Foundations of Government Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Citizenship Test SAC Worksheet   
Mr. Faulhaber Class Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Handout 1—Background Article: “R.I. sued over lack of civics education in schools”

**By**[**Linda Borg**](mailto:lborg@providencejournal.com)**, Providence Journal Staff Writer** Posted Dec 5, 2019 at 10:01 PM-----Updated Dec 5, 2019 at 10:21 PM

PROVIDENCE — In a lawsuit with national implications, a lawyer for a group of youth argued that Rhode Island students are being denied their constitutional rights to a robust civics education.

…The case, believed to be the first of its kind in the United States, names as defendants Gov. Gina Raimondo, the state Department of Education, the leaders of the General Assembly and the Council on Elementary and Secondary Education.

“Nothing is more deeply rooted in our democracy than preparing students to participate in that democracy,” Rebell told the court. “Education plays a fundamental role in maintaining the fabric of our society.”

Rhode Island, he said, is failing its students by not instructing them in the values needed to participate in a democratic society. Rebell said the state does not mandate civics, doesn’t train teachers in this subject, and does not measure students on their knowledge of civics.

…The arguments revolved around a 1973 case before the U.S. Supreme Court in which students from a poor school district in Texas argued that they were denied the right to an adequate education.

The Rhode Island Department of Education, represented by Anthony Cottone, argued that the high court, in ruling against the Texas students, found that there is no constitutional right to an education.

…Cottone also argued that teaching civics falls squarely within the purview of the state department of education and local school districts.

Pointing to the fallout from Brown vs. the Board of Education, the landmark desegregation case, Cottone said that if the federal courts got involved in mandating civics education, school districts would be embroiled in years of litigation.

Smith, quoting Gordon Wood, a retired Brown University historian, questioned whether the democratic experiment would survive without an educated citizenry. “In a democracy like ours, if only 15 percent [of students] can distinguish between what is fact and what is fiction, can one say something has failed?”

…Smith asked whether this matter would better be handled by Congress or the individual states.

Rebell countered that the federal court is the last resort for the state of Rhode Island.

“Civic education in this state is a disaster and we need to have it cleaned up,” he said.

Only 23 percent of Rhode Island students passed the civics test on the National Assessment of Educational Progress, a national test known as the Nation’s Report Card, Rebell said.

In a news conference after oral arguments, several Providence students described the power of hearing these arguments in court.

“It was my first time in court and it was really great,” said Symone Burrell. “What concerned me was that the lawyers who work for the Rhode Island Department of Education were saying that education is not a right and they kept repeating it. It’s kind of scary that people responsible for running our education believe that.”

Another student, Jayson Rodriguez, said the experience underscored his desire to become a lawyer.  
  
“Every student should have an experience like this,” he said. “At the end when they said, ’All rise,” I was like, ‘do we leave now?’ I wasn’t educated on how the court system works.”

**Handout 1I—Deliberation Guide**

What Is Deliberation?

Deliberation is the focused exchange of ideas, and the analysis of multiple views with the aim of making a personal decision and finding areas of agreement within a group.

History of Deliberation

Idiot (idiotes) was a term of reproach in ancient Greece reserved for persons who paid no attention to public affairs and engaged only in self-interested or private pursuits, never mind the public good. Puberty today refers to the transfer to adulthood from childhood but its origin comes from the word public which referred to the transition into public life from narcissistic pursuits. Democratic living is not given in nature, like gold or water. It is a social construct like a skyscraper, school playground or new idea. Democracy’s basic tenets include; individual liberty, equality, and popular sovereignty. Among those, popular sovereignty or self-governing is democracy’s defining attribute. Accordingly, there can be no democracy without its builders, caretakers and change agents: democratic citizens. These citizens are to determine the policy formation, direction of the public agenda, and size and scope of the government.

Why Are We Deliberating?

