

Making Civics Real: A Workshop for Teachers

SHOW 7: Controversial Public Policy Issues

FINAL SCRIPT 5/9/03, p. 1 of 26

:16 Annenberg/CPB Funding Logo (include :15 fades)

:06 SOTA Logo (includes :15 fades)

Open Sequence

Velazquez: If we're going to talk about citizenship, democratic participation, then we have to tailor our lessons to model that kind of behavior.

Title: Making Civics Real: A Workshop for Teachers

Student: May I please introduce the president of the United States...

Narrator: Engaged, reflective, concerned and collaborative – these are qualities we hope for in our citizens and in our classrooms. Constructivism is a theory of teaching and learning that helps teachers instill these qualities while also imparting real skills and knowledge.

Borges: A constructivist teacher is someone who builds on students' previous knowledge and previous experience.

Johnson: Petitioner will go first ...

Narrator: Constructivism incorporates a number of teaching strategies you are probably already familiar with like: simulations, debate, small group work, and socratic questioning.

Chandler You prepare a lesson that will allow students to bring reality to what they are learning.

Johnson: Each child brings something different and has looked at the material in a different way.

Martin: But they also build on what other students are saying.

Student: And here we have the lack of family which I think is the most important...

Making Civics Real: A Workshop for Teachers

SHOW 7: Controversial Public Policy Issues

FINAL SCRIPT 5/9/03, p. 2 of 26

Velazquez: The most challenging thing is being comfortable with letting students find their own way

Borges: *If you make this decision, how will it affect high school students all around the country?*

Narrator: This workshop profiles teachers who are effectively using constructivist strategies to address standards and cover diverse content areas. Cooperative learning appears throughout, but you will also see strategies like role playing, consensus building and service learning. The goal of this workshop is to give teachers new resources and ideas to reinvigorate civic education.

Show Title: Controversial Public Policy Issues

Narr: Like all young people in the country, students at Champlin Park High School in Minnesota were deeply affected by the terrorist attacks in September of 2001. The heightened consciousness of terrorism adds complexity to their study of the role of the government in protecting citizens while also ensuring their civil liberties.

JoEllen: *Okay, today we're going to do a couple of activities. And we are going to fit it into our criminal law unit. As you know we've been studying ...*

Narr: Jo Ellen Ambrose has designed a lesson on a controversial public policy issue that builds on these feelings and experiences - and the students' knowledge of the constitution. In her 12th grade law class, students have studied aspects of criminal law, including due process and search and seizure. For this lesson, they will use role playing to engage in a structured academic debate on the issue of racial profiling.

L3: JoEllen Ambrose, 12th Grade Social Studies Law

JoEllen: We are in the midst of our criminal justice unit in the law class. And so my objective today is to get students to think a little bit about the tension that exists in our system of government between issues concerning the government wanting a safe society and also protecting individual rights.

Making Civics Real: A Workshop for Teachers

SHOW 7: Controversial Public Policy Issues

FINAL SCRIPT 5/9/03, p. 3 of 26

JoEllen: So we are going to hopefully pull back and get a bigger picture of how this tension between these competing rights falls in various situations. And the specific situation here will be racial profiling. So to get you to think about these issues the first thing that we're going to do is take a survey. So I'm going to hand out to you a little survey, we're going to do it individually and quietly first and then I'm going to ask you to stand up to move around, to take a position, to defend your position. And hopefully we'll get your thinking a little bit stirred up by this topic. Okay?

Activity One: Student Opinion Survey

Ambrose: It's a bit of a beginning activity with criminal procedure. The kids have been assigned some reading on the steps of criminal procedure so they can have a sense of the dynamics of our judicial system. And then we focus on some of the content areas. So we've done Constitutional law, which I think the students it would be wonderful if they could draw from that experience and say due process.

Ambrose: So just read it quickly, check agree, disagree, undecided. Look at the big picture questions at the end and when you're done look up so that I know that you're finished. You can read into them however you want to read into them because you're going to generate your own responses based on your own reaction.

Ambrose: So my goal is to get these students to engage in the discussion from their own perspective and from what they've heard in the news, to think about their opinions that they bring to the topic.

Ambrose: It's okay if you're undecided because you're going to get a chance to figure out how you feel after you've heard the discussion. I would like you to vote with your feet how you feel on these particular positions. So for those of you that agree with a particular position we are going to ask that you move into this section of the room and you're here because you want to defend how you agree with that particular statement.

