

IndyKids Teaching Guide

A free guide for free teachers • May/June 2013

Featured Lesson: Putting Stop and Frisk on Trial

“Stop and Frisk Goes to Court” by Samuel Martinez and Malik Shah (pg. 2)
History/Social studies, Civics

Overview • In this lesson, students conduct a mock trial to decide whether the practice of stop and frisk withstands legal scrutiny. Students research their roles and positions, act out a mock trial, and decide on the legality of stop-and-frisk.

Goal • Students will form a critical understanding of stop-and-frisk by taking on the roles of interested parties in the case, debating the issues at stake, and carefully considering the complicated policy.

Materials • *IndyKids* May/June 2013 class set; clipboards for note-taking

Warm Up • Begin with a brainstorming session. Ask the students to write down or say all the rights they have as people in the United States. How many rights do we have?

When students are finished, highlight the right to privacy as an essential right Americans enjoy. The fourth amendment guarantees “The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.” In ordinary English: authorities cannot search people and their homes without permission from a judge.

Readings • Have students read, individually or as a class, “Stop and Frisk Goes to Court.” To facilitate understanding, you can do a class-wide KWL (know, want to know, learned) chart to address questions students might have about stop-and-frisk.

You may also present some opinions others share. For first-hand accounts of the policy from black and Latino youth, check out this fantastic, kid-friendly [WNYC Radio Rookies report](#).* This [New York Times page](#)** collects audio records of ordinary New Yorkers’ opinions about the policy. For Mayor Bloomberg’s opinion, see this [Daily News page](#)***, with video. And this [Daily News article](#)**** explains Police Commissioner Ray Kelley’s support of the practice.

Activity • Students choose or are assigned court roles. The roles include:

- *Judge (could also be teacher)*
- *Attorneys for plaintiff*
- *David Floyd, plaintiff*
- *witnesses against stop-and-frisk (2-3)*
- *Attorneys for defendants*
- *NYPD Commissioner Ray Kelley*
- *witnesses for stop-and-frisk (2-3; could include police and community members who want to see more crime reduction)*
- *Jury*

After assigning roles, have students research their positions online or with printed articles, listing at least five reasons for their stance. Students on the side of the plaintiff, for example, could read first-hand accounts of what it’s like to be stopped and frisked.

Witnesses for the NYPD could research what the police department argues about the policy. Meanwhile, the judge and jury create resources listing the pros and cons of the law to help them judge the law; this can be presented at the start of the trial.

Some points about legal proceedings and justice are important to instill. Discuss the difference between fact and opinion, evidence and testimony, reasonable doubt and certainty. Remind students that a trial isn't about finding whether you like something, but whether it is legal. What laws do opponents of stop-and-frisk claim the practice violates?

Post an itinerary of the trial and explain each part: fact-finding (introduction), opening arguments, witness interviews and cross-examinations, deliberation, and verdict. Make sure students are prepared to present their aspect of the case. Students in the jury should be taking notes of some kind during the case.

The jury and judge can meet after the arguments to deliberate out loud for the entire class or in privacy. They then present a decision. Afterwards, have students write a reflection about the trial. What did they learn? Did their attitudes about stop-and-frisk change? What do they think about it now?

Standards – [CCSS.ELA-Literacy.SL.6.1](#) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.

[CCSS.ELA-Literacy.SL.6.3](#) Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

[CCSS.ELA-Literacy.SL.6.4](#) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

* <http://www.wnyc.org/shows/rookies/articles/radio-rookies/2012/aug/31/radio-rookies-kelly/>

** <http://www.nytimes.com/interactive/2012/08/21/nyregion/stop-and-frisk-voices.html?ref=stopandfrisk>

*** <http://www.nydailynews.com/new-york/bloomberg-slams-stop-and-frisk-opposition-bronx-teen-death-article-1.1331716>

**** <http://www.nydailynews.com/new-york/kelly-stop-and-frisk-saves-lives-article-1.1306828>

Cover

Mini-Lesson: Milestones in Equality

“Scouts Shout Out” by Zola Ross-Gray (Pg. 1) • *History/Social studies, Civics*

See also: “The Supreme Court Discusses Marriage Equality” by Lily Cook (pg. 3); “Interview with Zach Wahls” by Zola Ross-Gray (pg. 8) and “Your Turn” by Zola Ross-Gray (pg. 7)

Overview • Students explore historical examples of institutions excluding groups of people. With this in mind, they make predictions about what will come of the Boy Scouts ban on gay scout leaders.

