

SoGen Unit 8.2



WHO GETS TO SAY WHAT I NEED TO KNOW?

SOCIAL STUDIES ACTIVITIES

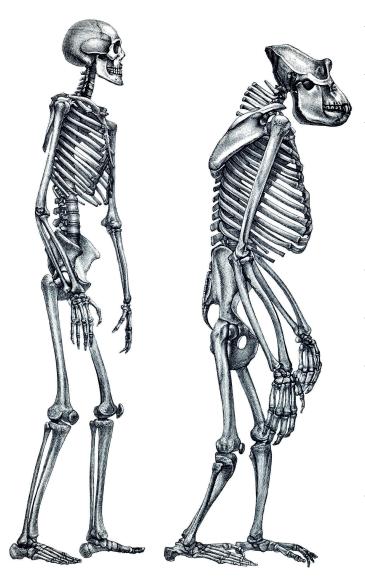
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FOCUS WORDS

Examining the Focus Words Closely



Session 1

Reader's Theater

What should be taught in schools?

Setting: Four friends are chatting in the food court at the Tri-County Mall in Cincinnati, Ohio. Matt has just arrived in Ohio. His mother is in the military and has been stationed in Texas, Massachusetts, and South Carolina, so this is his fourth school in eight years! Monica is originally from Quebec, Canada, while Paul and Adell have always lived in Cincinnati.

Paul: So, Matt, what's it like switching schools so often? You must get to be really good at making friends.

Matt: Yeah, either good at making them or good at living without them!

Adell: Is this school different from your other ones?

Monica: I sure found it different from the school I went to in Quebec. I didn't know any of the books you guys had read in English class, and of course we studied Canadian history, not U.S. history. Even the science topics we studied were different.

Matt: Math can be different too. In some of the schools I went to, it was all memorizing times tables and practicing boring problems; in others, the teachers gave **incentives** for figuring out new ways to solve problems. But the biggest difference is the way they teach American history.

Adell: What do you mean? Doesn't everyone learn from the same book and follow the same history **standards**?

Matt: No way! The southern version of the American Civil War is pretty different from the version I got in Massachusetts. When I was in Texas, we only got Texas history, and I read about states' rights and why Texas wanted to secede from the Union. Texas and South Carolina were both slave-holding states, and they didn't like Abraham Lincoln's emancipation of the slaves.

Adell: It's crazy that you had to learn a bunch of different versions of Civil War history! I thought there would be one official version of U.S. history. Shouldn't all Americans be learning the same thing? Don't we have a national curriculum? Doesn't the federal government regulate all this?

Paul: I think the states get to **mandate** what curriculum is taught. It's that whole thing about states' rights. They used to be able to decide about slavery, now they decide about curriculum.

Matt: Well, actually I'm kind of grateful for getting exposed to a lot of different versions of historical events. If you read about the Civil War, you have to consider the perspective of who is speaking because history is told from all sorts of positions. There isn't a **neutral** way to teach history, so we should look at as many different perspectives as we can. Adell: So you're saying there's not one truth? I still think there should be an agreed-upon version of facts, and that all American kids should read the same novels in English and hear the same stories about our past.

Paul: But then who gets to **formulate** the official version? Who gets to **enforce** the selection of particular books or historical interpretations? Who has the **mandate** for the educational **agenda**?

Monica: It's not just how something gets taught, either; it's whether entire topics are included or not. I read about a place where kids didn't get taught about climate change in school because the school board didn't believe in it. Who should decide what we get taught? The federal government? The state government? The district? Our religion? Our families? Last year, for example, my mother wouldn't let me take sex ed because she thought parents should be teaching kids about sex. I wish the district could have made it mandatory so I could learn what everyone else is learning.

Matt: One of my friends in Texas went to a school where evolution wasn't taught in their curriculum. And they didn't allow the Harry Potter series in their library because they said it promoted witchcraft.

