
<td></td>
<td>vocational</td>
<td>inherently</td>
</tr>
<tr>
<td>3.14</td>
<td>Should children be prohibited from becoming actors at an early age?</td>
<td>79–84</td>
</tr>
<tr>
<td></td>
<td>emerge</td>
<td>exploit</td>
</tr>
<tr>
<td>3.15</td>
<td>Who is responsible for protecting teens from online predators?</td>
<td>85–90</td>
</tr>
<tr>
<td></td>
<td>pose</td>
<td>contact</td>
</tr>
<tr>
<td>3.16</td>
<td>Should shopping malls be allowed to institute teen curfews?</td>
<td>91–96</td>
</tr>
<tr>
<td></td>
<td>revenue</td>
<td>institute</td>
</tr>
<tr>
<td>3.17</td>
<td>Should everyone have access to medical marijuana?</td>
<td>97–102</td>
</tr>
<tr>
<td></td>
<td>distribution</td>
<td>outweigh</td>
</tr>
<tr>
<td>3.18</td>
<td>How should organ recipients be chosen?</td>
<td>103–108</td>
</tr>
<tr>
<td></td>
<td>intrinsic</td>
<td>commodity</td>
</tr>
<tr>
<td>3.19</td>
<td>When is it okay to lie?</td>
<td>109–114</td>
</tr>
<tr>
<td></td>
<td>conceive</td>
<td>unethical</td>
</tr>
<tr>
<td>3.20</td>
<td>Should the U.S. have stricter gun regulations?</td>
<td>115–120</td>
</tr>
<tr>
<td></td>
<td>scheme</td>
<td>subsequently</td>
</tr>
<tr>
<td>3.21</td>
<td>Should everyone get a trophy?</td>
<td>121–126</td>
</tr>
<tr>
<td></td>
<td>yield</td>
<td>participate</td>
</tr>
<tr>
<td>3.22</td>
<td>Is Barbie a bad influence?</td>
<td>127–132</td>
</tr>
<tr>
<td></td>
<td>undergo</td>
<td>empowering</td>
</tr>
<tr>
<td>3.23</td>
<td>Are schools responsible for protecting kids from cyberbullying?</td>
<td>133–138</td>
</tr>
<tr>
<td></td>
<td>anonymous</td>
<td>underlying</td>
</tr>
<tr>
<td>3.24</td>
<td>Children protesting: duty or danger?</td>
<td>139–144</td>
</tr>
<tr>
<td></td>
<td>disperse</td>
<td>catalyze</td>
</tr>
</tbody>
</table>
Jimmy is in the **vocational** track at his school. This means all his classes are geared toward preparing him to get a job after high school. In English class, he learns how to give a convincing job interview. His math class **focuses** on the ways businesses manage money. Jimmy wants to be a mechanic. His favorite class is auto shop. In auto shop, students fix cars and learn how to work with tools.

Jimmy attends a comprehensive high school. The school offers different programs for different types of students. Some students are preparing for college. Others, like Jimmy, learn about different kinds of jobs such as hair styling, child care, woodworking, and cooking. Graduates like Jimmy can get jobs in their field right out of high school. Previous graduates are working as hairstylists, plumbers, electricians, or medical technicians. These jobs do not require a college education, but they may require high-level math, reading, and writing.

Some people think comprehensive schools are **inherently** better than college preparatory schools. They think high schools should prepare students for whatever they want to do. People who support comprehensive schools point out that not everybody goes to college. These people believe that students who want to work right after they graduate might be more motivated to **exceed** expectations in school if they can take classes that will help them learn job skills. Vocational classes also let students experience different careers. Then students can decide what is right for them.

Other people think high schools should prepare all students for college. They worry that students in vocational classes are getting a watered-down education and won’t be able to get into college if their career goals change. People who support college preparatory schools believe that all students should have an **equivalent** education.

In addition, supporters of college preparatory schools say that vocational classes often require expensive equipment. They point out that high costs for equipment means there is less money to pay teachers or buy textbooks for other subjects, like English or math. They suggest that perhaps students who want vocational training should take special classes after high school to prepare for the jobs they want.

Should high schools prepare everybody for college? Or should students be able to enroll in a vocational track?
**USE THE FOCUS WORDS  *and alternate parts of speech**

**vocational (adjective)** related to a skill, trade, or occupation

*Sample Sentence:* Jimmy is in the **vocational** track at his school, so all his classes are geared toward preparing him to get a job after high school.

**Turn and Talk:** What kind of **vocational** program would interest you most: child care, auto repair, woodworking, hair styling, or plumbing?

**inherently (adverb)** naturally, belonging to the basic nature of something

*Sample Sentence:* Some people think comprehensive schools are **inherently** better than college preparatory schools.

**Turn and Talk:** Do you think people are **inherently** selfish? Explain.

**exceed (verb)** to be greater than; to go beyond

*Sample Sentence:* People who support college preparatory schools believe that the value of an academic-focused education **exceeds** the value of job-focused training for high school students.

**Turn and Talk:** Which musical artists or sports teams **exceeded** the expectations of their fans this year?

**equivalent (adjective)** alike or equal

*Sample Sentence:* School segregation ended when lawyers proved that schools serving black and white students were not providing students with **equivalent** educations.

**Turn and Talk:** Which TV show does the best job of giving **equivalent** representation to people of different races?

**focus (noun)** center of activity or interest

*Sample Sentence:* The **focus** of his math class is the way that businesses manage money.

**Turn and Talk:** Do you think schools need to change their **focus** from academics to real-world skills?

**focus (verb)** to direct attention to

*Sample Sentence:* Simeon decided to **focus** on studying instead of playing video games so that he could improve his grades.

**Turn and Talk:** Do parents **focus** too much, or not enough, on manners? Explain your answer.
DO THE MATH

Option 1: Blue Hills Regional Technical School is a vocational high school. Vocational education is inherently practical. Students focus on job training in programs like auto repair or education of young children. They earn a degree equivalent to a high school diploma. The table below shows the credit requirements at Blue Hills according to their website. Students must meet or exceed the requirement in each subject to graduate.

How many credits in math, English, science, and social studies do students need to graduate?

A. 20
B. 26
C. 65
D. 104

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>8</td>
</tr>
<tr>
<td>Math</td>
<td>8</td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>Vocational Training</td>
<td>32</td>
</tr>
<tr>
<td>Electives</td>
<td>2</td>
</tr>
</tbody>
</table>

Option 2: Ms. Wilson agrees that vocational schools should focus on job-related training for skills that students will use in the workplace. However, she also thinks that academic classes like math and English are inherently valuable, even though they do not always focus on direct connections to a career. She thinks that the number of required academic credits should be equivalent to, or even exceed, the number of vocational credits.

If \( v \) = the number of vocational credits, and \( a \) = the number of academic credits, write an inequality that shows the proper relationship, according to Ms. Wilson, between academic and vocational credits.

(Hint: You will use one of these four symbols: >, ≥, <, or ≤)

Discussion Question: Some people think that English and math are inherently more important than science and social studies. High-stakes tests across the country focus on English and math. And some people feel that vocational students need science and social studies even less than traditional students. After all, how will learning about China or plant cells help students fix cars or style hair? At Blue Hills, the required credits in English and math exceed the required credits for science and social studies by 60%. Do you agree with this focus on math and English? Why don’t science and social studies get equivalent respect?
THINK SCIENTIFICALLY

The students in Ms. Kahn’s class were talking about how education inherently affects job opportunities. “I think it makes sense to focus on job skills I’ll be able to use right out of high school,” said Daylen.

“Preparing for college is more important,” said Tamara. “Having a college degree gives you an inherent advantage in looking for good jobs later on. Vocational high schools only prepare students for low-paying jobs, like flipping burgers. Anyway, there aren’t enough jobs for everyone with less than a college education.”

“I disagree,” answered Daylen. “There aren’t enough workers for many types of jobs in the U.S. With just a high school diploma or equivalent, like a GED, you can make a salary that exceeds fast food wages.”

“What are the fastest growing jobs in America that require a high school diploma?”

What evidence supports Tamara’s hypothesis that there aren’t enough well-paying jobs for students who only have a high school diploma?

What additional information may be required to fully answer the question of how important a high school diploma is for job seekers?

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Typical minimum education level</th>
<th>New jobs projected in next 8 years</th>
<th>Median salary for experienced workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home health aides and personal care workers</td>
<td>High School dropout</td>
<td>1,300,000</td>
<td>$20,000.00</td>
</tr>
<tr>
<td>Food service workers</td>
<td>High School dropout</td>
<td>400,000</td>
<td>$20,000.00</td>
</tr>
<tr>
<td>Cement workers</td>
<td>High School dropout</td>
<td>50,000</td>
<td>$45,000.00</td>
</tr>
<tr>
<td>Total</td>
<td>High School dropout</td>
<td>1,750,000</td>
<td></td>
</tr>
<tr>
<td>Information clerks</td>
<td>High School</td>
<td>725,000</td>
<td>$30,000.00</td>
</tr>
<tr>
<td>Equipment operators, mechanics, and truck drivers</td>
<td>High School</td>
<td>375,000</td>
<td>$45,000.00</td>
</tr>
<tr>
<td>Customer service workers</td>
<td>High School</td>
<td>340,000</td>
<td>$30,000.00</td>
</tr>
<tr>
<td>Bookkeepers</td>
<td>High School</td>
<td>260,000</td>
<td>$30,000.00</td>
</tr>
<tr>
<td>Sales representatives</td>
<td>High School</td>
<td>250,000</td>
<td>$30,000.00</td>
</tr>
<tr>
<td>Carpenters, electricians, plumbers, and welders</td>
<td>High School</td>
<td>230,000</td>
<td>$45,000.00</td>
</tr>
<tr>
<td>Medical secretaries and assistants</td>
<td>High School</td>
<td>75,000</td>
<td>$30,000.00</td>
</tr>
<tr>
<td>Coaches and trainers</td>
<td>High School</td>
<td>75,000</td>
<td>$30,000.00</td>
</tr>
<tr>
<td>Retail sales workers</td>
<td>High School</td>
<td>70,000</td>
<td>$20,000.00</td>
</tr>
<tr>
<td>Pharmacy technicians</td>
<td>High School</td>
<td>50,000</td>
<td>$30,000.00</td>
</tr>
<tr>
<td>Police officers</td>
<td>High School</td>
<td>50,000</td>
<td>$45,000.00</td>
</tr>
<tr>
<td>Total</td>
<td>High School</td>
<td>6,000,000</td>
<td></td>
</tr>
</tbody>
</table>
DEBATE THE ISSUE

Pick one of these positions (or create your own).

A  High schools should prepare all students for college.

B  High schools should provide **vocational** training for students who know they do not want to go to college.

CREATE YOUR OWN

___________________________________________________

___________________________________________________

___________________________________________________

___________________________________________________

___________________________________________________

Jot down a few notes on how to support your position during a discussion or debate.

___________________________________________________

___________________________________________________

___________________________________________________

___________________________________________________

___________________________________________________

Be a strong participant by using phrases like these:

- Can you show me evidence in the text that...
- You make a good point, but have you considered...
- I believe that...
- I agree with you, but...
Should Schools Have a Vocational Track?

TAKE A STAND

- Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.

vocational | inherently | exceed | equivalent | focus

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________
Some child actors become successful adults, but many end up confronting drug and alcohol addictions, eating disorders, and criminal behavior. As they grow older, child actors are judged by the media and by people they’ve never met, a problem made worse by the anonymity the internet offers. Perez Hilton, who has a website devoted to insulting celebrities, mercilessly attacked child actors like Lindsey Lohan, Justin Bieber, and Amanda Bynes, all of whom have had problems with managing fame and fortune. Furthermore, Hilton’s scathing observations often bring on hundreds more negative and distressing comments about the celebrities he targets. Internet “trolls” often compete to see who can leave the meanest and most hurtful criticisms. Stardom can bring money and fame, but all too often physical, mental, and emotional problems emerge as well. What explains these negative effects of early celebrity?

Some experts say that becoming a celebrity at an early age can interfere with a young person’s normal emotional and physical growth. Many children who are pushed into acting or modeling or appearing in pageants at a very early age are being exploited by their parents. The children may have little control over their careers. Young celebrities often don’t develop the skills needed to become successful adults. Many never learn to do everyday things like make their beds or cook their own meals or interact with others as equals. Young celebrities make huge amounts of money, get lots of attention, and are exposed to drugs, alcohol, and sex at an early age. This combination, some experts argue, is potentially disastrous for a developing child.