Activity • Read the articles and articles in *IndyKids* regarding the ban on gay leaders in the Boy Scouts, as well as the news brief about marriage equality. For added context, watch the [famous testimony](#)* of Zach Wahls in the Iowa House of Representatives.

Ask students if they can think of other examples, now or historically, when one group of people has been kept out of an organization, governing body, club or other social institution.

Break students into groups and have them either research a historical example of social exclusion or provide a list to choose from. Here are some examples:

- Jackie Robinson becomes the first black baseball player.
- Rosa Parks follows Claudette Colvin in resisting bus seating discrimination in Montgomery, Alabama.
- Elizabeth Blackwell became the first female doctor in the United States.
- African American students organize Greensboro sit-ins at segregated lunch counters.
- Harvey Milk becomes one of the first openly gay elected officials in the US.
- Students in Wilcox County, Georgia, hold first integrated prom.

There are many, many other examples of groups excluding one type of person.

Students should answer the questions: Who was excluded from the group and why? Who overcame this exclusion? How did they convince others that they were right?

* <http://www.youtube.com/watch?v=FSQQK2Vuf9Q>

Activity: The New Pope and Religious Rites of the World

“Pink Smoke Vs. White Outside of the Vatican” by Alejandra Paulino (Pg. 2)

• *History/Social Studies*

Overview • The selection of a new Pope is just one of many important religious rites around the world. In this activity, the class explores ceremonies associated with religious leaders the world over.

Activity • After reading and discussing the article about papal selection, brainstorm more world religions with the class. Try to list a number of diverse faiths, while noting that many people choose to practice no religion or practice other forms of spirituality not associated with organized religion.

Either in small groups, individually, or as a class, choose some of these religions to research. Answer the questions:

- 1) What is the leadership structure of this religion? Is there a single leader?
- 2) How are new leaders selected? Are they appointed or elected?
- 3) Who is the current leader? If there is no one leader, who are local leaders?
- 4) Are all types of people allowed to lead? Women, LGBT, people of other races?

Here are some examples of world religions and leaders:

- Protestantism has a variety of leadership structures, but generally does not have as rigid a leadership structure as Catholicism. For instance, the Southern Baptist Convention is the second largest Christian organization in the US, after Catholics. It has an elected president, currently Fred Luter, Jr.
- Islam has multiple leadership structures. The Ayatollah leads Shia Muslims; the Grand Imam of al-Azhar is an important figure in Sunni Islam.

Buddhism has many strains. In Tibetan Buddhism, the Dalai Lama is considered to be inheritor of the spiritual line of lamas. After the death of one, a search begins for his (and someday, her) reincarnation. Other forms of Buddhism have less leadership structure; for instance Theravada Buddhists elect regional sangharaja.

- In Judaism, there are a number of Chief Rabbis throughout the world with regional influence.

Activity: Making Cents – A Lincoln-Douglas Debate

“The Great Penny Debate” by Eleanor Hedges Duroy (Pg. 3) • *Reading/Writing*

Overview • Depending on how you look at them, pennies are either a nuisance or an American keepsake. In this activity, students weigh the pros and cons of keeping the penny by participating in a debate apropos of the penny: Lincoln-Douglas.

Activity • After reading the *IndyKids* article, divide the class between those for and against eliminating the penny from circulation. This could be a random split, or you could have students stand up and move to one side of the room to stake out their position.

Students use the article as a starting point for researching reasons for keeping or discarding the penny. The [Wikipedia page](#)* on the issue lays out a number of pros and cons. Encourage students on each side to compile at least three solid reasons, with evidence, to support their argument. To take it further, ask students to anticipate arguments from the other side to create counter-arguments.