Paul: Well, evolution does contradict some religious beliefs – so how do we maintain **standards** for teaching science while not offending some religions? How do we **mandate** a single account of history while representing all the different views of what really happened?

Adell: This is why we need a national curriculum, people. If we're all not learning the same thing, how will we ever work together, or agree on things, or compete for the same jobs? This is getting deep; I need more food. Anyone for a second visit to Cakes and Cooks for another round of my mom's famous red velvet cupcakes?

Monica: Major incentive, Adell.

SP DISCUSSION QUESTION

What would be the advantages of a nationwide curriculum? The disadvantages?

Identifying Different Perspectives and Support

Background Information

What role does government play in making decisions about education for U.S. children? Surprisingly, the Constitution defined NO ROLE for the federal government in education. In fact, the 10th amendment to the Constitution reads:

"The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States, respectively, or to the people."

Since education was not one of the powers "delegated to the United States by the Constitution," decisions about education are the responsibility of the states. That is why in the U.S., unlike many other countries, there is no national curriculum. According to the Constitution, the federal government has no power to **mandate** or **enforce** a single curriculum for the entire country. Since each state is **independent** it can choose its own educational **agenda**.

States set **standards** for what should be taught, and they **enforce** those **standards** by giving annual tests. Because each state can develop its own **standards** and can **mandate** the use of its own tests, the kinds of things that are taught can be very different from state to state. The Founding Fathers argued that decisions about education should be under local control. Parents and community members therefore have more influence over what is taught in schools.

Over the last 60 years, though, the federal government has come to play an increasingly significant role in education. Part of that role comes from the federal government's responsibility to protect civil rights. Many states once had separate schools for students of different races, so the federal government has been involved in **mandating** racially integrated schools. The federal government also **enforces** access to the curriculum for English language learners, and for children with special needs.

Recently, a group of states got together and formulated the Common Core State Standards, a set of standards for English language arts and math, which are much more rigorous than the previous standards. Over 40 states have adopted the Common Core and are using new tests to see if students are meeting these standards. Though the federal government does not mandate the new standards, it has provided some incentives for states to adopt them. Some people argue that this is a violation of the federal role prescribed by the Constitution. Others say it is justified, because it will ensure that U.S. students learn more and compete more effectively with students from countries that do have national curricula.



SP TURN AND TALK

Why might the Founding Fathers have argued that educational decisions should be left to the states and local authorities?

Building Background Knowledge

Session 2

The Case of the Scopes "Monkey Trial"

The famous 1925 Scopes "Monkey Trial" was the very first trial ever to be broadcast over the radio.¹ People all around the country, and even in other countries in Europe, were paying attention. John Scopes, a high school teacher in Tennessee, was accused of violating the Butler Act. The Act made it unlawful to teach human evolution in a publicly-funded school in Tennessee. The theory of evolution claims that humans and apes have a common ancestor. Butler and his supporters believed that this claim contradicted the Bible's version of the origin of man.

John Scopes was found guilty of teaching evolution and fined \$100. The Scopes trial caught the attention of people with many different perspectives on evolution. The trial highlighted the controversy over what should be taught in schools and who should **formulate** and **enforce** the rules about what is taught.

So who were the participants in this famous trial, and what were their positions?

John Butler was a state representative and head of a Christian organization. He said that boys and girls were "coming home from school and telling their fathers and mothers that the Bible was all nonsense."

The governor, Austin Peay (pronounced like "pea"), signed the Butler Act because he wanted John Butler's political support. He didn't think that the Butler Act would be a problem; he believed the law "would neither be **enforced** nor interfere with education in Tennessee schools."²

William Jennings Bryan, a former presidential candidate, lawyer, and famous orator, represented the prosecution in court, even though he was more of a politician than a practicing lawyer. He expressed his enthusiasm for ratification of the Butler Act by saying, "[t]he Christian parents of the state owe you a debt of gratitude for saving their children from the poisonous influence of an unproven hypothesis."³ The Bible was considered by many to be the **standard** of truth, and they judged the scientific evidence supporting evolution as insufficient proof of the theory. Because Jennings Bryan was famous, the trial was sure to get widespread attention.