Ambrose: When you try to introduce a unit you try to spark their interest. You want that attention grabbing activities that I'm hooked, I'm with you all the way. One way of doing that is to force them to think about things that they're going to face in the unit and to take a stand on it. And in taking a stand they're certainly not looking

Making Civics Real: A Workshop for Teachers

SHOW 7: Controversial Public Policy Issues

FINAL SCRIPT 5/9/03, p. 4 of 26

at a knowledge base necessarily but they're taking a stand from their own personal reactions.

- Ambrose: So I will read a particular statement and then I'm going to ask you to move to the part of the room where you want to back up your position, okay? So the first statement as I look at it, police should be given a free hand to apprehend those who commit criminal acts. Move. (noise of students moving) All right. Over here in the agree side I see lots of people and standing room only. So you guys support the position that police officers need a free hand to do what they need to do. Who'd like to defend that position? Why did you take this stand? Yeah?*
- Jonas: I just think like it would be safer for us like for the person that got pulled over they'd be mad, like if I got pulled over I would be mad too, but like for the community I guess it's just a safe thing to do.*
- Ambrose: Okay. Peter?*
- Peter: Well, if they have their hands tied they can't do anything to protect us.*
- Ambrose: I try very hard to model good questioning. I'll often push a kid by taking the opposite position to get them to go further with it. Or I'll ask a question that gets them to elaborate.*
- Ambrose: And I follow up and ask you what would tie the hands of the police? What is it that prevents them from being able to do what they should be able to do?*
- Peter: Like individual rights like are important to people. But they can like tie a police man's hands, search and seizure, the illegal search and seizure.*
- Ambrose: All right you guys continue your thinking. So you have more positions here to defend. Let's go over here to the disagree side. Ray, what would you like to say?*
- Ray: Well, I guess that I would just like to start off with saying who will police the police? You need to have a certain order to things. You just can't have the police officers going on the street and snatching up people whoever they feel. They have to have a process to it, they have to get the facts, and the bottom line of the Constitution is also to protect the rights of the minority.*
- Ambrose: Anybody else want to jump in? Yeah?*
- Robyn: When I read the word from free hand I thought that it kind of meant no restrictions. And I didn't really agree with that. And I think that there should be a balance between what the police are allowed to do and our rights.*
- Ambrose: Okay, undecided. We only have three people undecided on this. Do you have any clarifying questions? Do you have any questions for either side to help you make*

Making Civics Real: A Workshop for Teachers

SHOW 7: Controversial Public Policy Issues

FINAL SCRIPT 5/9/03, p. 5 of 26

your mind up? Because I'm going to ask you to move, you're going to have to get off the fence. So is there anything that you'd like to ask either side?

Renee: I just didn't know what they meant by a free hand. If it's free to do whatever they want to get it done or if it's free to do what they need to do under the Constitution.

Ambrose: You undecided people have to interpret the question how you want to interpret it. Whether it's absolute free hand; the police can do anything. Or whether we're going to look to the Constitution to put some limits on the police power, then you might want to go over there. Okay? So I guess I would like you guys to feel free to move now to the position that you want to go to. And I would like you guys to think about if you want to change your mind. Maybe some of you were persuaded in a different way or read it differently. So let's just take five seconds here and move your positions. (students moving).

Does anyone want to talk about why they moved? Tonya, do you want to tell us a little bit about why you moved over to the agree side?

Tonya: No, I just think that police should be able to do whatever they feel is necessary to apprehend the person.

Ambrose: Okay, (2) police officers should be able to stop motorists of certain racial or ethnic groups because officers believe that these groups are more likely than others to commit certain types of crime. All right. If you agree with that statement that they can use race as a factor to stop, you agree. If you disagree, come over here. If you're undecided you go over here. (Students moving)

Ambrose: The methodologies that I chose for this lesson are a little bit varied. So I asked students to express an opinion on a topic that was of controversy in the criminal justice area. And then they had to physically move to stand by that position so they were participating in a class discussion but they did so in a very physical way.

Ambrose: All of a sudden the big majority of the people over here said, okay, police officers should be able to do whatever they want, they should have a free hand. Now all of a sudden you've just limited them. Yeah?

FS: The thing that I agreed with over there was because they should have a free hand to apprehend those who commit criminal acts, so they actually committed something. And if they didn't actually do anything wrong, they're just a certain race.