Thomas Jefferson famously said: “If we're going to have a successful democratic society, we have to have a well-educated and healthy citizenry.” Developing citizens capable of making rational decisions in public policy contexts means embracing individual differences, listening, avoiding egocentric or ethnocentric distortion, and acting as a change agent not a spectator of policy formation. Consequently, democracy requires the idiot who has not yet met the challenges of puberty to throw off self-interest and think rationally as a part of the social community and transition to public life and become a citizen.

People must be able and willing to express and exchange ideas among themselves, with community leaders, and with their representatives in government. People and public officials in a democracy need skills and opportunities to engage in civil public discussion of controversial issues in order to make informed policy decisions. Deliberation requires keeping an open mind, as this skill enables people to reconsider a decision based on new information or changing circumstances.

Deliberation can lead to deep understanding of competing perspectives about controversial issues.

Deliberating Question Background

Today, many people believe the primary purpose of “public” education is to prepare students for college and/or their future occupation, and the social sciences are no longer emphasized. The results have been predictable; students are illiterate in their knowledge of history and civics. Students no longer can even pass a civics competency test or even the citizenship test we require immigrants to pass because we feel its fundamental knowledge is so vitally important to participating within our democracy.

Consequently, policymakers have sounded the alarm and many schools have subsequently required passage of the aforementioned citizenship test to graduate, a specified amount of community service hours to graduate, or a combination of both. The end goal, of course, is to produce citizens competently capable of fulfilling their democratic obligations such as voting, serving on a jury, and being an active member of his/her community. Critics, however, argue that none of these plans are a solution to the problem and instead of developing informed citizens, they breed resentment. What everyone does agree upon, though, is that something needs to be done. How do we create better citizens capable of not only exercising their rights but fulfilling their responsibilities?

**Deliberating Question**

“Should Montana require high school seniors to pass the U.S. Citizenship Test in order to graduate?”

**Handout 3—Background Materials: Read and Highlight the assigned Articles** (Ask about any terms that are unclear.)

**Civics Education Bills Are on Legislative Agendas in Seven States**  
*By Guest Blogger Sasha Jones*

While most states require students to study civics in some sort of capacity, just eight mandate a yearlong civics or government class as a graduation requirement, [**according to a 2018 50-state survey**](https://www.edweek.org/ew/section/multimedia/data-most-states-require-history-but-not.html) by *Education Week*.

But that number may soon grow as a flurry of civics education bills inch through state legislatures this year and other states move to expand or implement civic education requirements already in place. *Education Week*'s survey last year found three states—Washington, Nevada and Pennsylvania—that are already on board to begin expanding their civics requirements as soon as this year.

Seven other states are set to consider civics education bills introduced since the new year began.

Although the way that civics is covered in schools—[**and what is included**](http://www.edweek.org/ew/projects/how-history-class-divides-us.html)—varies from state to state, the most common approach is the Joe Foss Institute's Civics Education Initiative, which calls for high school students to pass the 100-question test required to acquire U.S. citizenship.

With a 38 to 31 vote, the South Dakota House of Representatives [**passed a bill**](http://sdlegislature.gov/Legislative_Session/Bills/Bill.aspx?Bill=1066&Session=2019) in that would require high school students to take that test, and score at least a 70 percent, to graduate. Although the Senate has since deferred the bill, if it passes, testing would start in the 2019-20 school year.

Indiana lawmakers have introduced [**a similar bill**](http://iga.in.gov/legislative/2019/bills/senate/132#digest-heading) in their Senate, which would make the civics exam a requirement starting in the 2020-21 school year if it's approved.

Although Tennessee already requires that students take a civics exam, [**a new bill**](http://wapp.capitol.tn.gov/apps/BillInfo/Default.aspx?BillNumber=SB1243) is calling for the exam to be expanded from 25-50 questions to 100. Additionally, students would have to answer 75 percent—instead of 70 percent—of the questions correctly to graduate.

Some states are going beyond the citizenship test to implement legislation that could potentially affect more specific curriculum changes.

In Minnesota, state representatives have [**drafted legislation**](https://www.revisor.mn.gov/bills/bill.php?b=Senate&f=SF0294&ssn=0&y=2019) that would require juniors or seniors to take a for-credit civics class as part of the three-and-a-half social studies credits they are currently required to earn in high schools.