The American Civil Liberties Union (ACLU) is an **independent** organization that continues to support individual rights today. The ACLU provided their General Council, Arthur Garfield Hays, to defend Scopes along with a very famous lawyer named Clarence Darrow, who believed the Butler Act was unconstitutional. Darrow and Hays argued and debated the case for eight days. In the end, Darrow and Hays lost, and Scopes was found guilty in the courtroom. But the court of public opinion, and many newspapers and magazines, portrayed them as victors. The trial highlighted a real dilemma for American education: Who should decide what gets taught in public schools?

SP TURN AND TALK

Who should decide whether evolution is taught or not?



Photograph of John Scopes taken one month before the State of Tennessee v. John Thomas Scopes Trial. <u>Smithsonian Institution</u>. Photographed by Watson Davis.

Sources:

¹Clark, Constance Areson (2000). "Evolution for John Doe: Pictures, The Public, and the Scopes Trial Debate". Journal of American History 87 (4): 1275–1303. JSTOR 2674729.

² Balmer, Randall (2007). Thy Kingdom Come. Basic Books, p. 111.

³ Chronology of the Evolution-Creationism Controversy by Randy Moore, Mark D. Decker, and Sehoya Cotner, p. 186.

Building Background Knowledge

The Evolution of Thinking About Evolution!

1914: The high school biology text used by Tennessee teachers was called *A Civic Biology*. The textbook defined evolution as "the belief that simple forms of life on the earth slowly and gradually gave rise to those more complex and that thus ultimately the most complex forms came into existence."

1925: The Butler Law, which prohibited the teaching of evolution, was ratified by the Tennessee legislature. Use of *A Civic Biology* was **mandated** for high school biology classes. Thus, teachers would be violating the Butler Act if they used the required textbook to teach evolution.

The American Civil Liberties Union (ACLU) discovered these conflicting **mandates** and wanted to see what would happen if the Butler Act was **enforced**. The ACLU volunteered to defend any teacher in Tennessee who would challenge the law by teaching evolution.

John Scopes, a football coach and substitute teacher in Dayton, Tennessee, was recruited by a local business leader, a local attorney, and the county superintendent of schools to confirm that he had taught evolution. They believed that a trial challenging the Butler Act would gather a lot of attention.

Now that the stage was set, the trial gained nationwide publicity when Clarence Darrow, a very famous lawyer, and William Jennings Bryan, a populist and three-time presidential candidate, joined the debate on opposite sides. They were pitted against each other in a "duel to the death" (Keller, *The American Odyssey*, p. 663) over the morals, beliefs, and values put on trial in the context of evolution.

Although it took Clarence Darrow and William Jennings Bryan eight days to debate their positions, it took the jury only nine minutes to find John Scopes guilty and fine him \$100. When Scopes spoke for the first time after his conviction, he said, "I feel that I have been convicted of violating an unjust statute. I will continue in the future, as I have in the past, to oppose this law in any way I can. Any other action would be in violation of my ideal of academic freedom—that is, to teach the truth as guaranteed in our constitution, of personal and religious freedom. I think the fine is unjust." (*World's Most Famous Court Trial*, p. 313.)

1927: A new edition of the high school biology textbook was published. It no longer contained the word evolution.

1967: Teacher Gary L. Scott of Jacksboro, Tennessee, sued when he was dismissed for violating the Butler Act by teaching evolution. Scott cited his First Amendment right to free speech. Even though he got his job back, Scott continued his fight with a class action lawsuit. Public sentiment had changed since 1925. Within three days of filing his suit, the Butler Act was repealed by both houses of the Tennessee legislature, and the repeal was signed into law by the Governor.

1973: The Tennessee legislature passed a law requiring public schools to spend equal time teaching the Bible's version of the origin of species, called creationism, and Darwin's theory of evolution.