But some child actors turn out just fine. Joseph Gordon-Levitt, Natalie Portman, and Emma Watson seem to be happy and well-adjusted adults. They acted as children, and continued acting while going to college. Now they are successful adults with flourishing careers. Sometimes child actors develop insights about Hollywood that help them emerge as leaders of the industry. For example, Ron Howard, the director of The Da Vinci Code and many other box office hits, started off as a child actor.

So what do you think? Should children be prohibited from modeling, acting, and participating in pageants until they are old enough to make their own decisions about their careers? Should their parents be allowed to make the decision about whether their children perform?
USE THE FOCUS WORDS *and alternate parts of speech

emerge (verb) to become known; to come into view

Sample Sentence: Alana, or Honey Boo Boo, emerged as an audience favorite in the hit show Toddlers & Tiaras, a reality TV show about beauty pageants for young girls.

Turn and Talk: What TV shows with child actors have emerged as hits over the last year?

exploit (verb) to make use of, often unfairly

Sample Sentence: Some people argue that shows like Here Comes Honey Boo Boo and Toddlers & Tiaras exploit young children for the purpose of entertainment.

Turn and Talk: In some countries, students have to clean their classrooms at the end of the day. Do you think these countries are exploiting students or teaching them a valuable lesson?

*exploit (noun) an exciting or daring act; an adventure

Sample Sentence: Shania loved hearing about her mother’s teenage exploits, which included a pie-eating contest.

Turn and Talk: Describe your most recent exploit. Who was there and what happened?

furthermore (adverb) in addition to what came before

Sample Sentence: Critics say that child actors are unprepared for fame, and furthermore, that they are unable to protect their own earnings.

Turn and Talk: What is a book or movie that kept you interested from the beginning to the end? (Try this: The plot of _______ (title) was interesting because _________. Furthermore, the characters interested me because __________.)

confront (verb) to face, especially in challenge

Sample Sentence: Some worry that these children will be confronted by viewers throughout their lives and reminded of embarrassing childhood behavior that they would rather forget.

Turn and Talk: How would you confront a friend who you suspected was saying bad things about you behind your back?

interfere (verb) to get in the way of; to prevent something from being done properly

Sample Sentence: Some people also argue that participating in a reality TV show does not interfere with a child’s ability to become a happy and productive adult.

Turn and Talk: Do you think students should interfere when they see someone being bullied?
DO THE MATH

**Option 1:** In 2007, CBS aired a reality show called *Kid Nation*. On the show, 40 kids from 8 to 15 years old ran their own community without adult interference in a small town deserted since the late 1880s. As time went by, certain kids emerged as leaders and helped the group confront issues. Furthermore, the leaders were able to exploit opportunities to bring kids together, as when a girl named Morgan helped set up a no-pressure prayer time. Over the course of the season, Morgan was awarded two gold stars, worth a total of seventy thousand dollars.

Which of the following represents seventy thousand dollars?

A. $7,000  
B. $70,000  
C. $700,000  
D. $70,000,000

**Option 2:** Some people accused CBS, the company that produced the TV show *Kid Nation*, of exploiting kids. These kids were put in situations designed to create conflicts that would make the TV show exciting. When kids got upset, their angry words or sad tears were broadcast to millions of people. The kids were on camera all the time, which would normally be a violation of rules about child labor hours. CBS said that the program was like summer camp, so the station did not have to follow child labor laws that protect kids who work. Parents had to sign a contract stating they would not sue the television network if anything bad happened to their kids.

On the other hand, if the kids chose to participate and their parents consented, why should anyone else interfere? Many of the kids wanted to be actors and they loved the attention. Some emerged as celebrities who appeared on talk shows and got acting roles. Furthermore, each participant was paid $5,000 and some of the kids won bonus cash prizes of $20,000 and $50,000.

One $20,000 cash prize was awarded to a new kid in each of the season’s 13 episodes. Out of 40 contestants, what was the probability that any one kid would earn a $20,000 cash prize?

---

**Discussion Question:** Different observers tell conflicting stories of what happened on *Kid Nation*. Did adults exploit innocent kids to make money? Or did emerging young actors exploit an opportunity to become famous? Furthermore, who should decide if kids are being exploited, and who should interfere to protect them from exploitation?
Mr. Seemy’s students were talking about the history of cinema. Kyra, who was a movie buff, mentioned that child actors have been at risk of being exploited since the early days of film. “Jackie Coogan was about seven years old when he was in Charlie Chaplin’s silent movie *The Kid* in 1921, and he played the title role in *Oliver Twist* in 1922. He kept working in show business as sound pictures began to emerge. He became the youngest person in history to earn over a million dollars. In fact, he earned about four million dollars by the time he turned 21. Furthermore, that’s the equivalent of about 70 million of today’s dollars! But a fat lot of good it did him: His mom and stepdad spent it all on cars, jewelry, and fancy clothes.”

“That’s right,” said Mr. Seemy. “When a judge confronted them, Jackie’s stepfather said, ‘Every dollar a kid earns before he is 21 belongs to his parents.’ It was too late for Jackie, but after Jackie’s case the California legislature interfered with the ability of adults to exploit their children this way. They passed the Coogan Act, which says that 15 percent of the money a child actor earns must be put into a ‘Coogan Account.’ When the child turns 18, the Coogan Account money is theirs to keep.”

Kyra and Anna were interested in whether child actors really make much money. Is a child actor likely to get a job? Are child actors financially exploited by the movie and television industry?

In California in 2010, about 21,000 work permits were issued to child actors between 8 and 16 years old. On average, 1,000 children apply for every new job in a film, TV show, or commercial. For those child actors able to find work, the average salary was $52,000.

Out of every 1,000 children who apply for a particular job...
- 944 don’t even get an audition
- 50 get an audition but no callback
- 5 get called back but don’t get the job
- 1 gets the job

What is a typical breakdown of the average child actor’s salary of $52,000?

- To Agent: $5,200
- To Manager: $7,800
- To Coogan Account: $7,800
- Photos and Portfolio: $2,600
- Travel to filming locations: $2,080
- Union Dues: $520
- Taxes: $15,600
- Take-Home Salary: $10,400

Imagine for a moment that you want to be a child actor and appear in a candy commercial. Your talent agent sends your name to the company that is filming the commercial. What is the probability of you getting the job? What percent of aspiring child actors don’t even get a first audition?

Based on the information about what happens to the money that child actors earn, do you think that they are exploited by adults and the film and TV industry?
DEBATE THE ISSUE
Pick one of these positions (or create your own).

☐ Young children should be prohibited from acting.

☐ Children should have the right to decide to pursue an acting career at any age.

☐ Parents should be responsible for making decisions about their child's acting career.

☐ Create your own

Jot down a few notes on how to support your position during a discussion or debate.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Be a strong participant by using phrases like these:

“Can you show me evidence in the text that...”

“I believe that...”

“You make a good point, but have you considered...”

“I agree with you, but...”
TAKE A STAND

Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.

emerge | exploit | furthermore | confront | interfere

_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
Sixteen-year-old Matt describes himself as a 24-year-old intellectual on his Facebook profile. He says that it’s easier to be taken seriously if people don’t know they are talking to a 16-year-old. Matt’s case is an example of how easy it is to lie on social networking websites.

Matt’s lie may seem harmless, but some lies can put people in danger. Sometimes 40- and 50-year-olds pose as teenagers on Facebook. Sometimes they contact teenagers through the website to try to become their friends. Sometimes they say sexual things. Sometimes they will ask for personal information, such as a telephone number or an address. They are looking for someone to harm or exploit, and they think lonely or insecure teens are prime targets. These adults are called online predators.

It is sometimes difficult for a teenager to know how to deal with strangers online. Many teenagers try to have as many Facebook friends and Instagram followers as possible. They often accept any “friend request.”

Some people think Facebook should be responsible for protecting teens from online predators. They say that Facebook needs to do more to ensure that people are not posing as someone else. For example, they believe that Facebook should find a method to check users’ real identities. Others believe that Facebook should raise the minimum age to 18 instead of the current limit of 13. Raising the minimum age will not stop imposters, but might make teenagers and parents more aware of the dangers. Moreover, 18-year-olds are legal adults and should be able to use Facebook safely.

Others say Facebook cannot do any more than it is already doing. There is no reliable method to check a user’s real identity. If Facebook raises the minimum age, teens might turn to unmonitored websites. These websites may be even more dangerous. Some think middle and high school students should have their own social networking site that requires the safeguard of a school-affiliated email address.

Some think that schools have enough to do and it would be too difficult and costly for them to protect teens from online predators. They think parents are responsible for keeping their children safe by monitoring their internet use. For example, putting the family computer in a common space, such as the living room or family den, is one way that parents can monitor internet activities.

What do you think? Who should protect teens from online predators?
USE THE FOCUS WORDS *and alternate parts of speech

**pose** (verb) to pretend to be what one is not; to present

- *Sample Sentence:* Sometimes 40- and 50-year-olds pose as teenagers on Facebook.

  **Turn and Talk:** If you could pose a question to the president, what would it be?

**contact** (verb) to get in touch with

- *Sample Sentence:* Sometimes online predators contact teenagers through the website to try to become their friends, and sometimes they say sexual things.

  **Turn and Talk:** What kind of information can you find on the “contact us” section of a company’s website?

**prime** (adjective) best or most important

- *Sample Sentence:* These adults are looking for someone to harm, and they think lonely teens are prime targets.

  **Turn and Talk:** Why do you think the period from 8 p.m. to 11 p.m. is called “prime time” for TV shows? What does this mean for advertisers?

**minimum** (adjective) smallest or lowest

- *Sample Sentence:* Raising the minimum age will not stop imposters, but might make teenagers and parents more aware of the dangers.

  **Turn and Talk:** Do you think that the minimum age of 13 to sign up for Facebook is too young?

**unmonitored** (adjective) not watched or checked up on

- *Sample Sentence:* If Facebook raises the minimum age, teens might turn to unmonitored websites.

  **Turn and Talk:** Should elementary schools allow students to use the internet when they are unmonitored? Why or why not?
DO THE MATH

**Option 1:** Many teens are **unmonitored** when they use the internet. They may go online late at night or at other times when parental supervision is at a **minimum**. For predators, the internet is a **prime** environment to seek out victims. They may **pose** as other teens to make **contact**.

One in five teens is a victim of unwanted sexual talk or sexual requests online. There are 300 students at Highland High School. About how many are likely to be victims?

A. 5  
B. 45  
C. 60  
D. 105

**Option 2:** The number of internet users is on the rise. Every day, millions of people read online newspapers and magazines. They learn new things and look at pictures of **posing** celebrities. They play online games. They **contact** old friends. Today’s teens are **prime** internet users. Some are monitored by parents or teachers, while others are **unmonitored**. Most teens in the U.S. spend a **minimum** of an hour a day online.

As of 2014, approximately 2.92 billion people worldwide were using the internet. Which represents 2.92 billion?

A. 29.2 x 10^{10}  
B. 2.92 x 10^{9}  
C. 22.92 x 10^{11}  
D. 2.92 x 10^{8}

**Discussion Question:** A new study says that most online predators exploit teens by first cultivating their friendship. They might find out a teen’s interests from an online profile and then use this personal information as an excuse to **contact** the teen. A predator may **pose** as an understanding friend to gain a victim’s trust. Teens who post suggestive messages or pictures are **prime** targets. Parents and teachers can’t monitor teens all the time. So what should they do? What are the **minimum** safety precautions that would protect teens from predators online?
THINK SCIENTIFICALLY
Ms. Kahn’s class was studying how flowering plants sexually reproduce. She assigned a research project that required reading on three internet sites. Ethan protested, “My parents monitor what I read online. There is no way I can open a website with the words ‘sexual reproduction’!

“Don’t pose as a cyber newbie, Ethan!” laughed Aliyah. “You’re a computer wiz! At a minimum, you can break any website filter your parents set up. And you’re not the only one: These days most teens know how to get unmonitored access to the web.”

“Many of you are tech savvy,” said Ms. Kahn. “But does that make you less of a target for predators?”

“I think the more you’re online the more likely you are to be contacted by a predator,” said Aliyah.

Ethan agreed. “Predators, phishers, cyberbullies, real creeps—they’re all just a click away! But if you think before you connect, you won’t be a prime victim. You have to learn how to minimize the chance of being contacted by internet predators.”

Aliyah and Ethan carefully read information on a Department of Homeland Security website. Then they created the following survey for their classmates.

How safe are you on the web?
Circle the answers in Columns 1 through 3 that best describe what you do online.