Although the state [**already requires**](http://kduz.com/2019/02/27/urdahl-nelson-author-legislation-addressing-crisis-in-civics-knowledge/) that students take a 50-question civics test, the exam is not currently a graduation requirement. The Minnesota Department of Education will, however, use data from the current exam to assess students' civics knowledge.

A bill that would add civic responsibility to middle and high school curricula [**in North Carolina**](https://www.ncleg.gov/BillLookUp/2019/H73) is currently working through the state's House of Representatives. While it is uncertain what the final requirements would consist of, the bill says that instruction would focus on respect for school personnel, responsibility for school safety, service to others, and good citizenship.

In Nebraska, [**a bill**](https://nebraskalegislature.gov/bills/view_bill.php?DocumentID=36793) to change the name and provisions related to the Committee on Americanism to the Committee on American Civics would also shape education as the new committee would review and approve social studies curricula to stress civics and government. The current proposed bill also states that the curriculum would incorporate "multicultural education."

Additionally, California has stated its intent to enact future legislation related to civics education in a [**February assembly bill**](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1787). (The state already requires students to take a one-semester civics and government class in order to graduate from high school.)

On the federal level, Senators Jim Inhofe (R-Okla.), Angus King (I-Maine), and Chris Coons (D-Del.) introduced the [**Constitution Education Is Valuable in Community Schools (CIVICS) Act of 2019**](https://www.congress.gov/bill/116th-congress/senate-bill/313?s=1&r=35) to Congress, which would aim to "improve the quality of student achievement in, and teaching of, American history, civics, government, or geography in elementary and secondary schools," as well as educate students about the history and principles of the Constitution and Bill of Rights.

**Require citizenship test in schools: The exam can provide a floor on civics learning. It doesn't have to set the ceiling.**



Jay Leno's old *Tonight Show* man-on-the-street quizzes were particularly hilarious — and depressing — when he [tested Americans' knowledge](http://www.dailymotion.com/video/xf0a2u_jay-walking-citizens-show-no-knowle_news) of their own government.

One woman thought the colonies won their independence from Greece; a college instructor guessed that U.S. independence was won in 1922; and a man said the general who led our troops in the Revolutionary War was Winston Churchill.

Funny stuff, until you remember that these are the same citizens who elect the leaders who shape the nation's future, if they bother to vote at all. Nor are these know-nothings outliers.

Surveys and tests repeatedly show that Americans' knowledge of civics is pathetic. In 2010, just one in five eighth-graders tested [proficient in civics](http://www.nationsreportcard.gov/civics_2010/g8_national.aspx?tab_id=tab2&subtab_id=Tab_1#chart) on a national performance assessment — worse even than their dismal performance in reading and math.

A [poll of Millennials](http://fusion.net/story/41972/fusion-poll-millennials-politics-hillary-clinton-jeb-bush-election-2016/), out last week, found that 77% of these 18- to 34-year-olds could not name even one of their home state's U.S. senators.

A 2012 survey of adults by Xavier University found that [one in three native-born citizens](http://www.xavier.edu/americandream/programs/National-Civic-Literacy-Survey.cfm) failed the civics portion of a test given to immigrants seeking U.S. citizenship. The pass rate for immigrants: 97.5%.

So a decision last month by Arizona and North Dakota to [require high school students](http://www.washingtonpost.com/blogs/govbeat/wp/2015/02/02/north-dakota-is-second-state-to-require-high-school-students-to-pass-a-civics-test-to-graduate/) to pass that same 100-question test to graduate is a welcome acknowledgment of the problem.

Like just about everything else in education, however, their simple idea is becoming contentious. It is under attack as yet another test-prep intrusion on education that could prompt schools to dumb down civics education — if that's possible.

Students used to master the basic workings of government in grade school. But in the past 20 years, civics has been eclipsed by a focus on reading, math and science, made even more intense by the No Child Left Behind law, which mandated annual tests in these subjects.