Ambrose: So you're going to argue then that police really need to look at the conduct of the person that that's an important piece of it. Right, and not necessarily their

Making Civics Real: A Workshop for Teachers

SHOW 7: Controversial Public Policy Issues

FINAL SCRIPT 5/9/03, p. 6 of 26

background. Okay. Going over here with our three people who are in this position let's hear what you want to say here. Go head, Ray?

Ray: I don't actually believe in ...

Ambrose: So Ray why is it that you're arguing something that you don't believe in on this question?

Ray: I had a project once in criminal justice and we interviewed a Minneapolis police officer and he said that it was give to them that they knew in certain parts, at certain times of the day there were more crimes committed. So they would go to heavier policing to target those areas. And in my mind I guess that can be justified, because then you know where the problem is and you can take care of the situation. It may not be fair all the time but it serves a better purpose for the public because the people would be protected.

Ambrose: Okay. Jonas is here and undecided. Are you ready to make a move?

Jonas: I don't know if I agree or disagree because maybe if there is just like a racist police officer he will stop somebody of a different race just because he doesn't like them. But then again like in the recent events of like 9-11 in the terrorist bombing if you see someone who he thinks is a suspect from the Middle East or whatever, he should be able to stop them and check it out, if he fits a profile or something.

Ambrose: I think that you're picking up two ideas that we're going to use as we continue the topic of racial profiling. One is what are the attitudes of police officers? Can we generalize what their attitude is? Or is it the good judgment that we hope it would be? And the second issue is the context of the situation. We look at September 11th and we look at the aftermath of that. Is that a different situation? Are we going to allow police a little bit more latitude in view of that circumstance than we would have in the past or in other circumstances? Okay. So keep those ideas in the back of your mind.

Okay, we're going to leave that issue and look at that number 3. And hopefully you guys are going to move around me, but you won't, we'll see. It is okay for police to stop young drivers for no other reason that the fact that the driver is young. Go ahead, you can move on that one. (Students moving)

Ambrose: Social studies education is all about citizen development. The role of the Constitution, the democratic values that are a part of our system. That's what I want my students to walk out with, a sense of I am going to be a citizen and engage in a dialogue that's meaningful. I'm going to realize that all issues are

Making Civics Real: A Workshop for Teachers

SHOW 7: Controversial Public Policy Issues

FINAL SCRIPT 5/9/03, p. 7 of 26

complex. So good discussion, I mean, good thinking on these controversial issues is a big part of social studies education.

Ambrose: Yeah, Robyn?

Robyn: I think that since originally the law has given us the right to drive at the age of 16 then we shouldn't be stopped because we're driving at the age of 16. It's kind of like going against your own word, saying you can drive now, but if you drive we're going to stop you. It doesn't make any sense.

Ambrose: Does anybody want to support that? I mean, why is it that young drivers would make police officers nervous? Could it be statistics? Could it be the fact that a lot of young people are in car accidents? Is that enough of a reason to stop someone do you think? Yeah?

Jonas: I don't know. I think if they have the right to pull a young person over if they're committing a crime or something. But for me I got pulled over recently, like a couple of weeks ago, and I stopped and I'm like why did you pull you over and he's like because you have a garter in your windshield. I was just at a prom, you know. I didn't think that was a crime really. It's not a big deal.

Ambrose: Did you get a ticket?

Jonas: I got a ticket for an expired driver's license.

Peter: It's like two weeks after homecoming I got pulled over for drunken driving because I swerved around a road kill, like a deer in the middle of the road. And a cop was tailing me while I was driving and he ended up hitting the deer and did a lot of damage to his car. But he pulled me over and he made me roll down all my windows in my truck and kept asking me if I was drinking, and he was looking through it and he saw a 24-pack of toilet paper and a bunch of camping equipment. And he kept trying to get me to say that I was TPing. He was trying to get me to give up the toilet paper and I was trying to explain to him that I had just been camping and it was being used for what it was made for not for throwing over trees. But he didn't believe me.

Ambrose: How did you feel when you got targeted?

Peter: Well, it kind of made me mad because it was really late at night and I was trying to get home.

Joseph: It's like they get power rushes and they feel that because you're younger they can take advantage of you, I guess. I don't know.