<table>
<thead>
<tr>
<th>When you are online do you share your phone number or home address?</th>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always to anyone who asks</td>
<td>Sometimes to good friends</td>
<td>Never to anyone</td>
<td></td>
</tr>
<tr>
<td>On your social networks, do you have “friends” that you don’t know?</td>
<td>Lots of people</td>
<td>A few people</td>
<td>No</td>
</tr>
<tr>
<td>Do you reply to emails from people you don’t know?</td>
<td>Usually</td>
<td>Sometimes</td>
<td>Never</td>
</tr>
<tr>
<td>Do you tell other people your passwords?</td>
<td>Anyone who asks</td>
<td>Only special friends and my parents</td>
<td>No one or my parents only</td>
</tr>
<tr>
<td>Have you ever sent photos of yourself, or of a friend, to someone you don’t know?</td>
<td>Many times</td>
<td>Maybe one or two times</td>
<td>Never and I never will</td>
</tr>
<tr>
<td>Have you ever shared personal information – like your age, grade, eye color, or height – with someone you don’t know?</td>
<td>Many times</td>
<td>Maybe one or two times</td>
<td>Never and I never will</td>
</tr>
<tr>
<td>If you felt threatened by someone or by something you read online, would you tell an adult?</td>
<td>No</td>
<td>Yes, but I might wait</td>
<td>Yes, immediately</td>
</tr>
</tbody>
</table>

Score yourself: Give yourself 1 point for each answer in Column 1; 2 points for each answer in Column 2; and 3 points for each answer in Column 3.

20–21 points: Super safe. It is unlikely that a predator could get much information about you.
18–19 points: You’re playing it safe, but can improve. A predator could get some information about you.
14–17 points: Get up your guard! It would be fairly easy for a predator to get information about you.
7–13 points: You’re a prime target. Please talk to an adult today about protecting yourself!

How did you score? What steps could you take to improve your safety online?

Do you think that Ethan and Aliyah’s survey provides a good indication of how safe you are on the internet?

What questions would you add to this survey? What questions would you rewrite? To answer these two questions, think about other things that teens do that could make them easy targets for online predators.
DEBATE THE ISSUE

Pick one of these positions (or create your own).

A  □ Social networking sites like Facebook should be responsible for protecting kids from online predators.

B  □ Parents should be responsible for protecting their kids by monitoring their internet activity.

C  □ Kids should take responsibility for their own safety and report inappropriate activity online.

OR  □ [Create your own]

Jot down a few notes on how to support your position during a discussion or debate.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Be a strong participant by using phrases like these:

- Can you show me evidence in the text that...
- I believe that...
- You make a good point, but have you considered...
- I agree with you, but...
- You make a good point, but have you considered...
TAKE A STAND

Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.

pose | contact | prime | minimum | unmonitored

_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
Gina and her friends feel like they just lost their social life. Their local mall recently instituted a 6:00 p.m. weekend curfew for anyone under 16 years old. Before the curfew, their parents used to drop Gina and her friends off at the mall every Friday night to meet up with classmates and hang out. Now, the teens have to bring an adult guardian in order to stay past the curfew. Around 50 of 1,200 U.S. malls have instituted policies requiring adult escorts after a certain time. More malls are likely to invoke adult responsibility to monitor teen behavior in malls.

Malls are common places for teens to hang out after school. Many teens like malls because they provide a fun place to get together with friends from school and to meet students from neighboring schools. Many believe the mall is a safe and well-monitored environment for young people.

Most malls value teens as consumers because store owners know teens have buying power. One study found that on a typical visit, 68% of teens spent two or more hours in the mall, and more than half of teens surveyed spent $50 or more during their last visit. Also, mall managers realize that teens are their future adult customers and, thus, do not want to discourage teens from coming to the mall. However, malls were not designed to be babysitters for teenagers. Unfortunately, many malls have been forced to take on this role. Misbehaving teens at the Mall of America, the largest mall in the country, would hang over the railings, sometimes dropping food or spitting on customers below. At the same mall, two 15-year-olds fought over a pair of shoes and one of them was almost pushed over the railing. On another night, two gangs had a scuffle; one gang member had a gun and aimed it at an innocent bystander. The year after instituting the curfew, the Mall of America reported only two incidents involving bad behavior by teens, as opposed to 300 the year before.

Big groups of teens who yell and fight create discomfort in older customers. Therefore, many older customers avoid the mall on Friday and Saturday nights. Since older customers have more money than most teens, mall managers want to encourage them to come back to the mall. One mall reported a 29% increase in revenue on Friday and Saturday nights after the curfew was instituted. Thus, the curfew not only makes the mall safer and more comfortable for all of the mall’s customers, but it also makes the mall more profitable.

Should malls be allowed to institute teen curfews? What do you think?
USE THE FOCUS WORDS  *and alternate parts of speech

revenue *(noun)* income

→ *Sample Sentence:* One mall reported a significant increase in **revenue** on Friday and Saturday nights after they began enforcing a curfew.

→ *Turn and Talk:* Why might a country’s **revenue** increase while hosting an event like the Olympics or World Cup?

institute *(verb)* to establish

→ *Sample Sentence:* Their local mall recently **instituted** a 6:00 p.m. curfew for anyone under 16 years old.

→ *Turn and Talk:* How would you feel if your school **instituted** a dress code that excluded jeans and t-shirts?

incident *(noun)* an occurrence or event

→ *Sample Sentence:* After instituting the curfew, the Mall of America reported a decrease from 300 to only two **incidents** involving bad behavior by teens.

→ *Turn and Talk:* Are there more **incidents** of bullying in elementary school or middle school? Explain.

escort *(noun)* a person who accompanies another person, often offering protection

→ *Sample Sentence:* Around 50 of 1,200 U.S. malls have adult **escort** policies to reduce the amount of teenage mischief.

→ *Turn and Talk:* Name an activity that requires an adult **escort**.

*escort *(verb)* to accompany

→ *Sample Sentence:* Adults age 21 or older must **escort** teenagers after the curfew.

→ *Turn and Talk:* How do you prefer to arrive at school on the first day: alone or **escorted** by friends?

invoke *(verb)* to call on something, such as a law or principle, for support

→ *Sample Sentence:* More malls are likely to **invoke** adult responsibility to monitor teen behavior.

→ *Turn and Talk:* Describe a time when you **invoked** the mercy of your parents to avoid a punishment.
DO THE MATH

Option 1: On March 5, 2010, Hanes Mall in Winston-Salem, North Carolina, instituted an escort policy. The policy requires teens to be accompanied by an adult on Fridays and Saturdays after 6 p.m. Mall officials said they were responding to incidents involving rowdy, unsupervised teens, and invoked their right to keep mall-goers safe. But some mall business owners rely on teens as a welcome source of revenue and worry that the new policy will discourage teen customers.

In March 2010, while some businesses reported losses, popular teen brand Abercrombie & Fitch had an 8% increase in sales. What fraction is equivalent to 8%?

A. 1/8
B. 8/10
C. 2/20
D. 2/25

Option 2: Some mall business owners worry that teens will cause rowdy or violent incidents that will drive away other customers. They have instituted adult escort policies to protect sales. Though teens complain, mall officials invoke their right to protect their property. However, teen spending can be an important source of revenue for store owners because teens often receive a portion of their parents' “discretionary income.” Discretionary income is the income that is left over once a person pays taxes and buys necessities like food, shelter, clothing, and electricity.

Let $d =$ discretionary income, $g =$ gross income, $t =$ taxes, and $n =$ necessities. Write an equation that shows the relationship between the four variables.

Discussion Question: When malls institute adult escort policies for teens, they often invoke their right to maximize revenue by protecting customers from rowdy teen behavior. However, teens spend money, too. Are these escort policies really the best strategy for dealing with teen behavior, or are mall officials overreacting to isolated incidents?
THINK SCIENTIFICALLY

“Ms. Kahn, did you hear about the new adult escort policy at the mall?” asked Anthony. “No teens without escorts after 5:00 p.m. It’s totally unfair! I think it’s based on a stereotype that all teenagers are troublemakers.”

“Yeah, it stinks for kids who aren’t doing anything wrong,” said Jamal. “But actually, I kind of sympathize with shopkeepers who have to figure out how to protect their businesses and their revenue. If some teenagers really are making trouble, the shopkeepers need to institute some kind of change to lower the incidence of loitering, fights, rowdiness, and shoplifting so they can stay in business.”

“But teens are customers, too,” said Eva. “Confronting teens and invoking rules about when they are and aren’t allowed to be in the mall unsupervised sounds like a lousy way for businesses to relate to their younger customers.”

“I heard about a tricky way some people are trying to push teens away from their shops, without having to have that kind of confrontation,” said Tanya. “It’s kind of creepy and mean, but clever, too. They use high-pitched sounds called mosquito tones that only people under age 25 are supposed to be able to hear. Some call it Mosquito Teen Repellent, because it’s irritating the way a mosquito’s buzzing is, and people who can hear it tend to move away. Businesses can use it at certain scheduled times of day, or they can just switch it on if there’s a particular group of teens who are causing problems.”

The class did an online search and, sure enough, they found sound files for Mosquito Teen Repellent. Most of the students could hear them, but Ms. Kahn and the principal, who had stopped by the classroom, could not. Can you?

Question: How many students in your class can hear the Mosquito Teen Repellent tone?

Hypothesis: Most of the students in this science class will be able to hear the mosquito tones.

Materials:
- Computer speakers
- Mosquito Tones 1 and 2 from http://www.audiocheck.net/audiotests_mosquito.php
- Quiet room

Procedure:
1. Check your audio equipment. Make sure the volume is turned up to the maximum level.
2. Count the total number of students in your class and record this number in the first column of your data table.
3. Have all students close their eyes and put their heads down. Students should raise their hands silently if and when they hear a noise. (Your teacher will either count hands or choose a student to do so.)
4. Play Mosquito Tone 1.
5. Record the number of students who heard the noise in the second column of the data table.
6. Repeat steps 3–5 with Mosquito Tone 2.
7. Calculate the percentage of students who heard each mosquito tone.

<table>
<thead>
<tr>
<th>Name of tone</th>
<th>Total number of students</th>
<th>Number of students who hear the tone</th>
<th>Percent of students who hear the tone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mosquito Tone 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mosquito Tone 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Is the hypothesis supported by the data or not? What evidence supports your conclusion?

Is everyone in the classroom under age 25? If not, what was the experience of those over age 25 when the mosquito tones were played?

Is the Mosquito tone annoying enough to make you want to leave the room? Do you think it would work in shopping malls and other businesses to keep teens away? What might be some other consequences of repelling people under age 25?
DEBATE THE ISSUE
Pick one of these positions (or create your own).

☐ A Malls should be allowed to institute curfews for teens without a specific reason.

OR

☐ B Malls should only be allowed to institute teen curfews if there is an incident that disrupts other shoppers.

OR

☐ C Malls should not be allowed to institute curfews for teens.

OR

CREATE YOUR OWN

Jot down a few notes on how to support your position during a discussion or debate.

___________________________________________________
___________________________________________________
___________________________________________________
___________________________________________________
___________________________________________________
___________________________________________________
___________________________________________________
___________________________________________________

Be a strong participant by using phrases like these:

“Can you show me evidence in the text that...”

“I believe that...”

“You make a good point, but have you considered...”

“I agree with you, but...”
TAKE A STAND

Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.

revenue | institute | incident | escort | invoke

_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

Word Generation | Series 3B | Unit 3.16 | wordgeneration.org
Anna Conte was diagnosed with a rare form of epilepsy before she turned one. Each day, she would suffer from hundreds of seizures. Over the years, her parents sought access to the latest medications, but nothing seemed to help. Her parents decided they wanted to try medical marijuana because anecdotal evidence suggested it had helped other patients with similar conditions. However, the Contes lived in New York where medical marijuana was illegal.

The Contes succeeded in pressuring New York legislators to change the law, but their success came too late. New York approved medical marijuana in June 2014, just a month before Anna died at the age of 9. Later, Anna’s mother said no one should die “because of a ZIP code.”

Anna’s story is not unique. In Colorado, where medical marijuana is legal, there are over 3,000 patients on a waiting list to receive Charlotte’s Web, a kind of marijuana that reduces epileptic seizures but does not make the patient feel “high.” Distribution has been slow due to high demand. Many families have moved to Colorado just to have access to medical marijuana; Anna’s parents had started the process as well when they lost her.

About half of U.S. states permit medical marijuana, but even in those states it is still controversial. Some physicians believe that evidence for the benefits of marijuana is purely anecdotal and refuse to prescribe it. Critics of medical marijuana believe that it will cause more crime and is just a front for people who want to use marijuana for fun. They also say marijuana is addictive and can lead to using harder drugs. Finally, critics argue that smoking is bad for your health and that seeing marijuana as a medicine sends the wrong message to kids.

