Foundations of Government Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Why School? Why Government? Worksheet
Mr. Faulhaber Class Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

See more at: <http://www.momofallcapes.com/blog/teach-them-on-parents-and-civic-duty>

Your kids bored at school? Tell them to get over it
BY LAURA HANBY HUDGENS--*Special to The Washington Post (modified by Mr. Faulhaber)*Any discussion about the problems in American education – and what is to blame for these problems – will likely include one or all of the usual suspects: inadequate and unequal funding, a lack of resources, underpaid and overworked teachers, over-testing, poverty and heavy-handed legislation.

As a teacher and the mother of four public-school-educated children, I can tell you that all of these things have negatively impacted our schools. All of these things are problems.

But there is another problem, one that is plaguing many of America’s classrooms and jeopardizing the future of our children, yet it is rarely addressed - at least not as it should be. That problem is apathy. In classrooms all over the country, the teacher cares more about her students’ grades, learning and futures than they do.

Teachers are expected to combat apathy by continually finding new and innovative ways to reach students - through multimedia lessons, group work, games, alternative assessments or whatever it takes. To ensure student engagement and skill acquisition, we must teach to the individual learning styles, interests and abilities of each of our students. If a student can’t learn the way we teach, we must teach the way he learns - times infinity.

Sadly, all the attempts to dazzle and awe eventually wear some teachers down. They burn out. They leave a profession they are good at and once felt called to.

However, the loss of good teachers isn’t even the worst effect of the be-all-things-to-all-people mentality. The real danger is that this way of thinking has shifted the responsibility of learning, and of caring about learning, from the student to the teacher. Because it isn’t just administrators and parents who believe that it is a teacher’s job to make learning fun. Kids believe it, too. As a result, we have a generation of students who think that if a lesson or an assignment or a class is not interesting, if it isn’t engaging and fun and inspiring, then it simply isn’t worth caring about. They are not obligated to care about it. It’s a teacher’s job to make all learning exciting. If the teacher hasn’t lived up to her responsibility, why should the child?

In a workshop I recently attended, teachers were told that kids are so attracted to video games because of the constant feedback - the progress, praise and prizes. We were encouraged to design our instruction more like a video game. How else can we expect to hold their attention?

That is a frightening mentality because it has created a generation of consumer learners. Many students don’t see education as a privilege. They see it as a product. And if they don’t like the salesperson, if they aren’t impressed with how it’s packaged, they aren’t buying.

But our kids have to learn to be self-motivated because at some point in every person’s life, either at school or in a job or in a marriage, he or she will have to buck up and say, “This is hard. This is boring. I don’t want to do this. But I’m doing it anyway. And I’ll do my best.”

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So how do parents and educators teach kids to be self-motivated? There are no easy answers. But there are two things that need to happen.

First, we have to change the national conversation about education. This doesn’t mean that educators should stop trying to improve instruction, but it does mean that there have to be more conversations about the role students play in ensuring their own learning. Teachers, parents, administrators and, of course, the students have to start making self-motivation an educational focus and priority. Self-motivation should be the new educational buzzword -- every bit as prevalent and powerful as any we’ve seen shape our classrooms in the last few decades.

In the meantime, teachers and parents need practical strategies for encouraging students to take responsibility for their own learning.

That is the second thing that has to happen. On a basic level we need to help our kids develop habits and discipline that will lead to academic success.

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Not only does success motivate, but it can also inspire, and here is where we move from sheer determination to passion - the true goal of education. No matter how innovative the instruction, it’s unlikely that a student will grow to love a class if he is just getting by. But the kid who started out just trudging through history might find that he has a passion for it once he applies himself. A student who once wrote half-hearted essays might find her talent and her voice when she begins to take writing seriously.

The fact is that it’s rare (except in the movies) that even the most brilliant teacher can motivate an apathetic student to embrace a lifetime of learning. On a really good day, we can spark a child’s interest in the lesson. But in the long term, the desire to learn and improve has to come from within.

The world isn’t a video game. It doesn’t always offer fun and exciting paths through the mazes of life. So unless we change the way we approach education to include an emphasis on student responsibility, and unless we give our students the basic tools they need to accept that responsibility, we really haven’t taught them much at all.

 *Laura Hanby Hudgens is a part-time high school teacher, a freelance writer and a mom of four. She lives with her husband and children on a buffalo farm in the Ozark Hills.*

Why do you think the author, Laura Hanby Hudgens, wrote the article? Do You agree with her assessment? Explain.

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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. In the U.S. it’s often referred to as the “great equalizer.” Providing opportunity up the social ladder. What value, if any, do you see in public education?

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There is a saying that “the more you learn, the less you know.” What do you think that saying means?
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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**

 **\_\_\_\_attendance matters because important ideas, skills, and concepts I learn are intangible and can’t be assessed on tests or with a traditional grade
 \_\_\_\_other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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, EQ or IQ?

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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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

What would you suggest for school reform?

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 **Public education in America was originally intended to prepare students for their obligations of democratic citizenship, a well-informed citizenry that can competently and willingly fulfill their civic duties.** Why did you think this course is still required? Why is the Study of Civics and Government Important? What is the Point?

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What would you suggest to me to help you to get the most out of this class?
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