When research is completed, conduct a class debate on the issue.** Appoint a moderator who will keep the conversation moving or take on this role yourself. Each team should have the following roles:

- Lead Debater/Constructor: presents the main points/arguments for his or her team's stand on the topic of the debate.
- Questioner/Cross-Examiner: poses questions about the opposing team's arguments to its Question Responder.
- Question Responder: takes over the role of the Lead Debater/Constructor as he or she responds to questions posed by the opposing team's Questioner/Cross-Examiner.
- Rebutter: responds on behalf of his or her team to as many of the questions raised in the cross-examination as possible.
- Summarizer: closes the debate by summarizing the main points of his or her team's arguments, especially attempts by the opposition to shoot holes in their arguments.

The structure of the debate goes as follows:

- Affirmative position Lead Debater presents constructive debate points.
- Negative position Questioner/Cross-examiner cross-examines affirmative points.
- Negative position presents constructive debate points.
- Affirmative position cross-examines negative points.
- Affirmative position offers first rebuttal.
- Negative position offers first rebuttal.

Affirmative position offers second rebuttal.

When debate is completed, have class vote on the outcome. Afterwards, students complete a reflection: What do you think should happen with the penny? Did your opinion change?

*http://en.wikipedia.org/wiki/Penny_debate_in_the_United_States

** appropriated from [Education World](http://www.educationworld.com/a_lesson/03/lp304-01.shtml): http://www.educationworld.com/a_lesson/03/lp304-01.shtml

Taking it Further: Asthma and Children

“Asthma: It Can Take Your Breath Away!” by Soledad Aguilar-Colon (Pg. 3)

• *Science*

Asthma isn't the only health problem facing children in American communities. Explain that public health issues are health problems that affect a large number of people but have solutions that can be enacted through civil action or government programs. For instance, polio vaccination programs eliminated polio from the United States.

Have students research other current public health issues children face in the United States, and how they can be ameliorated. For example, obesity has become an epidemic amongst American children. This [website](#)* lists some public health concerns for children. Questions:

- 1) What is another children's public health issue in the United States?
- 2) What causes this health problem?
- 3) How many children does it affect? What communities does it affect most?
- 4) What are some potential solutions for this problem? Why haven't they been enacted yet?

* <http://www2.med.umich.edu/prmc/media/newsroom/details.cfm?ID=1682>

Activity: Reflecting on Ten Year Anniversary of Iraq War

“10-Year Anniversary of the Iraq War” by Daniel Ivko (Pg. 3) • *History/Social Studies*

Overview • In this activity, students examine two major justifications for invading Iraq and decide whether the Iraq War was worth it. Procon.org* provides a great resource for this topic.

Activity • After reading the news brief on the tenth anniversary of the War in Iraq, explain two major reasons President Bush took us to war: to eliminate weapons of mass destruction and to install a democracy. Divide the class in two sections. One section will research the first claim, that intervention in Iraq was needed to eliminate weapons of mass destruction. This group will answer the questions: Was there ever good evidence for WMDs in Iraq? Did we find WMDs in Iraq? Was the war worth it for this point?

The other group will examine the intent to bring democracy to Iraq. They will answer the questions: Did Iraqis want the US to give them a democracy? Is there now a functioning government in Iraq?

It would also be important to look at the number of people displaced and killed in hostilities stemming from the war. The entire class should look at how many American soldiers and Iraqi civilians were killed and injured in the fighting. As a class, discuss whether the Iraq War was worth it in the end.

• <http://usiraq.procon.org/>

Activity: Empathy and the Boston Marathon Bombing

“Boston Marathon Bombing” by Eliya Ahmad (Pg. 3)

Overview • After the terrifying and horrific events in Boston, it’s important to focus on healing rather than fear. In this activity, students empathize with the victims of the Boston attack by writing letters to victims and their families.

Activity • After reading the brief, allow students to ask questions and express their feelings about the Boston attacks. Emphasize that it was a rare event, and that what’s important now is to heal from the tragedy, rather than focus on the pain.

Have students write letters of sympathy and support for victims of the attacks or their families.