Other doctors believe the benefits of marijuana outweigh the risks of using it. Supporters cite the range of illnesses that can be eased by marijuana—from nausea associated with chemotherapy to post-traumatic stress disorder. They argue that marijuana has been used as a medicine for over 4,000 years and that other countries such as Canada and Italy allow medical marijuana. Also, supporters argue that allowing medical distribution will decrease crime since those seeking to help loved ones will not have to purchase marijuana illegally.

Should everyone have access to medical marijuana regardless of their age or location? What do you think?
USE THE FOCUS WORDS

distribution (noun) the act of giving out

- **Sample Sentence:** Medical marijuana is legal in California and in a few countries like Canada, Holland, and Italy, but there are laws in these places about its distribution.

- **Turn and Talk:** Why do some elementary schools prohibit the distribution of cake or cookies for student birthdays?

outweigh (verb) to be greater or more important than

- **Sample Sentence:** Supporters say that marijuana easily meets the government criteria that a medicine’s benefits to users will outweigh its risks.

- **Turn and Talk:** Do you think the risks associated with playing football (e.g., concussions, broken bones) outweigh the fun and enjoyment some kids get from it?

anecdotal (adjective) based on personal experience

- **Sample Sentence:** Supporters argue that both anecdotal evidence and research evidence show that medical marijuana is beneficial to some patients.

- **Turn and Talk:** Have you ever thought something based on a friend’s anecdotal observation that turned out not to be true?

front (noun) an awkward, often faked, appearance

- **Sample Sentence:** They argue that the medical marijuana initiative is a front for people who are really just using marijuana for fun.

- **Turn and Talk:** Are some television shows just a front for selling products during commercial breaks?

sought (verb) looked for (past tense of seek)

- **Sample Sentence:** Danny’s mother was so desperate to help him that she sought out organizations that would help her acquire marijuana without getting into trouble.

- **Turn and Talk:** When have you sought help from a tutor or teacher this school year?
DO THE MATH

Option 1: Medical marijuana is legal in California. Legislators, or lawmakers, looked at empirical (experiment-based) evidence and anecdotal evidence of marijuana’s benefits for sick people. They also considered the fact that some people might pretend to be sick as a front in order to obtain marijuana for recreational use. The legislators decided that the benefits of providing medical marijuana outweighed the risks of possible drug abuse.

People who seek out medical marijuana fall into several different categories. This graph shows the distribution of medical marijuana users, as reported by ABC7 News. Forty percent use medical marijuana for chronic pain. This includes people with arthritis, multiple sclerosis (or M.S), and migraine headaches. What fraction is equal to 40%?

A. 1/4  
B. 4/9  
C. 2/5  
D. 40/10

Option 2: After California legalized medical marijuana, stores called “dispensaries” now distribute marijuana to people who have a doctor’s prescription for the drug. Occasionally, government agents have sought to enforce federal anti-marijuana laws by raiding dispensaries and making arrests. The Drug Enforcement Agency (DEA) cited anecdotes of doctors who wrote thousands of marijuana prescriptions. Federal officials claimed these medical dispensaries were a front for selling a drug that was being used recreationally most of the time. They said that the need to enforce federal laws banning marijuana outweighed the benefits of marijuana to legitimate medical users.

In 2014, it was estimated that the state of California received $100 million in taxes from medical marijuana sales. If medical marijuana was taxed at 8.4%, which expression could be used to calculate California’s medical marijuana sales in 2014?

A. 100,000,000 ÷ 0.084  
B. 100,000,000 + 0.084  
C. 100,000,000 x 0.084  
D. 100,000,000 – 0.084

Discussion Question: People who seek to buy medical marijuana range from cancer patients who are truly suffering to people who pretend to have headaches as a front to get a recreational drug. What do you find more troubling: anecdotes about suffering people who are denied the marijuana that could make them feel better, or anecdotes about people who lie to get marijuana that they use for fun? Should doctors who distribute thousands of medical marijuana prescriptions be investigated? Do the abuses of the system outweigh the benefits that medical marijuana can provide?
THINK SCIENTIFICALLY

Ms. Kahn’s Life Science class was studying the human nervous system and the conversation turned to chronic pain (pain that continues over a long period of time). “My grandfather has chronic pain from cancer in his bladder,” said Mario. “He sought help from his doctor. The doctor gave him a prescription for medical cannabis—or marijuana—to relieve the pain, and it’s helping a lot. I read that thousands of people legally smoke or eat cannabis to help reduce chronic pain. Cannabis is legally distributed in about half of U.S. states and in Washington, D.C.”

“Wait a minute,” said Alyssia. “Marijuana may help a few people, but it’s a terrible drug for kids who abuse it. That problem outweighs the benefits that some people get. Legalizing marijuana is a front to make it easier for teens to smoke it!”

Mario disagreed. “Medical cannabis has been legal here for several years, and I know a couple teens who quit using marijuana. So there is a correlation between legal medical cannabis and a drop in teens smoking marijuana.”

“A couple people? That’s just anecdotal, not real evidence,” answered Alyssia.

Mario and Alyssia decided to work together to find statistics that might help resolve their disagreement. On the website ProCon.org, they found the following data about teen marijuana use in 1999 and 2006:

How does legalizing medical marijuana affect teen use of marijuana?

Note: Marijuana use in these statistics refers to “past-month” use. That is, a survey or interview question asks something like, “Have you used marijuana in the past month?”

TABLE 1: Percent of teens reporting marijuana use

<table>
<thead>
<tr>
<th></th>
<th>1999</th>
<th>2006</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>States with legal medical marijuana</td>
<td>8.96%</td>
<td>8.45%</td>
<td>-0.51%</td>
</tr>
<tr>
<td>States without legal medical marijuana</td>
<td>7.81%</td>
<td>6.71%</td>
<td>-1.10%</td>
</tr>
</tbody>
</table>

TABLE 2: Change in teen use of marijuana in the 10 states that had legal medical marijuana as of 2006

<table>
<thead>
<tr>
<th>State (year legalized)</th>
<th>Change from 1999–2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska (1999)</td>
<td>↓ decrease</td>
</tr>
<tr>
<td>California (1996)</td>
<td>↓ decrease</td>
</tr>
<tr>
<td>Colorado (2000)</td>
<td>↓ decrease</td>
</tr>
<tr>
<td>Hawaii (2000)</td>
<td>↓ decrease</td>
</tr>
<tr>
<td>Maine (1999)</td>
<td>↑ increase</td>
</tr>
<tr>
<td>Montana (2004)</td>
<td>↓ decrease</td>
</tr>
<tr>
<td>Nevada (2000)</td>
<td>↓ decrease</td>
</tr>
<tr>
<td>Oregon (1998)</td>
<td>↓ decrease</td>
</tr>
<tr>
<td>Vermont (2004)</td>
<td>↑ increase</td>
</tr>
<tr>
<td>Washington (1996)</td>
<td>↓ decrease</td>
</tr>
</tbody>
</table>

TABLE 3: The 10 states with the highest percent of teens who reported past-month marijuana use in 2006

<table>
<thead>
<tr>
<th>State</th>
<th>Teen marijuana use</th>
<th>Medical marijuana</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maine</td>
<td>10.99%</td>
<td>legal</td>
</tr>
<tr>
<td>Montana</td>
<td>10.56%</td>
<td>legal</td>
</tr>
<tr>
<td>Vermont</td>
<td>10.08%</td>
<td>legal</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>9.74%</td>
<td>illegal</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>8.96%</td>
<td>illegal</td>
</tr>
<tr>
<td>Connecticut</td>
<td>8.40%</td>
<td>illegal</td>
</tr>
<tr>
<td>Oregon</td>
<td>8.36%</td>
<td>legal</td>
</tr>
<tr>
<td>Alaska</td>
<td>8.26%</td>
<td>legal</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>8.21%</td>
<td>illegal</td>
</tr>
<tr>
<td>New York</td>
<td>7.81%</td>
<td>illegal</td>
</tr>
</tbody>
</table>

By pointing to data in Table 1, Mario argued that in states where medical use of cannabis was legal, the percent of teen users decreased. But Alyssia used the same table to argue that legalizing medical cannabis actually caused an increase in teenagers’ abuse of marijuana. What valid conclusions do you think can be drawn from Table 1?

Use evidence from all three tables to argue that either Mario or Alyssia is correct, or perhaps that both have valid arguments.
DEBATE THE ISSUE

Pick one of these positions (or create your own).

A  Everyone should have access to medical marijuana.

OR

B  Access to medical marijuana should be carefully regulated and only available to certain patients.

OR

C  Medical marijuana should be illegal.

OR

CREATE YOUR OWN

Jot down a few notes on how to support your position during a discussion or debate.

Be a strong participant by using phrases like these:

- Can you show me evidence in the text that...
- You make a good point, but have you considered...
- I believe that...
- I agree with you, but...
TAKE A STAND

Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.

distribution | outweigh | anecdotal | front | sought

_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
Healthy organs are valuable commodities. Each year, thousands of Americans die waiting for organ transplants. In the United States, healthy organs are given to the sickest people whose bodies are still strong enough to adapt to new organs. They are not necessarily given to the people who have waited the longest.

But in 2001, Tadamasa Goto, a gang leader in Japan, came to the United States for a liver transplant at the University of California, Los Angeles (UCLA) Medical Center. His gang, a Yakuza gang called the Goto-gumi, is said to engage in theft, blackmail, assault, and even murder. Soon after he received the transplant that saved his life, Goto returned to Japan. Later, the media reported that Goto had agreed to provide information to the FBI, allowing him to skip the wait list and receive a new liver. Many people were shocked and angry. They feel that the hospital should have denied Goto a new liver because of his criminal activities. Some people also believe organs should not go to non-Americans. American taxpayers help fund American hospitals, so they believe that these hospitals should help Americans first.

However, others think the hospital acted correctly. They believe that all patients have the same medical rights, including Goto. They do not want medical practitioners to evaluate whether patients are good or bad people. Many religions and belief systems say that each person has intrinsic value, no matter who they are or what they have done. Doctors try to honor this intrinsic value by treating all sick people, even criminals, with equal care and respect.

Additionally, people who support Goto’s transplant remind us that no one can accurately predict how a person will act in the future. While we might infer from Goto’s past behavior that he will continue his criminal activities, no one knows for sure. Similarly, some people object to giving alcoholics liver transplants, arguing that they will just ruin their new livers by going back to drinking. But maybe they won’t.

Interestingly, people born outside the United States donate about 20% of the UCLA Medical Center’s healthy organs. According to a UCLA doctor, denying transplants to foreigners could discourage these donations. Over 95% of the hospital’s healthy organs are given to Americans. What do you think? How should recipients of healthy organs be decided?
USE THE FOCUS WORDS

**intrinsic** *(adjective)* essential or natural to something

*Sample Sentence:* Many religions and belief systems say that each person has intrinsic value, no matter who they are or what they have done.

*Turn and Talk:* Describe someone you know who has an intrinsic ability to charm people.

**commodity** *(noun)* something that is bought and sold; a useful or valuable thing

*Sample Sentence:* Healthy human organs are valuable commodities.

*Turn and Talk:* Name a few commodities that your family purchases on a regular basis.

**practitioner** *(noun)* person who works in a profession

*Sample Sentence:* They do not want medical practitioners to decide what care to provide based on whether patients are good or bad people.

*Turn and Talk:* Besides teachers, what are some other types of education practitioners at your school?

**evaluate** *(verb)* to judge the value or worth of

*Sample Sentence:* City officials evaluated the homeless shelter’s performance and decided to give it more funding.

*Turn and Talk:* Should students be evaluated on their performance, effort, or both? Explain.

**infer** *(verb)* to conclude based on evidence and reasoning; to make an educated guess

*Sample Sentence:* While we might infer from Goto’s past behavior that he will continue his criminal activities, no one knows for sure.

*Turn and Talk:* Based on the progress of modern technology so far, is it reasonable to infer that robots will one day take over the world?
DO THE MATH

Option 1: Human organs are valuable commodities. Many people need a new heart, liver, or kidney to live. When an organ becomes available, medical practitioners must evaluate which patients would be good hosts. This process is based on the belief that each person has intrinsic value; the goal is to save as many lives as possible.

As of October 2014, there were one hundred twenty-three thousand, nine hundred twenty-one people waiting for organ transplants in the United States. Which answer shows this number written in standard form?

A. 123,912
B. 123,921,000
C. 123,921
D. 100,023,921

Option 2: Many people in the U.S. need organ transplants in order to survive, but they are kept on a wait list because organs are scarce commodities. The graph below shows the change over time in the number of people waiting for organs and the number of people who donated organs that year.