Fortunately, an eclectic group of leaders from government, education and the arts, including retired Supreme Court justice Sandra Day O'Connor, has championed a return to civics. They're making progress. Today, almost all states require civics classes in high school. About [half the states](http://www.civicyouth.org/maps/state-civic-ed/index.html) already test students on civics or social studies.

Arizona and North Dakota, the first states to introduce the citizenship exam to schools, are not among them, but they at least now have a tool teachers can use.

Some questions are easy or trivial. But many about voting, the First Amendment, states' rights and the Supreme Court offer jumping-off points for enticing discussions about current events. In the hands of a good teacher, they can make students realize how much the American system of government affects their lives. The test can provide a floor on civics learning. It doesn't have to set the ceiling.

When just 26% of Americans can [name the chief justice of the United States](http://www.xavier.edu/americandream/programs/documents/5CivicTestpowerpointfinalPDF.pdf), there's nowhere to go but up.  
  
***=****USA TODAY's editorial opinions are decided by its* [*Editorial Board*](http://www.usatoday.com/reporters/opinion.html)*, separate from the news staff.*

**Good citizenship transcends a test: It's not a matter of memorizing some random information.**



Requiring students to pass the citizenship exam will reduce both the amount and the quality of civic education in our schools.

The test is easy. You can see all the questions and answers in advance and just memorize the right choices.

If passing this exam comes to be seen as adequate preparation for citizenship, schools will notice that their students can pass after cramming for a couple of hours. They will cut their semester-long civics courses as unnecessary preparation. They will prefer to dedicate that semester to math or science, which involve much more sophisticated and challenging tests.

Requiring the citizenship exam would make sense if our students didn't already study civics or face tests. It would establish a floor, a minimal level of competence. But more than 90% of recent high school graduates have spent a semester in a civics course, and most have also spent a year on U.S. history. Their teachers gave them tests. [In many states](http://www.civicyouth.org/maps/state-civic-ed/index.html), they also faced a standardized test on civics or social studies.

Then why do so many adults fail basic questions about the U.S. political system? Because we have forgotten what we learned in civics class. Too often, the subject wasn't inspiring or challenging and didn't build habits of following and discussing the news.

The problem with civics is not that we fail to teach it. The problem is that civics is often viewed as a set of disconnected facts, not as a challenging and inspiring subject that will continue to interest us after high school.

Arizona's measure requiring that students pass the citizenship test will make that problem worse. The citizenship exam requires, for instance, that you know that "[27](http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html)" is the correct answer when you're asked how many constitutional amendments have been passed. You don't need to understand reasons for or against those amendments, or have any sense of why they were important.

A month after students pass this test, they will forget the number 27. But they might retain the message that being a good citizen is a matter of memorizing some random information. That seems like an excellent way to turn people off.

*Peter Levine is associate dean for research at Tufts University's Jonathan M. Tisch College of Citizenship and Public Service.*

**Handout 4—Deliberation Prep**

**Directions**: From the articles you read and highlighted above, list **3** reasons in **EACH** option. The final two will be completed in small groups or as a class before/during the deliberation.

|  |  |
| --- | --- |
| Option 1: Reasons to Support the Citizenship Test Requirement | Option 1I: Reasons to Oppose the Citizenship Test Requirement |
| Reason 1:     Reason 2:     Reason 3:      Reason 4:     Reason 5: | Reason 1:     Reason 2:     Reason 3:      Reason 4:     Reason 5: |

**If someone were to ask you the deliberating question right now, you would tell them… because…**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**When I asked my Parents/Guardians/Adult in my life the deliberation question, they told me....**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Parents/Guardians/Adult in my life Initials:**   
  
  
**What sort of evidence could the other side of the argument introduce that might change my mind?** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Handout 5—Deliberation Extension**

[**2020 PRESIDENTIAL ELECTION**](https://www.foxnews.com/category/politics/2020-presidential-election)**--- Published** July 3--- **By Paul Steinhauser, a politics reporter based in New Hampshire.**

**Buttigieg proposes national service plan to help unify the country:** [Democratic presidential candidate Pete Buttigieg](https://www.foxnews.com/category/person/pete-buttigieg) wants to dramatically increase national service opportunities to "reignite a sense of unity in America."  
  