Ambrose: Okay. So feel that feeling because that's some of the emotion that comes into the topic of racial profiling is what it feels like to all of a sudden be suspect when your behavior didn't lead you into he suspicion, right? All right, I just can't help but ask this one last question. Knowing that maybe some criminal laws were

Making Civics Real: A Workshop for Teachers

SHOW 7: Controversial Public Policy Issues

FINAL SCRIPT 5/9/03, p. 8 of 26

violated during the Powder Puff week, laws concerning destruction of property, TPing, a few of those other kinds of things, don't you think that that gave police officers specific cause to pull people over? Robyn?

Robyn: There were a lot of kids out there, doing a lot of reckless things and they knew that. So I think that they were totally justified in that situation.

Ambrose: Okay. So in that particular situation they may have been justified. But at the expense of that we had one innocent camper who was in his truck with 24 rolls of toilet paper and his tent. Do you hear what I'm saying? I mean, that may have been a justifiable reason to stop, but for some reason this was an innocent person that stopped on that basis. Which Constitutional protections are you guys defending right now? What is it in our Constitution that you guy think is really important in this situation? Becky?

Becky: Well, the whole unreasonable searches and seizures. I mean, you have to get a warrant to search someone and so I kind of see that as you have to have a reason to stop someone. So it's kind of like the same way and that's what's protecting us.

Ambrose: Okay. Any other Constitutional rights? Okay, over here, Gabe.

Gabe: Well, what she was saying about the warrant, how is a cop supposed to get a warrant every time he pulls over someone's car. I mean, there is no way that they are going to be able to do that. That's unreasonable.

Becky: I'm not saying that they have to go get a warrant to pull over everyone or anyone. I'm just saying that you need a warrant to search your house so you should have a good reason to search my car. You can't just search my car for just any reason. Just like my house and my property.

Ambrose: Okay. We're going to leave the youth of America. We're going to go into another situation. Look at number 4. In order to fight terrorism, so the context is very different now because we live in a world after September 11th, law enforcement should be allowed to randomly stop people who may fit the profile of suspected terrorists? Okay? Pretty general. Go ahead and change to where you want to move. (Students moving)

Ambrose: Really listening to the students is a challenge. Because they're moving and because they're grouped differently I want to be sure that we can focus and respectfully hear the different positions that come up.

Ambrose: Okay, yeah. Wow. A lot of you have changed and you're now sitting in a position where you agree with the fact that there are circumstances where police officers should be able to stop people because of characteristics similar to the terrorists of September 11th. What can you say to defend that position? Dan?

Making Civics Real: A Workshop for Teachers

SHOW 7: Controversial Public Policy Issues

FINAL SCRIPT 5/9/03, p. 9 of 26

- Dan: After September 11th a lot has changed. And I think these people, they are law abiding Americans, but they look like a terrorist and they get pulled over for it. And you know that their innocence will come out, but if they are truly Americans they are going to care about what has recently happened and why they're being pulled over.*
- Jonas: I was thinking like the person that gets pulled over is going to be mad and if I got pulled over and they said to me you look like a terrorist and we want to check you, I'd be made, yeah. But the thing is who cares about me, you know? We care more about America than the single person.*
- Ambrose: All right. I've got to go over here because that last statement ... if I was sitting over here that last statement would make me jump out of my seat, what do you think, Gabe?*
- Gabe: Okay. Here is the deal, right? So they're over there, they're saying we shouldn't pull over young people or black people, but when it comes to terrorists ...*
- Drew: Jonas made the comment of saying we can pull over people who look like terrorists because that's what people want, people are all for the society and the big picture. But that goes against like everything that our country is built for and like stands for because like the whole point of the Constitution is to defend the individual's rights and to protect the minorities.*
- MS: Ever since the United States has been established as a nation it has been made up immigrants from other countries and I don't think it's a good idea ... I think somebody over there said something about it's okay to stop somebody because they're fighting for the greater whole and so what if one person is mad at the U.S. government for a day, so what? They keep doing that there are going to be more and more people that are just sitting around their house angry at the U.S. government for whatever reason and that's just going to make the problem worse.*
- Ambrose: This particular question we have a lot of undecided. Do you guys have any questions that you want to ask? You've heard good arguments on this side, good arguments on that side. What do you want to know before you make a decision where you would like to go? Go ahead.*
- Renee: I don't think that it's right for them to stop someone based on how they look. But at the same time we want safety in our country. So it's like two huge conflicting sides, at least for me it is. Because my dad, he's a bigger guy and he's got the long black beard and black hair and stuff and people told him like the day after the bombings that he looked like a Taliban member, like he could be from the Middle East. And that like strongly hurt him and he changed part of who he was and he shaved it and cut it and everything, because he decided that we didn't want him to look like that and risk the safety of the family. But at the same time I*

Making Civics Real: A Workshop for Teachers

SHOW 7: Controversial Public Policy Issues

FINAL SCRIPT 5/9/03, p. 10 of 26

don't think that they should be able to do that because he was so hurt inside just by somebody doing that.