Discussion Question: Since there are not enough organs to go around, some people get new organs while others die waiting for them. Medical practitioners evaluate which patients have the greatest need and best chance of survival. They try to save as many lives as they can. However, in developing countries like Bangladesh, Haiti, and Ethiopia, commodities like clean water and medicine can be just as scarce—and just as important—as a heart or kidney. People of all the world’s major religions believe that all people have intrinsic worth. Some people infer from this that we have a responsibility to help people when we can. A heart can save someone’s life, but so can $5 for antibiotics. Is deciding who gets organs similar to deciding how to distribute money to organizations that help poor people survive, like Oxfam or the Red Cross? Or is it different? Why?
THINK SCIENTIFICALLY

Students in Mr. Seemy’s class were reading about the human excretory system. They learned that kidneys filter waste products out of the blood. The waste is combined with water and expelled from the body as urine. People whose kidneys fail must either have trained medical practitioners filter their blood with expensive “dialysis machines” or else get a kidney transplanted from someone else’s body. “My uncle has diabetes,” said Manvi, “and one of his kidneys is beginning to fail. Everyone in my mother’s family is evaluating whether they can donate a kidney to my uncle. His daughter, my cousin Pritti, may donate a kidney for the transplant—I think her kidney will be a good match because they’re so closely related.”

Mr. Seemy said, “That’s a good thought, Manvi. Kidneys aren’t commodities that can be made in a factory and sold at some sort of human parts store. They’re not all alike. The donor and recipient must have the same blood type and similar kidney tissue. You’re right to infer that daughters and fathers, like your cousin and uncle, are more likely than unrelated people to have a matching blood type and similar tissues.”

“Pritti has thought seriously about the decision and created a chart of all the pluses and minuses,” said Manvi. “I’ll check with Pritti to see if she’d be okay with me showing it to the class.”

Later, Manvi presented the chart that Pritti created to help her decide about donating her kidney to her father.

<table>
<thead>
<tr>
<th>Benefits and Rewards of Donating a Kidney</th>
<th>Possible Problems and Costs of Donating a Kidney</th>
</tr>
</thead>
<tbody>
<tr>
<td>With a kidney transplant, my dad will probably live 3 to 15 years longer. During those years he won’t need to use a dialysis machine every day.</td>
<td>Surgery is intrinsically risky. During the surgery, I will receive general anesthesia so I’ll be “knocked out” and won’t feel pain. There is always a very small chance that the anesthesia drugs could kill me. (But the chance is so small that it doesn’t worry me.)</td>
</tr>
<tr>
<td>People are born with two kidneys, but they only need one, so I’ll be as healthy as ever.</td>
<td>If my one remaining kidney is damaged, I won’t have a backup, so I’ll need a dialysis machine or a transplant myself!</td>
</tr>
<tr>
<td>After recovering from surgery, I can continue to work, play volleyball, and dance, just like I do now.</td>
<td>I won’t be able to play any contact sports. I used to play lacrosse, but I don’t any more. So this is only a small issue.</td>
</tr>
<tr>
<td>I won’t have to pay for the surgery. My father’s health insurance will pay for that. Thank goodness we have insurance!</td>
<td>It will take me about five days to recover from the surgery. The company I work for may not pay for those sick days. If they don’t, I will lose about $1,000 in pay.</td>
</tr>
<tr>
<td>The Mayo Clinic reports that after five years, kidneys from living donors have a 90% success rate. My father and I both have type A+ blood and four matching tissue antigens, so there is a very good chance that my kidney won’t be rejected by my father’s immune system.</td>
<td>A six-antigen tissue match is considered perfect, and we don’t have that. Even if we did, we could go through the whole transplant process and my father’s body could still reject my kidney. It would be terribly disappointing to go through so much and then have it all fail.</td>
</tr>
<tr>
<td>I love my father! There’s intrinsic value in helping the people we love.</td>
<td></td>
</tr>
</tbody>
</table>

Do you think creating a list of “pros and cons” is a helpful way to evaluate the factors of an important decision like donating a kidney? Explain.

What other items would you add to the “benefits” column? What would you add to the “costs” column?

What items in Pritti’s lists would you value most? For example, you might emphasize not being able to play a contact sport if you enjoyed playing football.
DEBATE THE ISSUE
Pick one of these positions (or create your own).

A  □ Decisions about who receives organ transplants should only be based on medical factors.

OR

B  □ Decisions about who receives organ transplants should only be based on medical and lifestyle factors.

OR

C  □ American residency should also be considered in decisions about who receives organ transplants.

OR

CREATE YOUR OWN

Jot down a few notes on how to support your position during a discussion or debate.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Be a strong participant by using phrases like these:

"Can you show me evidence in the text that..."

"I believe that..."

"You make a good point, but have you considered..."

"I agree with you, but..."
TAKE A STAND

Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.

intrinsic | commodity | practitioner | evaluate | infer

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
We all know the story about George Washington’s honesty. As a little boy George chopped down a cherry tree with his shiny new axe. When confronted by his father he immediately admitted his guilt, stating, “I cannot tell a lie.” However, many historians believe this never happened, so the tale itself is a lie!

Children are often told, “Honesty is the best policy.” They are taught that lying is highly unethical. Once someone conceives of you as a liar, trust may be permanently lost. Everything you say to that person is suspect. Lying is not just unethical; it is also bad for your reputation.

Nonetheless, research shows that people lie frequently, and that about half of lies are not detected. What do you do if a friend asks if you like her new haircut, and you don’t? What if your mom spends hours cooking and then you hate the meal? Many people think that lying may be ethical if it protects people’s feelings. These “social lies” are rationalized as polite.

Sometimes historical truth is suppressed or twisted to support national pride. For example, Christopher Columbus engaged in many brutal practices toward Native Americans, but U.S. history portrays him as a hero for “discovering America.” President Bush justified the 2003 war with Iraq by saying that Saddam Hussein had weapons of mass destruction. No such weapons were ever found. Misrepresentations like these aim to simplify history for young children and keep us patriotic and ready to serve our country.

Sometimes people lie to benefit themselves. Denying that you wrote a note on the bathroom wall when you really did is unethical, but lying to protect your classmate’s feelings is friendly and polite. It seems that our ideas about lying are flexible, and depend on who benefits from the lie.

Imagine that your friend Jared showed you a hunting knife that his grandfather had given him. You promised not to tell anyone he had it, because knives aren’t allowed at school. You agreed to keep his secret because you knew how proud the knife made him. However, later the knife was found on the playground. Your teacher asked you, “Do you know whose knife this is?” How would you answer? Would you lie to protect your friend? Or would you tell your teacher, which means you lied to Jared about keeping his secret? When it is okay to lie?
USE THE FOCUS WORDS *and alternate parts of speech

conceive (verb) to think of or form an idea of something

.Sample Sentence: Once someone conceives of you as a liar, trust may be permanently lost.

.Turn and Talk: How do you conceive of a person who has lied to you?

unethical (adjective) incorrect by moral standards

.Sample Sentence: Children are often told that “honesty is the best policy” and that lying is highly unethical.

.Turn and Talk: Is it ethical or unethical to lie about information that might hurt a friend’s feelings?

benefit (verb) to help; to receive a good result

.Sample Sentence: Sometimes people lie to benefit themselves.

.Turn and Talk: What can middle school students do to benefit the community?

*benefit (noun) a good result; an advantage

.Sample Sentence: Many doctors tell their patients about the benefits of exercise and a healthy diet.

.Turn and Talk: What are some of the benefits of bilingualism?

detect (verb) to discover or identify

.Sample Sentence: Research shows that about half of lies are not detected.

.Turn and Talk: What strategies do you use to detect a lie?

rationalize (verb) to explain or justify

.Sample Sentence: “Social lies” are rationalized as necessary for politeness.

.Turn and Talk: How can someone rationalize spending a whole paycheck on a popular brand of shoes?
DO THE MATH

Option 1: Most people understand that lying is unethical, but that doesn’t stop them from rationalizing the lies they tell. One quarter of lies are told for someone else’s benefit, so people conceive of these lies as polite rather than harmful. Some experts estimate that we are lied to almost 200 times per day. Of all the lies you are told in a day, about how many are for your benefit?

A. 50  
B. 75  
C. 100  
D. 125

Option 2: It can be difficult to conceive of the number of lies we hear every day. And most of the time, we don’t even notice. But experts say people can benefit from learning to recognize verbal cues and nonverbal behaviors that suggest a person is lying. Most people can recognize lies about half of the time. By using strategies, people can improve their lie detecting abilities by approximately 60%. After training, what percentage of lies will they be able to detect?

Discussion Question: Children begin lying at an early age. Scientists say this behavior is part of normal brain development. When children lie, they are demonstrating higher-level thinking, which will benefit them in social interaction. Still, experts recommend that parents teach their children that lying is unethical. When parents detect a lie, experts recommend taking the opportunity to discuss the importance of honesty. Think of a time when a parent caught you lying. How did you try to rationalize your behavior?
THINK SCIENTIFICALLY

Ms. Kahn’s class is talking about when it is and is not okay to lie. “I think it’s always better to tell the truth,” says Marian. “It’s the right thing to do, and it just makes life simpler—you don’t have to rationalize your dishonesty or keep track of what you told somebody.”

“It’s unethical to lie about important things,” says Aliyah. “But I think some little lies can make things simpler and easier. For example, if someone asked you whether you liked their new shoes or something, and you didn’t, what would be the benefit of telling the truth?”

“Wait,” says Jamal, “this morning you told me you liked my new shoes. I think I detect a lie.”

“I can’t conceive of how you could tell if someone were lying,” says Marian. “I don’t think it’s that easy. For example, if I say ‘I love snack food’ and ‘I hate potato chips,’ how would you know which was true?”

“That would be difficult to say, since we can’t tell by looking,” says Ms. Khan.

“But don’t some people use body language to detect lies?” says Jamal. “I heard that people often break eye contact when they tell a lie.”

“You just gave me a great idea, Jamal,” says Ms. Kahn. “Let’s do an experiment to see if we can detect each other’s lies!”

**Question:** Can you detect when a classmate is lying?

Pair up with a classmate, and take turns doing the following:

**Step 1:** Write down three statements about yourself, two of them true and the other one false. Try to make all three of them believable.

- 
- 
- 

**Step 2:** Read all three statements to your partner in random order, but don’t tell them which one is a lie. Try to read them all the same way so all are equally believable.

**Step 3:** Ask them if they could detect when you were reading the false statement about yourself. If they guess correctly, ask them how they knew you were lying.

What could be some benefits and some disadvantages of being able to detect every lie that someone tells you?
DEBATE THE ISSUE
Pick one of these positions (or create your own).

A
☐ It’s okay to lie if you have a good reason, like protecting someone’s feelings or keeping a secret.

OR

B
☐ It’s never okay to lie.

OR

CREATE YOUR OWN

Jot down a few notes on how to support your position during a discussion or debate.

___________________________________________________
___________________________________________________
___________________________________________________
___________________________________________________
___________________________________________________
___________________________________________________
___________________________________________________
___________________________________________________

Be a strong participant by using phrases like these:

"Can you show me evidence in the text that..."

"I believe that..."

"You make a good point, but have you considered..."

"I agree with you, but..."
TAKE A STAND

Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.

conceive | unethical | benefit | detect | rationalize

_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
Opponents of gun control state that “guns don’t kill people, people kill people.” Gun control will only keep guns out of the hands of law-abiding citizens. Even if guns like Lanza’s were illegal in the U.S., criminals could illegally import them. Without guns, innocent people would be defenseless against these criminals. After the Sandy Hook shooting, the president of the National Rifle Association stated, “The only way to stop a bad guy with a gun is a good guy with a gun.” He proposed arming teachers to combat school violence.

In December 2012, Adam Lanza shot his mother with her own gun, stole her other guns, and proceeded to Sandy Hook Elementary School. He shot through the locked doors with a semi-automatic rifle and subsequently fired 154 bullets in under five minutes, killing 26 people.

The guns Lanza’s mother owned were purchased legally. Some people believe we should have gun control laws in our country that make it harder to obtain certain kinds of guns. However, opponents of gun control note that the Second Amendment to the U.S. Constitution guarantees citizens the right to “bear arms,” or carry weapons. They argue that the founding fathers wanted people to be able to use guns to defend themselves.