[The South Bend, Ind. mayor](https://www.foxnews.com/category/person/pete-buttigieg) on Wednesday announced what his campaign has dubbed "A New Call to Service." The initiative would build a network of one million National Service members by 2026, when America celebrates the 250th anniversary of its independence.

“National service can help us to form connections between very different kinds of Americans, as was my experience in the military,” Buttigieg said in announcing his plan.

Pointing to his tours of duty in Afghanistan, the 37-year old emphasized that "I served alongside and trusted my life to people who held totally different political views. You shouldn't have to go to war in order to have that kind of experience, which is why I am proposing a plan to create more opportunities for national service."

The proposal - which Buttigieg was scheduled to unveil later Wednesday at a Sioux City, Iowa town hall -  would immediately offer national service opportunities to 250,000 positions through the existing federal and AmeriCorps grantee organizations. The program would focus on students at high schools, community colleges, vocational schools, Historically Black Colleges and Universities (HBCUs) and Minority-Serving Institutions (MSIs) as well as so-called "opportunity youth" (people between ages 16-24 who are neither in school nor working).

The plan would also create competitive grant funding for communities, cities and regions. And it would create new service corps, including a Climate Corps, Community Health Corps, and an Intergenerational Corps.

Pointing to polls that indicate Americans' trust in institutions has never been lower, the Buttigieg campaign said the plan "seeks to unite a new generation of American youth by mutual service and common values."

**Should High School Students be Required to Complete Community Service Hours Before They Graduate?**

**Only nine states and the District of Columbia require one year of U.S. government or civics.** Thirty-one states only require a half-year of civics or U.S. government education, and 10 states have no civics requirement.\* \*\* While federal education policy has focused on improving academic achievement in reading and math, this has come at the expense of a broader curriculum. Most states have dedicated insufficient class time to understanding the basic functions of government at the expense of other courses.[11](https://www.americanprogress.org/issues/education-k-12/reports/2018/02/21/446857/state-civics-education/#fn-446857-11)

**State civics curricula are heavy on knowledge but light on building skills and agency for civic engagement.**An examination of standards for civics and U.S. government courses found that 32 states and the District of Columbia provide instruction on American democracy and comparison to other systems of government; the history of the Constitution and Bill of Rights; an explanation of mechanisms for public participation; and instruction on state and local voting policies. However, no states have experiential learning or local problem-solving components in their civics requirements.[12](https://www.americanprogress.org/issues/education-k-12/reports/2018/02/21/446857/state-civics-education/#fn-446857-12)

**While almost half of states allow credit for community service, almost none require it.**[13](https://www.americanprogress.org/issues/education-k-12/reports/2018/02/21/446857/state-civics-education/#fn-446857-13) Only one state—Maryland—and the District of Columbia require both community service and civics courses for graduation.[14](https://www.americanprogress.org/issues/education-k-12/reports/2018/02/21/446857/state-civics-education/#fn-446857-14)

Not every school, school district, or state has the same requirements for graduation. Other than a Citizenship Test passage to graduate, which of the following proposals, if any, would you support to increase civic competency? (Rank these in the order of their importance with 1 being the highest): **\_\_\_**More Social Science Classes offered and the classes start earlier

**\_\_\_**Increase in Social Science Credit Requirements for Graduation

**\_\_\_**Community Service Requirement to Graduate  
 **\_\_\_**National Service Requirement After Graduation   
 \_\_\_other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
 Justification for your ranking:

**Public education in America was originally intended to prepare students for the obligations of democratic citizenship. Today, many people believe its purpose is to prepare students for college and/or their future occupation.**

**Why should the public pay through taxes for your education? What *should* the public get in return and what *do* they get in return?**

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**What is the purpose of America’s public schools?** (Rank these in the order of their importance with 1 being the highest).