1977: The U.S. court system ruled that it was unconstitutional to require schools to balance the teaching of creationism and evolution, because doing so violates the separation of church and state.

2015: Most states include teaching about evolution in their science **standards**, but many teachers avoid the topic or teach it as just an alternative theory rather than the basis for all modern biology. State legislatures in many states consider bills that would affect how evolution is taught, but most of these bills do not pass. Here is an up-to-date definition of evolution, informed by advances in genetics: "Evolution is a process that results in heritable changes in a population spread over many generations." (talkorigins.org/faqs/evolution-definition)

GPP TURN AND TALK

Compare the 1914 and the 2015 definitions of *evolution*. How are they the same? How do they differ?

Session 2

Building Background Knowledge



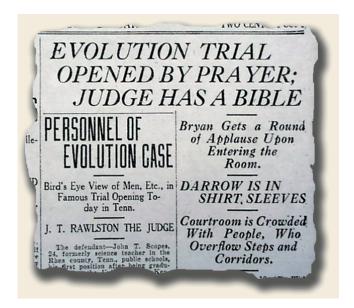
The First Amendment to the U.S. Constitution starts as follows:

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof . . .

This statement, referred to as the "Establishment Clause," has been the basis for many court decisions **enforcing** the division between church and state. Many colonists came to America because their governments had established one religion as the national religion, and persecuted people who belonged to other religions. The Establishment Clause was supposed to make sure that would never happen in the United States.

GPP TURN AND TALK

Look at the headline to the right that reported on the Scopes Monkey Trial in 1925. Is a prayer at the opening of a trial a free expression of religion by a judge, or a violation of the separation of church and state?



Class Discussion

Part 1

Directions: The Scopes Monkey Trial demonstrates that determining what science students learn in school can be as complex as the science itself! People involved in making the decisions have many different **incentives**, and not all of them have to do with ensuring that students learn the skills and information that they need for their futures. Let's examine the motivations of some of the players in this case study.

Jigsaw

Working with a small group, complete the chart(s) that your teacher assigns you. You will be responsible for teaching the information generated by your group to other students in your class. If you don't understand what your group members are saying, be sure to ask them to clarify. If you don't agree, have a discussion until everyone comes to a consensus on the reason for each player's actions.

When you are finished, your group will share your responses with the class. As you listen to your class members, write a few key words or phrases to complete the empty chart.

Expert Group #1

The players	What they did	What was their reason?
George William Hunter, author of the textbook <i>A Civic Biology</i> (1914)	Included a section about evolution in their biology book	Wanted to include the most up-to- date scientific information in order to sell books
American Civil Liberties Union	Volunteered to defend teachers who taught evolution	
Tennessee Governor Austin Peay	Ratified the Butler Act	

Class Discussion

Part 1

Expert Group #2

The Players	What they did	What was their reason?
Tennessee State Representative John Butler	Authored a law that outlawed the teaching of human evolution in the state of Tennessee	Didn't want children to think that the Bible was wrong
Football coach and substitute teacher John Scopes	Volunteered to get arrested for teaching evolution	
George William Hunter, author of the textbook <i>A New Civic Biology</i> (1927)	Revised his 1914 textbook to exclude evolution	

Expert Group #3

The Players	What they did	What was their reason?
Clarence Darrow	Defended John Scopes	Wanted to argue that the Butler Act was unconstitutional
Business leader, superintendent, and attorney in Dayton, Tennessee	Actively recruited a teacher from their city who would be willing to be arrested for teaching evolution	
Former presidential candidate and attorney William Jennings Bryan	Served as a prosecutor for the State of Tennessee	

Session 3 agenda • formulate • enforce • independent • incentive • standard • neutral • mandate

Class Discussion

Part 2

Directions: Choose one of the players from the trial. Who would you like to have dinner with? Explain why and write down what you would say to this player.

Name:

Perspective:

Motivation:

Why did you choose this player?