Those who favor gun control note that when the Second Amendment was passed, the typical gun was a revolver pistol (Figure A). It held six bullets. In comparison, Lanza’s gun, which looked like Figure B, could shoot dozens of bullets. Gun control supporters argue that if high-capacity guns were illegal, schemes like Lanza’s would have resulted in many fewer deaths. The dominant reasons people give for owning guns are personal safety, hunting, and sports activities. Semi-automatic guns are not meant for hunting or simple self-defense.

Most developed countries have stricter gun control laws than the U.S. They require safety courses, universal background checks, gun registrations, and waiting periods to buy a gun after requesting one. In contrast, these regulations are not in place in many U.S. states. The rate of gun-related deaths in the U.S. is about 5 times higher than in Canada, 12 times higher than in Australia, 41 times higher than in the United Kingdom, and 177 times higher than in Japan. According to a report commissioned by the FBI, 67.8% of U.S. homicides involved guns.
USE THE FOCUS WORDS *and alternate parts of speech

scheme (noun) a plan, especially a sly or dishonest one

Sample Sentence: The quick and easy process of obtaining a gun enabled him to carry out a terrible scheme.

Turn and Talk: Describe a scheme that would cause your teacher to dismiss class early.

*scheme (verb) to plan something secretive or dishonest

Sample Sentence: The prince schemed to take over the throne by poisoning his brother.

Turn and Talk: How can you tell when someone is scheming?

subsequently (adverb) afterward

Sample Sentence: Thalidomide was a popular medication in the late 1950s, but it was subsequently shown to cause severe birth defects.

Turn and Talk: If I won the lottery, I would subsequently ____________________.

dominant (adjective) most important or powerful; most common

Sample Sentence: Self-defense is one of the dominant arguments for gun ownership.

Turn and Talk: What is the dominant reason for you to work hard in school?

import (verb) to bring something into a country

Sample Sentence: They remind us that even if guns were made illegal in the U.S., criminals could import them from countries where guns are allowed.

Turn and Talk: Why might a country import a product instead of making it inside its borders?

*import (noun) an item brought into a country for sale

Sample Sentence: Foreign cars are a popular import in the United States.

Turn and Talk: Governments often tax imports so that they cost more than products that are made locally. Why might this be the case?

commission (verb) to order or request something

Sample Sentence: The principal commissioned a report on student reading scores.

Turn and Talk: What kind of report about your community would you commission?

*commission (noun) a group of people given a task

Sample Sentence: The commission recommended that the vice-principal be promoted to principal.

Turn and Talk: Would you rather join a “Save Our Parks” commission or an “End Bullying” commission? Why?
DO THE MATH

There are different dominant views about guns in different parts of the country. Some people think restrictions on guns are reasonable. Others think that the government should not interfere with the constitutional right to bear arms. Still others think that it’s okay for the government to regulate things like importing guns, but claim that any scheme to regulate personal ownership violates the Second Amendment.

**Option 1:** The Pew Research Center commissioned a poll in 2015 to find out what the dominant view was on gun control. Subsequently, the Center published the following results:

Pew Research Center’s question: What do you think is more important— to protect the right of Americans to own guns, OR to control gun ownership?

Which of the following is true?

A. More people support gun control than oppose it.
B. More people oppose gun control than support it.
C. There is no way to tell which view is dominant.

**Option 2:** Within the Democratic Party, the dominant position is that guns should be regulated. Republicans are more likely to favor gun rights. A Republican strategist commissioned a study on gun control views in his home state. He found that 10% of Democrats in his state were strong supporters of gun rights. Subsequently, he devised a scheme to bring these Democrats into his own party by appealing to their feelings about gun rights. If his strategy worked, his state would have more Republicans than Democrats. If \( r = \) the number of Republicans at the time of the poll and \( d = \) the number of Democrats, which inequality is true?

A. \( .1d + r > d \)
B. \( .1d + r > .9d \)
C. \( r \geq d \)
D. \( r - d = .1d \)

**Discussion Question:** The Pew Research Center has been commissioning polls on hot topics like gun control for many years. This allows them to track changes over time in the Americans’ dominant views on controversial topics. Sometimes, subsequent to a major event like the massacre at Sandy Hook Elementary School, people’s opinions change. What are some major events of your lifetime that may have affected people’s feelings about gun control? Which of these events may have made people more likely to support gun restrictions? Which of these events may have made people more likely to oppose gun restrictions?
Different countries have different attitudes and rules about citizens carrying guns. In some countries, it is illegal for citizens to import, export, or own guns. However, in the United States, the right to bear arms is part of our Constitution. Many people feel very strongly about their right to bear arms. They suggest that the Second Amendment to the Constitution allows citizens to protect themselves from the schemes of dangerous criminals. Conversely, some people feel that more guns lead to more violence, and argue that easy access to guns increases violent crime.

Mr. Seemy’s class was debating whether access to guns makes people more likely to commit violent crimes, like murder or armed robbery. The dominant opinion in the class was that when people have guns, legal or not, more crime and violence will result. Brianna cited the tragedy at Virginia Tech as evidence that more guns will result in more violence. “Seung-Hui Cho bought a gun legally in 2007 and subsequently murdered 32 people on a college campus. Those people might be alive today if guns were illegal!”

Despite being in the minority, Lisa and Anthony spoke up in support of gun ownership. “Think about this: Those people might be alive today if one or more of them were carrying their own guns to defend themselves! More widespread gun possession could actually reduce gun murders.”

“A good scientist bases conclusions on evidence and facts, not just anecdotes and opinions,” said Mr. Seemy. “Can you find some statistics that support your opinions?”

The next day, Brianna, Lisa, and Anthony shared two sets of data from Wikipedia.

<table>
<thead>
<tr>
<th>Highest Murder Rate States</th>
<th>Murder Rate (per 100,000 inhabitants)</th>
<th>Gun Ownership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louisiana</td>
<td>7.7</td>
<td>44.1%</td>
</tr>
<tr>
<td>Missouri</td>
<td>5.4</td>
<td>41.7%</td>
</tr>
<tr>
<td>Maryland</td>
<td>5.1</td>
<td>21.3%</td>
</tr>
<tr>
<td>South Carolina</td>
<td>4.5</td>
<td>43.2%</td>
</tr>
<tr>
<td>Michigan</td>
<td>4.2</td>
<td>38.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lowest Gun Ownership States</th>
<th>Gun Ownership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawaii</td>
<td>7.7%</td>
</tr>
<tr>
<td>New Jersey</td>
<td>12.3%</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>12.6%</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>12.8%</td>
</tr>
<tr>
<td>Connecticut</td>
<td>16.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Highest Gun Ownership States</th>
<th>Gun Ownership</th>
<th>Murder Rate (per 100,000 inhabitants)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska</td>
<td>57.8%</td>
<td>2.7</td>
</tr>
<tr>
<td>Montana</td>
<td>57.7%</td>
<td>1.2</td>
</tr>
<tr>
<td>South Dakota</td>
<td>56.6%</td>
<td>1.0</td>
</tr>
<tr>
<td>West Virginia</td>
<td>55.4%</td>
<td>1.5</td>
</tr>
<tr>
<td>Arkansas</td>
<td>55.3%</td>
<td>3.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lowest Murder Rate States</th>
<th>Murder Rate (per 100,000 inhabitants)</th>
<th>Gun Ownership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vermont</td>
<td>0.3</td>
<td>42.0%</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>0.4</td>
<td>30.0%</td>
</tr>
<tr>
<td>Hawaii</td>
<td>0.5</td>
<td>7.7%</td>
</tr>
<tr>
<td>Idaho</td>
<td>0.6</td>
<td>50.7%</td>
</tr>
<tr>
<td>Iowa</td>
<td>0.7</td>
<td>42.9%</td>
</tr>
</tbody>
</table>

How do you know who brought in data set 1?

How do you know who brought in data set 2?

How is it possible that both data tables show accurate information, but lead to different conclusions? What problems can you identify with these data? What other data would you need to make a decision about whether guns result in more murders?
DEBATE THE ISSUE

Pick one of these positions (or create your own).

A
- □ Guns should not be regulated.

B
- □ Certain guns should be regulated.

C
- □ Guns should be illegal.

OR
- □ [Create your own]

Jot down a few notes on how to support your position during a discussion or debate.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Be a strong participant by using phrases like these:

"Can you show me evidence in the text that..."

"I believe that..."

"You make a good point, but have you considered..."

"I agree with you, but..."
SHOULD THE U.S. HAVE STRICTER GUN REGULATIONS?

TAKE A STAND

Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.

scheme | subsequently | dominant | import | commission

_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

Word Generation | Series 3B | Unit 3.20 | wordgeneration.org
Parents cheered from the sidelines as Daniela scored her third goal. Her team was up 5–0 in the final game of the kindergarten soccer tournament. But at the closing ceremonies, there were no winners or losers. Every child who participated in the tournament was awarded a trophy.

While some people believe we should teach children that participating in the game is more important than winning, others worry that too many children today are being protected from life’s challenges. They think children will not learn to recover from disappointment or failure. There is little consensus about whether competition at a young age helps or hurts the development of resilience—the ability to bounce back from disappointment, failure, or hardship.

Those who oppose competition argue that childhood should be a time for building self-esteem. Early in their development, children learn to categorize and compare. They separate big from small, heavy from light, tall from short, and sweet from sour. Competition yields another set of categories to compare: winners and losers. Identifying as a loser from a young age could damage a child’s confidence and make him or her less likely to take part in competitions later in life. In fact, some kids report feeling so much pressure to win from their parents that they can’t enjoy participating in games. Giving every participant a trophy reduces the focus on winning and can free children to work together, pass the ball, and support each other. Furthermore, when coaches are not worried about losing, they are more likely to encourage less talented players to participate and take risks. More children can feel good about themselves.

On the other hand, learning to lose at an early age could make children more resilient. Competition is part of adult life. People compete when they apply to college, interview for jobs, audition for parts in a play, and seek promotions. Some are chosen because they are considered superior candidates, and the rest are rejected. Everyone is likely to fail at something. By failing at a young age, kindergartners can learn to try their best and work around their limitations. Furthermore, giving everyone a trophy could harm children’s motivation. If a child who works tirelessly to memorize words for the spelling bee receives the same prize as a classmate who did the bare minimum, why would anyone work hard? Losing might motivate children by teaching them that hard work is required to succeed.

What do you think? Should kindergartners get trophies just for participating?
USE THE FOCUS WORDS *and alternate parts of speech

**yield (verb)** to make or produce

- **Sample Sentence:** Competition yields another set of categories to compare: winners and losers.

- **Turn and Talk:** If a recipe yields 36 cookies, how many cookies would halving the recipe yield?

**yield (noun)** the amount of something that is produced

- **Sample Sentence:** The apple yield was lower than normal because of the early frost.

- **Turn and Talk:** How could climate change cause crop yields to be lower than normal?

**participate (verb)** to take part or be involved

- **Sample Sentence:** Every child who participated in the tournament was awarded a trophy.

- **Turn and Talk:** If you participated in a talent show, what would your talent be? Why?

**superior (adjective)** higher quality; better

- **Sample Sentence:** Some are chosen because they are considered superior candidates, and the rest are rejected.

- **Turn and Talk:** Some people think cats make superior pets, and others prefer dogs. What is your preference, and what features do you think make a pet superior?

**resilient (adjective)** able to recover quickly

- **Sample Sentence:** Learning to lose at an early age could make children more resilient.

- **Turn and Talk:** Are young people more resilient than adults? Explain.

**consensus (noun)** general agreement

- **Sample Sentence:** There is little consensus about whether competition at a young age helps or hurts children.

- **Turn and Talk:** Some organizations make decisions by consensus. What are some drawbacks to this method?
Factors like education, income, and age influence our opinions about important issues. One way to learn about people’s views is to conduct a poll. Responses can be analyzed to yield patterns and trends. Below are results from a 2014 Reason-Rupe poll in which 1,000 people were asked the following question: Do you think all kids who play sports should receive a trophy for their participation, or should only the winning players be awarded trophies?

**Option 1:** At which education level do people show the strongest consensus that only winning players should get trophies?

- A. high school or less
- B. some college
- C. college grad
- D. post-grad

**Option 2:** It is your job to expand the poll to include the opinions of people in middle school. Participate in a class survey of the question above, and tally your class’ responses below. Next, determine the percentage of students who agree with each perspective. Add your results to the graph to see if they yield a similar trend to the one that is shown. Before you begin polling, think of a way to ensure that each student participates in the poll only once.