**\_\_\_ glorified babysitter   
 \_\_\_social gathering place   
 \_\_\_fun and entertainment   
 \_\_\_learning something new  
 \_\_\_provide extracurricular opportunities  
 \_\_\_other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Justification for your ranking:**

**For many, a school’s emphasis should be on building a student’s IQ i.e. logical reasoning, math skills, special skill, understanding analogies, verbal skill, etc. Others, argue that EQ is just as important. EQ refers to one’s emotional quotient which measure a person’s adequacy in such areas as self-awareness, empathy, social skills, and impulse control (can you delay gratification). Many argue that it doesn’t matter how smart you are (IQ), but how you express yourself and work with others (EQ). After all, it’s not always the smartest person or the genius that is successful.   
  
Acknowledging BOTH are important, WHICH do you think is MORE important? Do you think developing a person’s EQ is more or less important as a person’s IQ?**  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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**Which of the following best reflects your view on attendance?** (Rank these in the order of their importance with 1 being the highest).

**\_\_\_\_if you can pass a class and not be present, it is not important to show up for school**

**\_\_\_\_it is important to consistently go to school just as it is important to not miss work, it demonstrates work ethic and commitment**

**\_\_\_\_some skills and ideas that are learned in class are important to be present for even if they do not show up on tests and dictate a grade  
 \_\_\_other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Justification for your ranking:**

**There is a saying that “the more you learn, the less you know” to describe the depth of knowledge, that we are never as smart as we think we are. The more you learn about a subject matter, the more complex you realize it is. Should your scholastic work focus on attaining a grade or the attainment of deeper knowledge?**  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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 **How do you prepare for a test?** (Rank these in the order you perform most often with 1 being with the highest frequency). **\_\_\_\_creating notecards from class notes/lecture and studying from those notecards  
 \_\_\_\_re-reading the chapter and/or notes the night before to the text  
 \_\_\_\_looking over the class notes or textbook directly before the test  
 \_\_\_\_asking my friends what is on the test and looking up the information about those topics   
 \_\_\_\_what is studying? I don’t study for a test, I either know the material or I don’t  
 \_\_\_other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
 Justification for your ranking:**

**Handout 6—Deliberation Notes and Reflection**

**Collaborative discussion: D**iscuss (no debate) among your group/Class the pros and cons of the proposed deliberative question and the nuanced stances of each member. Try to come to a consensus as a group and afterwards review the comments made regarding the extension exercise. Each group/class should focus on the following:

* Concentrate on the question being discussed.
* Listen carefully to what others are saying. and try to Understand and analyze what others are saying.
* Speak and encourage others to speak. When speaking, Use relevant background knowledge, including life experiences, in a logical way.
* Remain engaged and respectful when controversy arises.

**Consensus:** Try to build consensus or get the class to come together as a group and agree upon a solution **(Status Quo, Policy Proposal, Alternative Plan).**   
 **Did my group come to a consensus regarding if Montana Should Require passage of the Citizenship Test to Graduate?   
 a. If so, what was decided? If not, why?   
 b. My Final Thoughts on requiring passage of the U.S. Citizenship Test to graduate includes...**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3 classmates and their ideas that I made me rethink my position regarding the deliberation question or the extension, articulated my views well, or were particularly impressive in their thoughtfulness. Who presented it and what or why did you like about their argument?   
 (**if not present, what do your parents, peers, coworkers, etc. say about this issue)

**1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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**3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Malala Yousafzai, a teenage Pakistani girl attacked and shot by the Taliban because she encouraged girls to attend school, believes that school creates opportunity. She said she was attacked by the Taliban because if girls remain illiterate and uneducated they are easier to control by their husbands. Oppressive governments, likewise, like to keep their populace uneducated. What value, if any, do you see in public education? What would you suggest for school reform (i.e. life skills class)? What are your final thoughts about civic education specifically and educational generally?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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 **Which number best describes the value you found in this exercise? [circle one]**

1 2 3 4 5 6 7 7

NO DEEPER

UNDERSTANDING

MUCH DEEPER

UNDERSTANDING

**Reason(s) I chose the above Number Include... What I like/did not like about the class deliberations include(s)…  
  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**