What would to say to this player over dinner?

GPP DISCUSSION QUESTION

What are some current topics in education that might be controversial? Who do you think should be part of the debate about these topics?

It's Debate Time!

Session 4

Who should decide what students study?

Communities with certain beliefs often push for **mandates** in education that align with their worldviews. Some argue that parents have the right to determine what their children learn, while others argue that because school is for everyone, personal **agendas** should not drive what is taught. Keep in mind that students are legally required to attend school until the age of 16 in most states.

Science supports evolution, but still, many parents don't want it taught in school. Similarly, though some parents prefer that sex education be limited to teaching about abstinence from sex, research has shown that teaching about abstinence with no mention of birth control fails to reduce teenage pregnancy rates and in fact can cause them to rise. A final example is climate change; most scientists agree that human behavior has had a direct impact on the climate. However, those who disagree with this claim insist that climate change not be taught in school.

Reflecting on the controversies that surround the teaching of evolution, sex education, and climate change, debate the following about who should decide what you learn:

Should the state **mandate** that what is taught in public schools reflect the best up-to-date science, or should opposing parental values be taken into account in deciding what to teach?

Pre-debate:

Fill in the chart below with evidence to support each side. You will be arguing one of these two perspectives.

Reasons for Science	Reasons for Parental Values

During debate:

Counterargument: Develop arguments against the other side's position.

Rebuttal: Defend your position against counterarguments made by the other side.

Post-debate:

Debrief as a class. Consider these questions:

- → Did everyone have a chance to participate?
- \rightarrow Were the debate norms followed?
- \rightarrow Were the points communicated clearly?
- \rightarrow Were the focus words used effectively?

Writing

Writing an Argumentative Essay

In one New Mexico school district, the superintendent insists that the students be taught about UFOs. Many parents are unconvinced they exist and teachers point out that UFOs are not in the state **standards**. Formulate an argument either for or against teaching about UFOs, and justify your claim.

 Did you:
 [] Introduce
□ support your claim? evidence?
Provide a s
Provide a concluding statement?
Use focus words?

Homeschooling: Freedom or Neglect?

Growing up, Josh Powell was homeschooled by his parents. He never got to go to school with his neighborhood friends, and he often felt left out of the jokes and stories they shared. By middle school, he also felt like his peers had learned more than he had. He noticed that they often used words that he didn't know, and that they were doing more complicated science and math. Though Josh loved and respected his parents, he thought they were not doing a very good job of educating him. He tried to enroll in public school, but couldn't because his parents did not endorse his request.

By the time he turned 16, Josh felt like he had missed out on a lot of education. He had worked his way through lots of books to improve his vocabulary, but he found it too hard to learn advanced science and math on his own. At 16, he was finally old enough to enroll in a community college, where he took several remedial courses to fill the gaps in his education. Josh worked hard to catch up to other students in school, and eventually **formulated** his own plan to prepare for and apply to a university.

Today, Josh is 21 years old and a successful student at Georgetown University. But even as a university student, he says he is often puzzled by references to books that all of his classmates have read but he has not. He believes he would not be at such a disadvantage if the state of Virginia, where he grew up, had been more attentive to **standards** for parent-delivered education.

All states **mandate** that children under 16 receive schooling, but every state must permit parents to homeschool their children. While the states have responsibility for schooling, the federal government has responsibility for protecting religious freedom. In 1972 the Supreme Court ruled that requiring Amish families to send their children to school was a violation of their constitutional right to freedom of religion. Thus, all states now permit homeschooling. But while most states insist that homeschooled children meet set educational **standards**, Virginia stays largely **neutral** about the content of homeschooling, giving considerable independence to parents.

There are many reasons why parents might decide that they can do a better job educating their children than private or public schools. They might want their children to learn skills specific to the family business, such as farming or computer repair. They may want their children to have independence from the strict regimens of traditional schools. They may want to protect their children from bullies and school violence. They may choose to homeschool their children to ensure that they do not encounter values and ideas inconsistent with the parents' beliefs. Homeschooling is increasingly popular, and networks of homeschooling families often share curricular materials, ideas about teaching, and other resources.