<table>
<thead>
<tr>
<th>All kids get trophy</th>
<th>Only winning players</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discussion Question: According to the World Values Survey, the United States is one of the most competitive countries in the world. Competition encourages people to work harder so that they can be considered superior to others. That might account for the U.S.’s powerful economy. But competition usually yields one winner and many losers, and some people think that children should be protected from the pain of failing. Given that we live in such a competitive society, what are some ways to teach children to be resilient when they face a failure?
THINK SCIENTIFICALLY
Franklin Middle School lost an important game in a basketball tournament last night. Ms. Kahn watches her students shuffle into class. It seems that all of her students participated in or attended the game, and there is clearly a consensus that this loss was especially difficult.

“That team was not superior to ours!” exclaims Mylie. “I’m never going to get over this.”

Sierra is more resilient. “That’s the thing about tournaments,” she says. “A bunch of teams sign up, but only one can win.”

“The same kind of thing happens in science, Mylie and Sierra,” says Ms. Kahn. “Thousands of brilliant scientists work really hard, but only a few get a Nobel Prize. I wonder if this kind of competition yields better science, or simply discourages people.”

“Maybe it’s different for different people,” says Mylie. “I like that our middle school science fair is noncompetitive. But my older sister thinks it stinks. At her high school science fair, they have first, second, and third place. It motivates her to work hard on her project.”

“Let’s take a poll,” says Ms. Kahn. “How many people in our class would prefer a competitive science fair? And how many would prefer a noncompetitive one?”

Take a poll in your class, and tally the results.

<table>
<thead>
<tr>
<th></th>
<th>Strongly prefer competitive</th>
<th>Don’t feel strongly</th>
<th>Strongly prefer noncompetitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discuss with your partner/with the class whether the data suggest strong support for either competitive or noncompetitive science fairs, and write your joint conclusion here.

_________________________________________________________________________________________
_________________________________________________________________________________________

Discuss whether boys and girls show the same general preference or not, and write your conclusion here.

_________________________________________________________________________________________
_________________________________________________________________________________________
DEBATE THE ISSUE
Pick one of these positions (or create your own).

A
☐ Young children should all get awards for participating in competitions.

OR

B
☐ Only young children who win should get awards in competitions.

OR

CREATE YOUR OWN

Jot down a few notes on how to support your position during a discussion or debate.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Be a strong participant by using phrases like these:

“Can you show me evidence in the text that...”

““You make a good point, but have you considered...”

““I believe that...”

““I agree with you, but...”

““...”
TAKE A STAND

Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.

yield | participate | superior | resilient | consensus
Author and television personality Cindy Jackson loves Barbie. When she was a little girl, she thought her Barbie doll was beautiful and glamorous. As an adult, she decided to **undergo** surgery to look more like Barbie. Doctors made her lips and breasts larger and her waist, legs, and nose thinner.

Of course, Cindy Jackson is an isolated case. Many children love Barbie and other dolls like Bratz, but very few will go to such extremes to achieve the unrealistic body types they promote. Still, many adults worry about the **implications** of Barbie’s body-type. When children role-play with Barbie, they often imagine themselves as Barbie. Some adults say that Barbie’s thinness makes her a dangerous **role** model. It is rarely explained to young girls that Barbie’s body is so unnatural that if she were real, she would not be able to lift her head and she would have to walk on all fours.

Adults also worry that Barbie’s emphasis on glamorous looks encourages girls to focus on beauty instead of school, sports, and other interests. Focusing too much on appearance may hurt girls’ self-esteem. A report from the Department of Health and Human Services found that 80% of girls in grades 3–6 have bad feelings about their bodies. Sometimes, feelings like these can lead to eating disorders.

Mattel, the company that makes Barbie, **denies** that the doll hurts girls’ self-esteem. Instead, it claims that Barbie is a girl-**empowering** pioneer who is an inspiration to millions. Before Barbie, most dolls were babies or little girls, not women. The woman who created Barbie thought that giving girls dolls that looked like beautiful women would make them feel good about growing up. In 2014, a Mattel design executive defended Barbie, saying that the doll was not the problem. She argued that it was the fault of parents and peers if a child had body image issues.

There are some reasons to think that Barbie could be a positive role model. Some Barbies are shown in strong roles, such as the Olympic Gymnast Barbie and the Barbie for President doll. Seeing a woman in these roles may encourage girls to set high goals. Also, Barbie’s body has changed over time. In 1997, Mattel made Barbie’s waist slightly thicker and her hips and breasts slightly smaller. The company said Barbie’s new body would look better in new clothing styles.

If you were a mom or dad, would you buy a Barbie for your child?
USE THE FOCUS WORDS

**undergo (verb)** to experience or endure something

**Sample Sentence:** As an adult, Cindy Jackson decided to **undergo** surgery to look more like Barbie.

**Turn and Talk:** Why do you think immigrants must **undergo** a medical examination before becoming permanent residents of the U.S.?

**empowering (adjective)** giving confidence and a sense of control over one’s life

**Sample Sentence:** Instead, it claims that Barbie is a girl-**empowering** pioneer who is an inspiration to millions.

**Turn and Talk:** Is speaking in front of an audience an **empowering** experience for you? Why or why not?

**deny (verb)** to declare to be untrue; to refuse to provide

**Sample Sentence:** Mattel, the company that makes Barbie, **denies** that the doll hurts girls' self-esteem.

**Turn and Talk:** Is it ever okay to **deny** you said something that you really did say? Explain.

**implications (noun)** likely consequences

**Sample Sentence:** Still, many adults worry about the **implications** of Barbie’s body type.

**Turn and Talk:** What are the **implications** of watching a movie instead of studying for your math test?

**role (noun)** a job or function; a part played by someone or something

**Sample Sentence:** The governor is taking an active **role** in fixing the subway system.

**Turn and Talk:** What is your **role** in preparing dinner at home?

**Empowering** can also be used as a verb ("empower")!

New laws are **empowering** women in the workplace.
IS BARBIE A BAD INFLUENCE?  

DO THE MATH

In 1965, the “Slumber Party” Barbie doll came with several accessories. Among them were a pink bathroom scale showing a weight of 110 pounds and a diet book containing only the advice “Don’t eat!” Some people were angry. They said these toys were disempowering to girls and could play a dangerous role in girls’ lives. The scale implied that 110 pounds was a good weight. Girls who believed this might undergo dangerous dieting to be skinnier.

However, at the time, many people denied that this toy had negative implications for a girl’s body image. Instead, they said Barbie empowered girls by reflecting their real-life concerns. But can Barbie be a good role model if she’s too thin to represent a healthy person?

---

**Option 1:** Doctors deny that 110 pounds is a good weight for a woman with Barbie’s height and shape. They say she should weigh at least 145 pounds. How many pounds should Slumber Party Barbie gain?

A. 30  
B. 35  
C. 40  
D. 5

**Option 2:** A person’s Body Mass Index (BMI) provides a general sense of how healthy their weight is based on how tall they are. If Barbie were a real person with a height of 5’9”, her BMI would be 16.2.

What if Barbie decided to undergo a plan to gain weight to reach a healthier size? At what weight would Barbie reach the minimum healthy BMI of 18.5?

\[
\text{BMI} = \frac{\text{weight in pounds} \times 703}{(\text{height in inches})^2}
\]

---

**Discussion Question:** Every day, we see thin female celebrities admired as beauty ideals. Commercials showing skinny models promise us our bodies will undergo empowering transformations if we join a gym or buy a diet plan. When we see so many distorted images, how do we know what healthy bodies should look like? While BMI can play an important role, doctors deny that BMI is always an accurate indication of health. For example, a muscular athlete might have a BMI in the overweight range, but the conclusion that the athlete should lose weight would be false. What is the best way for a person to know if his or her weight is healthy?
Mr. Seemy’s class was discussing the **implications** that different cultural images have for the way people see themselves. “I read about a study done in 2006,” said Jacky, “where they found that the type of doll young girls are exposed to plays a **role** in how the girls see their own bodies.”

“Yes, I know which study you’re talking about,” said Mr. Seemy. “Experimenters read stories to a group of five- to eight-year-old girls, and had the girls follow along with books that had different sets of illustrations. One set of illustrations used the well-known, super-thin Barbie doll. Another set of illustrations featured the Emme doll, which looks more like a real woman. A third set of illustrations didn’t show any dolls, just images of objects and scenery relating to the story. After **undergoing** this process, girls in kindergarten and first grade who looked at the Barbie illustrations were less satisfied with their own bodies’ appearance than girls who looked at the Emme illustrations or the illustrations without any dolls.”

“That’s interesting,” said Aliyah. “I think it’s important to empower kids at an early age to resist unrealistic expectations of how they ought to look. Some girls feel so bad about their bodies that they end up **denying** themselves enough food.”

“How do they know the doll was the reason that some girls felt worse about their bodies after the experiment?” asked Manvi. “What if the stories were different?”

“Great question,” said Mr. Seemy. “The stories were exactly the same—a ‘controlled variable.’ A variable is anything that can change or differ in an experiment. Researchers distinguish between three basic kinds of variables: independent variables, dependent variables, and controlled variables.

“An **independent variable**,” continued Mr. Seemy, “is a variable that is changed by the scientists in an experiment. A **dependent variable** is something scientists observe that is caused by, or depends on, the influence of the independent variable. A **controlled variable** remains constant in any experiment, regardless of changes to the independent variable.”

Mr. Seemy drew the first table below and helped his students check off which variables were independent, dependent, and controlled. Then he drew a second table for another experiment, and challenged his students to identify the variables correctly.

<table>
<thead>
<tr>
<th>Experimental question: Do different types of dolls affect girls’ satisfaction with their own bodies?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variables in this experiment</td>
</tr>
<tr>
<td>Amount of satisfaction girls report with their bodies</td>
</tr>
<tr>
<td>Story that is read aloud to girls</td>
</tr>
<tr>
<td>Which set of illustrations girls see</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Experimental question: Does the amount of fertilizer affect how quickly a plant grows?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variables in this experiment</td>
</tr>
<tr>
<td>Pot, soil, amount of water, amount of light</td>
</tr>
<tr>
<td>Amount of fertilizer</td>
</tr>
<tr>
<td>Rate of plant growth</td>
</tr>
</tbody>
</table>

Why did you identify each of the variables in the fertilizer experiment the way you did?
DEBATE THE ISSUE
Pick one of these positions (or create your own).

A  ➢ I would buy my child a Barbie doll if he or she wanted one.

B  ➢ I would not be willing to buy my child a Barbie doll.

OR

CREATE YOUR OWN

Jot down a few notes on how to support your position during a discussion or debate.

Be a strong participant by using phrases like these:

"Can you show me evidence in the text that...

"You make a good point, but have you considered...

"I believe that...

"I agree with you, but..."
IS BARBIE A BAD INFLUENCE?

TAKE A STAND

Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.

undergo | empowering | implications | deny | role

_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
Sixteen-year-old Megan Meier was thrilled when she started chatting with Josh Evans on Myspace. Before she had been sad and lonely, but Josh was good-looking and very kind to her. He even told her that she was his “number one.” However, one day Josh’s messages suddenly turned from nice to cruel. Megan was devastated. She was so hurt and upset by the way he treated her that she committed suicide. Later, Megan’s parents learned that Josh Evans was not a real person. Neighbors had created the false profile to harass Megan.

Whereas bullying has existed in schools for years, cyberbullying is a new method that bullies use to harm their victims. Cyberbullies use text messages, instant messages, email, or sites like Facebook to send harmful messages. Cyberbullying also includes spreading rumors and manipulating photographs online. Studies show that cyberbullying increases as students get older and that both victims and bullies are more likely to be girls than boys.

Cyberbullying is especially common among middle school students. Over half of all middle school students are involved in cyberbullying either as a bully or as a victim. When a child is having problems in school, cyberbullying can be an underlying cause. Students who are bullied online may be afraid to come to school, participate in class, talk to their peers, or go to recess. When people are afraid, they are less able to learn.

Perhaps schools should get involved to help stop cyberbullying. Some say school police officers should investigate cyberbullying as a crime of harassment. Others say teachers should talk with students about cyberbullying. Class discussions could address how to stay safe on the internet, how to handle cyberbullies, and where to get help if you are hurt by cyberbullies.

Some people say schools can only control what happens at school, not what happens out of school. They argue that schools do not have the capacity to adequately address student harassment on the internet. Since many of the harmful comments come from anonymous sources, teachers and principals are unable to determine who the cyberbullies are. In most cases, schools have no access to students’ social media accounts.

What role can students play in preventing online harassment? When should parents step in? What can schools do to help protect their students?
USE THE FOCUS WORDS

**anonymous** (adjective) not named or identified

*Sample Sentence:* Since many of the harmful comments come from **anonymous** sources, teachers and principals are unable to determine who the cyberbullies are.

*Turn and Talk:* Describe a situation when you would want to write an **anonymous** note.