Center Spread

Activity: Testing High Stakes Testing

“The Rise of High-Stakes Standardized Testing” by Theo Frye Yanos; “The Effects of High-Stakes Standardized Testing on Students” by Yuuki Real; “The Effects of High-Stakes Standardized Testing on Teachers” by Robert Ivko; “The Effects High-Stakes Standardized Testing on Schools and Communities” by Mokgwetsi Sizwe Chapman (Pp. 4-5) • *Mathematics, Science, Civics*

Overview • Students in this day and age spend more time taking standardized tests in one year than their teachers probably took in all of their academic life. In this activity, students survey other students, teachers and parents to determine how standardized testing affects their communities.

Warm-up • On the board, write the name of the standardized state test students take at your school. Instruct students to write what feelings come up when they think of it, and to explain why.

Activity • After reading the four articles in *IndyKids*, discuss the issue with students. Gauge student opinions on standardized tests by creating a line diagram on the board with “very negative” on one side and “very positive” on another, and chart student opinions along this axis. Alternately, students can create a parking lot where they post their thoughts on post-it notes. Use this information to make a quick example bar graph.

Introduce the survey project and discuss what makes a good survey. Questions should be clear, unbiased and reasonable in length. Survey questions should be relevant, appropriate and limited to the subject at hand.

Split students into groups Instruct student groups to create two surveys with at least five questions each: one for teachers, one for students. Give students time to administer the survey to these groups and compile results.

When students come back with results, present options for charting them. What type of diagram makes the most sense? Introduce bar graphs, line graphs, tables and any other relevant chart. After graphing, students write a one-paragraph conclusion summarizing their results. How do opinions compare between teachers and students?

Each group should present their findings in a two-minute presentation to the class.

Science Briefs

“Scientists Clone an Extinct Animal” by Irati Eghoro (Pg. 6) • *Science*

Taking it Further • Many animals have gone extinct, but may never come back. Ask students to research an animal that has gone extinct. Answer the questions:

- When did the animal go extinct?
- Why did it go extinct?
- What would happen if this animal came back into existence?
- Would *you* want this animal to come back into existence?

“Return of the Astronaut and Cosmonauts” by Ana Phelan (Pg. 6)

Fun and Games • Using the article as a guide, create an animated timeline of astronaut Kevin Ford and the cosmonauts’ journey into and back from space. Include captions explaining how each step of the process works.

“The Universe is 80 Million Years Older Than We Thought” by Sundar Thomas (Pg. 6) • *Math, Science*

Fun and Games • After reading the article, research with the students how old other aspects of the universe are. Note the age of: the sun, the earth, the moon, life on earth, humans and your school. Tell the students that you’ll be going outside to show how far apart each of these events are when measured on a football field (or blacktop or sidewalk). Use ratios to determine how many yards, feet and inches each of these events is from the present. Then, assign each event to a student and line up outside, placing students at their historical moment along the timeline.

Culture and Activism

“Elephant Poaching on the Rise in Africa” by Tanya Porcari (Pg. 6)

Overview • In this lesson, students explore adaptations that have evolved in elephants.

Warm Up • Read John Godfrey Saxe’s [version](#)* of *The Blind Men and the Elephant*. Ask students what they think the poem means. Why does each blind man think the elephant is something different?

Activity • Poachers target elephants for their ivory tusks. Those tusks are part of an organism that has a number of unique adaptations, including long trunks and big, floppy ears. Each of these parts has a purpose. After reading the article and poem, split the class into different groups to explore those three adaptations. Groups answer the questions:

- 1) Why do elephants have (big ears, long trunks, tusks)?
- 2) What about the habitat and challenges of being an elephant makes these adaptations important?
- 3) What would happen if the elephant didn't have this feature?

www.ifaw.org has a fantastic [student handout](#)** (pdf) outlining these adaptations.

* <http://wonderingminstrels.blogspot.com/2003/02/blind-men-and-elephant-john-godfrey.html>

** http://www.ifaw.org/sites/default/files/education-publications/ca/cae_aaw11_extension_lesson_adaptations.pdf

Community Leaders

“Someday You Could be a Lead Trainer like Jenny Deida” by Alexia Almonte

Taking it Further • Read the *IndyKids* article with the class. Jenny Deida noticed that people in her community needed to exercise more. Discuss problems in the students' community. Brainstorm as a class a way they could solve this problem in a way similar to Jenny Deida. How can we solve this community issue as citizens and community members?