Today, Josh's parents credit homeschooling with building his values and drive. They believe that the state was right to allow them to determine the content of Josh's education. They say that without their lessons on morality and faith, Josh could have ended up with beliefs that contradict his religion. They are also glad that he did not have to experience bullying from peers or criticism from teachers.



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Homeschooling: Freedom or Neglect?

Josh agrees with his parents on some things; he does not think homeschooling should be prohibited. But he thinks the state has a responsibility to **enforce** educational **standards**. He worries about his six younger siblings – one of them is old enough to be in middle school and cannot read! Some of his other siblings are following Josh's lead by taking remedial courses at community colleges in order to learn high school math and science, and to get used to traditional classroom environments. Josh is helping them **formulate** their own plans for preparing for college.

Both sides of the Virginia homeschooling debate believe that Thomas Jefferson, who was the primary author of the U.S. Constitution and a Virginia resident, would support their views. Those who support minimal state regulation of homeschooling say that Jefferson believed it was of great importance to protect people from government-imposed values. On the other hand, those who favor regulation say that Jefferson believed democracy could only work if people were well educated.

SP TURN, TALK, AND WRITE

1. Which of these arguments do you think is more convincing when deciding on the responsibilities of states to regulate homeschooling?

2. Which of the two arguments do you think Josh would be more likely to endorse?

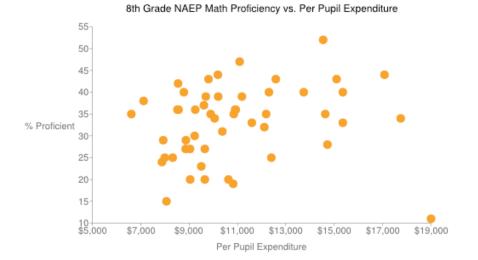
Source: The Washington Post, <u>http://www.washingtonpost.com/local/students-home-schooling-highlights-debate-over-vareligious-exemption-law/2013/07/28/ee2dbb1a-efbc-11e2-bed3-b9b6fe264871_story.html</u>

Per-Student Spending

It may be hard to imagine that someone besides your parents would spend \$7,042 on you each year, let alone \$18,924. But according to the EPE Research Center, each state spent something in that range on each of its students in 2013! Many factors contribute to per-student spending, including school materials, teacher salaries, building upkeep, lunch programs, and **incentives** to schools for attaining high test scores. Per-student spending does not include figures from private schools, which operate independently from local school districts and **enforce** their own educational **standards**.

The scatterplot below from the New America Foundation shows the average amount of money a state spent per student in 2008-09, plotted against the percentage of those students who received a proficient, or passing, score on the National Assessment of Educational Progress math test that year. Each dot represents a state.

Look at the scatterplot and answer the questions.



Source: <u>http://febp.newamerica.net/</u> k12/rankings/ppexpend

1. Which variable is located on the x-axis?

Which variable is located on the y-axis?

- 2. Draw a circle around the outlier. What is different about that data point?
- 3. Draw a best-fit line through the data points. "Best-fit" means there should be about as many points above the line as below.

Describe the slope of this line (positive, negative, or zero).

- 4. Would you say that there is an association between the amount of money spent on students and their scores on the NAEP test, or are these variables **independent**? Explain your thinking.
- 5. With a partner, describe the overall pattern in the data. What generally happens to the *y* value as the *x* value increases?

Who gets to say what I need to know?

Technology involves **formulating** tools or machines to fix problems or make things easier. When we talk about advances in technology, we usually are referring to the ways in which people make new things, or modify old things, to help us accomplish tasks more easily and efficiently. Take a look around your classroom. What kinds of technology do you see?