**underlying** (adjective) fundamental but not revealed or expressed

*Sample Sentence:* When a child is having problems in school, cyberbullying can be an **underlying** cause.

*Turn and Talk:* What could be some **underlying** reasons that a student refuses to participate in P.E.?

**capacity** (noun) ability

*Sample Sentence:* Tanya is the most popular student in school. Her **capacity** to make friends is unmatched.

*Turn and Talk:* Do you think you would have the **capacity** to run a marathon if you trained every day? (A marathon is 26.2 miles. The average marathon runner takes about 4.5 hours to finish the race.)

**adequately** (adverb) well enough

*Sample Sentence:* Because Abdul did not water his plant **adequately**, it shriveled up and died.

*Turn and Talk:* How can you tell whether the mayor of your city is doing his or her job **adequately**?

**harassment** (noun) the act of verbally or physically harming or annoying someone

*Sample Sentence:* The **harassment** continued even after Isaac asked James to stop calling him names.

*Turn and Talk:* Which is worse: verbal or physical **harassment**? Explain.
DO THE MATH

Option 1: Cell phones and computers are popular, but also have the capacity to be used for harassment. In a 2014 survey by NoBullying, 52% of teens reported that they had been cyberbullied, and 25% even said they were repeatedly cyberbullied. The underlying problem with online threats is that they are anonymous. This can leave some victims with no way to report or stop the bully, making them feel inadequate and alone.

Based on the percentages above, in a class of 400 students, how many students would experience cyberbullying at least one time?

A. 52  
B. 208  
C. 100  
D. 308

Option 2: In one high-profile case of online harassment, several of the victim’s classmates were brought up on criminal charges. In cases like this, courtrooms often fill to capacity with families of both the accused and the victim. Although several students were involved in the cyberbullying, prosecutors only had adequate evidence to prosecute a few. Many of the bullies will remain anonymous. Even so, they may carry underlying feelings of guilt for the rest of their lives.

Say that for every 10 students who bullied the student, only one was brought up on charges. Let $b$ = the number of bullies and $c$ = the number of students brought up on charges. Which equation is true?

A. $10b = c$  
B. $c = b/10$  
C. $.1c = b$  
D. none of the above

Discussion Question: The internet offers new ways for people to engage in bullying and harassment. People who are usually kind may discover an underlying capacity for meanness when they are online, where they feel anonymous. Some people suggest rules to help others remember to be kind. For example, “Don’t say something online that you wouldn’t say in person.” Does this rule adequately address the temptation to be unkind online? What are some other good rules for online interactions?
Students in Mr. Seemy’s class were discussing widespread bullying and harassment at middle schools across the United States. The students believed teachers could not adequately spend time on arguments among students, so problems tended to get worse and sometimes even caused fights on campus. Everyone agreed that something ought to be done. But what?

Aliyah and Jacky were members of the Peer Mediation Club, where they had been specially trained to work with other kids to solve conflicts amongst themselves. They believed that increasing students’ capacity to deal with problems on their own saved teachers’ time and was more likely to solve problems permanently.

“We take the time to find out the underlying reasons for the problems in our mediation meetings. Sometimes kids are arguing over the same crush, or have arguments that go back to elementary school,” said Aliyah.

Chris wasn’t so sure. “But kids take adults more seriously. Plus teachers can assign detention or other punishments and kids can’t.”

Jacky said, “Let’s see if peer mediation is as effective as we think it is. We’ll ask everyone to take an anonymous survey and then tally the results.”

Question:
Are peer mediators more effective at solving student conflicts than teachers?

Hypothesis:
Students will be more likely to solve conflicts with support from kids their own age rather than teachers.

Data collected from the survey:
Who would you rather go to if you someone were harassing you: another student or a teacher?

- another student: 53%
- a teacher: 47%

If a peer has mediated a problem with you, did the process solve the conflict permanently?

- yes: 76%
- no: 18%
- not sure: 6%

If a teacher has mediated a problem with you, did the process solve the conflict permanently?

- yes: 24%
- no: 63%
- not sure: 13%

What do you think? Based on the survey results, are student mediators more effective at solving problems? Do you think the results would be similar if a survey like this were done at your school?
ARE SCHOOLS RESPONSIBLE FOR PROTECTING KIDS FROM CYBERBULLYING?

DEBATE THE ISSUE
Pick one of these positions (or create your own).

A
☐ Schools are not responsible for protecting students from cyberbullying.

OR

B
☐ Schools are responsible for protecting students from cyberbullying.

OR

CREATE YOUR OWN

Jot down a few notes on how to support your position during a discussion or debate.

___________________________________________________

___________________________________________________

___________________________________________________

___________________________________________________

___________________________________________________

___________________________________________________

___________________________________________________

___________________________________________________

___________________________________________________

___________________________________________________

___________________________________________________

Be a strong participant by using phrases like these:

"Can you show me evidence in the text that..."

"I agree with you, but..."

"I believe that..."

"You make a good point, but have you considered..."
TAKE A STAND

Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.

anonymous | underlying | capacity | adequately | harassment

_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_____________________________________________________________________________________________
Freeman Hrabowski III was 12 years old in 1963 when he was arrested and jailed for five days. He had participated with thousands of other students in the Children’s Crusade in Birmingham, Alabama. During the non-violent protest, police dogs, water cannons, and police batons were used to disperse the children. Pictures of police brutality against children demanding equality helped catalyze President Kennedy’s proposal of the Civil Rights Act, which ended legalized segregation. Hrabowski is now president of the University of Maryland, Baltimore County. He attributes his success partly to what he learned during the Children’s Crusade.

In August 2014, protests erupted in Ferguson, Missouri, after Michael Brown was shot by a police officer. Brown was unarmed. Some witnesses reported that he said, “Don’t shoot!” with his hands up. Protesters expressed their anger about Brown’s death and about many previous cases when unarmed black men were shot by police. They called for broad reform of police procedures. Supreme Court Justice Ruth Bader Ginsburg said that events like Ferguson highlight a “real racial problem” in the U.S. Police spokespersons responded that the police do a dangerous job and are just trying to protect all citizens.

The Ferguson protests were mostly peaceful, but there were pockets of violence. Police responded with tear gas, smoke, armored vehicles, and arrests. In both 1963 and 2014, parents of children and teenagers who protested were criticized, even by some people who believed that the police actions were an injustice. Similarly, Malcom X, an African American leader who sometimes advocated violence, commented on the 1963 Children’s Crusade, “Real men don’t put their children on the firing line.” But Dr. Martin Luther King Jr., the champion of non-violence, told parents, “Don’t worry about your children; they’re going to be all right. Don’t hold them back if they want to go to jail, for they are doing a job not only for themselves, but for all of America and for all mankind.”

In Ferguson, many parents took young children along to the protests, to learn about their right as U.S. citizens to assemble and speak freely against injustices. Additionally, parents said their children had the right to defend their beliefs. Critics argued that these parents were placing their children in danger, since even peaceful protests can end in violence.

Are the parents of child protesters acting recklessly? Or are they providing their children important lessons about civic rights and obligations?
USE THE FOCUS WORDS *and alternate parts of speech

disperse (verb) to spread out; to scatter or send in different directions

➡️ Sample Sentence: Police dogs, water cannons, and police batons were used to disperse the children.

 ينبب Turn and Talk: Why do police try to disperse protesters?

catalyze (verb) to cause or make happen more quickly

➡️ Sample Sentence: These images helped catalyze President Kennedy’s proposal of the Civil Rights Act.

 ينبب Turn and Talk: Discuss some events that have catalyzed people into protesting in the streets.

segregation (noun) separation based on a certain quality, especially race

➡️ Sample Sentence: After the Civil Rights Act ended legalized segregation, children of all colors could study at the same schools.

 ينبب Turn and Talk: Even though racial segregation is illegal in the U.S., children of different races often study in separate schools. Why might this be?

reform (noun) change to improve something

➡️ Sample Sentence: They called for broad reform of unfair and violent police procedures.

 ينبب Turn and Talk: Propose some reforms to your school’s homework policy.

*reform (verb) to improve by making specific changes

➡️ Sample Sentence: The state reformed the school system by creating new graduation requirements.

 ينبب Turn and Talk: What is one aspect of your community that needs to be reformed?

injustice (noun) unfairness, especially involving people’s rights

➡️ Sample Sentence: Protesting is a way to learn about the right to assemble and speak out against injustice.

 ينبب Turn and Talk: Why is it important to stand up against injustice, even if the injustice does not directly affect you?
**DO THE MATH**

Children who protested segregation and racial injustice at the 1963 Children’s Crusade were met with fire hoses and police dogs. In recent years, government programs have supplied local police departments with military equipment from the wars in Iraq and Afghanistan. The police in Ferguson, Missouri, used stun grenades and armored vehicles to disperse crowds of protesters. Many are calling for reform, saying that most police departments don’t need military equipment and are not trained to use it. They worry that military equipment will catalyze the use of police force and brutality when dealing with civilians.

**Option 1:** Between 2006 and 2014, the Department of Defense distributed over $5 billion in military equipment to local police departments. What is another way to write 5 billion?

A. 5,000 x 1,000,000  
B. 5,000,000,000,000  
C. 5 x 10^8  
D. 500 x 10^5

**Option 2:** The military equipment transferred from the Department of Defense to local police agencies included almost 100,000 machine guns. If these guns were dispersed evenly across the 50 states, how many machine guns would each state acquire?

**Discussion Question:** The First Amendment to the U.S. Constitution guarantees “the right of the people peaceably to assemble.” Many key events in United States history—from the American Revolution to the Civil Rights Movement—were catalyzed by public protests against injustice. But participating in a protest involves an element of risk, as police attempt to disperse crowds that can grow quickly. This risk has increased as police departments become more militarized. Still, protest remains an important vehicle for children and adults to stand up for their beliefs. Should police use military equipment at protests?
In August 2014, people from all over the United States gathered in Ferguson, Missouri, to protest injustice and call for reforms in police treatment of minorities. As the protests got bigger and bigger, police used stun grenades and other military equipment to disperse the crowds. Stun grenades produce a bright flash of light and loud sound that temporarily blinds and deafens enemies.

The human ear can detect sounds over a very large range of volumes. For example, your headphones at the maximum volume are 100,000,000 times louder than a whisper! The quietest sound that humans can hear is called the threshold of hearing (TOH). All other sounds are compared to the TOH. For example, the sound of normal breathing is 10 times louder than the TOH.

Fill in the chart and then plot and connect the points on the graph below.

<table>
<thead>
<tr>
<th></th>
<th># of times greater than the threshold of hearing (exponent)</th>
<th># of times greater than the threshold of hearing (standard form)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal breathing</td>
<td>10^1</td>
<td>10</td>
</tr>
<tr>
<td>Whisper</td>
<td>10^2</td>
<td>100</td>
</tr>
<tr>
<td>Quiet conversation</td>
<td>10^3</td>
<td>1000</td>
</tr>
</tbody>
</table>

Regular exposure for more than one minute to noises that are 10^n times the TOH and louder can lead to permanent hearing loss. A stun grenade is 10^17 times louder than the TOH. If stun grenades are so loud, why do you think they cause temporary (rather than permanent) deafness?

Exposure to loud sounds catalyzes hearing loss. Since militarized police departments use stun grenades to disperse crowds, should children be forced to stay away to protect their hearing? Or instead should police be prevented from using these devices that were designed to fight enemies during a war? If children are willing to put themselves in danger to stand up against injustice, should parents stop them? What is more dangerous to a child in the long term?
DEBATE THE ISSUE

Pick one of these positions (or create your own).

A

Parents who let their children attend protests are being irresponsible by putting them in harm’s way.

OR

Parents who let their children attend protests are being responsible. They are teaching them important lessons about their democratic rights.

OR

CREATE YOUR OWN

Jot down a few notes on how to support your position during a discussion or debate.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Be a strong participant by using phrases like these:

"Can you show me evidence in the text that..."
"I believe that..."
"You make a good point, but have you considered..."
"I agree with you, but..."
TAKE A STAND

Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.

disperse | catalyze | segregation | reform | injustice
vocational
inherently
exceed
equivalent
focus
emerge
exploit
furthermore
confront
interfere
pose
contact
prime
minimum
unmonitored
business
distribution
outweigh
anecdotal
front
sought
intrinsic
commodity
practitioner
evaluate
infer
conceive
unethical
benefit
detect
rationalize
scheme
subsequently
dominant
import
commission
yield
participate
superior
resilient
consensus
undergo
empowering
implications
deny
role
anonymous
underlying
capacity
adequately
harassment
disperse
catalyze
segregation
reform
injustice