While you may have noted computers, projectors, or an electronic white board as technology, what you may not have recognized as technology are the little wooden tools that you use for writing. That's right – the pencil is an example of technology in the classroom! It is a piece of technology because it makes the process of writing and learning easier and more efficient.

In the one-room schoolhouses of the early 19th century, there were no pencils. Students used rock or chalk to write on slates. This made the processes of learning and teaching difficult. Because students always had to have their slates with them, and because the slates were heavy, teachers had no **incentive** to collect students' work. In order for teachers to test students, the students would have to independently recite in class from memory. The widespread use of lightweight paper and pencils changed education.

SP TURN AND TALK

Imagine a time when students had no paper or pencils. How do you think the use of pencils and paper as forms of technology revolutionized education? Which aspects of education have gotten easier and more efficient because of pencils?

Pencil Wood

While pencils themselves are a piece of technology, there is also a lot of technology that is required to actually make a pencil – it's more complex than you think! Let's consider one component of the pencil: wood. Pencil wood needs to be soft enough to be carved but hard enough not to break in the writer's hand (or if it gets chewed!).

The Janka Hardness Test is a **standard** used to measure the resistance of wood to denting and wear. To get the Janka Hardness number for a particular kind of wood, scientists and engineers measure how much force is required to partially embed a small steel ball into the wood itself. Janka Hardness numbers are measured in pounds-force. Woods that are extremely hard have a high Janka Hardness, and soft woods have a low Janka Hardness. See the table below.

The pounds of force of a human bite is estimated to be 100-150.

Pencils are usually made with cedar. Answer the following questions, considering the information in the table:

- If you were opening a pencil factory, what factors in addition to hardness might you consider in selecting your wood?
- What technologies have replaced pencils? How have these technologies changed what students need to learn?

Type of Wood	Janka Hardness Number (pounds-force)	
White Oak	1,360	
Heart Pine	1,225	
Cherry	995	
Maple	950	
Cedar	900	
Sycamore	770	
Balsa	1,360	



Examining the Focus Words Closely

SoGen Unit 8.2

FOCUS WORD OR *RELATED FORM	DEFINITION	SAMPLE SENTENCE	☞ TURN AND TALK
agenda (noun)	the motivation of a person or group; a list of topics that need to be addressed	The violence of the protest overshadowed the protesters' true agenda , which was to speak out against police corruption.	Does everyone attend school to learn, or do some students have another agenda ?
formulate (verb)	to put together; to design	Albert formulated an argument about why he should be allowed to go on the school trip, which he presented to his parents over dinner.	Think of a time when you hurt someone's feelings. How did you formulate an apology?
enforce (verb)	to make sure that a rule, law, or expectation is followed	The city enforced safe street crossing by fining pedestrians who did not obey traffic signals.	What are some of the most important school rules for the principal to enforce ? Are there some rules that seem to go unenforced?
independent (adjective)	not relying or depending on something else	Shoshana's creative outfits proved she was an independent thinker.	What activities make you feel most independent ? Why?
incentive (noun)	motivation for someone to do something, often in the form of a reward	Harrison's parents promised him a new pair of sneakers as an incentive for a good report card.	What incentives should your school provide for students to follow the rules?
standard (noun)	an expected level of quality	For Evangeline, maintaining a standard of cleanliness in her bedroom was a top priority.	What standards of behavior do you follow in your family?
*standard (adjective)	accepted as normal	It is standard practice in classrooms to take attendance first thing in the morning.	Should uniforms be standard policy at your school?
neutral (adjective)	not supporting any side of a dispute	Since Shayla was friends with both Mark and Sonny, she remained neutral during their argument about whose spaghetti sauce was better.	How do you stay neutral when two of your friends disagree about an important matter?
mandate (verb)	to use authority to order something to be done	Mr. Lovely mandated that his students only write in pen.	When was the last time that you mandated something to someone else? Did they do as you told them?
*mandate (noun)	an official order to do something	The basketball players followed the mandate to attend two practices a day.	Have you ever felt that you had to follow a mandate you did not believe in?