Ambrose: So the perspective that you're adding is one from your own father's experience, right? Which kind of put him in the position that all of a sudden in a country that has been free. Where he never really noticed what he looked like or what that would do, all of a sudden people are warning him that maybe he better fit in or change characteristics so that he's not going to be targeted and it might be for his own personal safety that that would happen.

Renee: Yes.

Ambrose: So that adds a whole other dynamic to the issue, doesn't it? I mean, because you see the pain that that caused and you see it from your father, which is pretty difficult. I'm looking over here, Ray did you have something?

Ray: Actually my nationality and my background is from the part of the world where there are current concerns. And since September 11th I've also wondered, hey, do I fit the profile of a terrorist? You talk about people looking at the general picture not to be mean, but don't be naïve. People take it personally; they don't look at the general picture.

Becky: One thing that is kind of weird is a lot of people disagreed with being pulled over because of their age, because that effected them, but now people are saying it's okay for them to pull over someone because of how someone looks. Whereas that is the exact same reason that a police would have pulled you over because you looked young and now they're saying it's okay because you look like something.

Ambrose: That's exactly the kind of perspective that I want you to look at. There is the personal perspective. Wait a minute, when it's me being pulled over my rights should come to protect me. But when it's another situation you may tip the scales a bit differently. Okay, undecided find your new positions.

Ambrose: We're seeing a process whereby they can be fluid in their thinking. They don't have to be locked into it. The polling thing allows them to defend their position but yet also change their mind. So there should be some growth there. There should be some movement in their thinking.

Ambrose: Did I see this accurately? Did everybody that was undecided move over here to the disagree spot? Okay. Does anybody want to share why they made that decision? Was there anything compelling about this side's argument that put you over here?

Joseph: I just think that Becky made a good point, because I disagreed with the age thing. And so if it has do with, it's kind of similar to the age so I ...

Making Civics Real: A Workshop for Teachers

SHOW 7: Controversial Public Policy Issues

FINAL SCRIPT 5/9/03, p. 11 of 26

- Ambrose: Okay, we're going to continue this discussion further as we look more deeply into this issue. And you're going to have a chance tomorrow to debate it. But I want to leave you with one last big picture question, number 5. Look at number 5. Our Constitutional rights are only protection against the unlimited power of the police and other government officials. Move to what you want to agree to. Take a stand. (Students moving)*
- Ambrose: Wow, a lot of people have moved over here. In fact, it's again about 97 percent of you have now moved over to this statement where you agree with the fact that there are Constitutional rights and we need these Constitutional rights because they protect us from the police. Sara, do you want to back up that statement?*
- Sara: We just got done doing everything about the Constitution and the Supreme Court and it just seemed like everything that we learned about that came down to the Constitution. Like in the state laws or whatever we learned how that was related to the Constitution.*
- Ambrose: Wow, you guys have come full circle. When I look at the fact that it in the first statement you were willing to give the police a lot of control, a lot of rein, without a lot of restrictions. And now all of a sudden I hear you say but wait a minute, the Constitution stands for those very restrictions that we need to have to protect us from the government and the police. That's kind of a great journey that you've just been on and I hope we can probe out some of those issues as we do the next step.
So let's go back into our seats where we originally sat.*

L3: Becky

- Becky: For some of those questions I was like how could anyone agree with this and then some of the agree people would say and I would say oh, that makes sense. So it kind of shows you how other people in the world think, and it's a safe place ... it's a good forum for us to get our opinions out.

L3: Joseph

- Joseph: I guess that it makes us see the viewpoints of other people. So now I feel for minorities because I understand where they are coming from, that they are getting pulled over because of the color of their skin.

L3: Robyn

- Robyn: You're getting other people's ideas and viewpoints. And it's introducing you to things that you might not have thought of just on your own.

Making Civics Real: A Workshop for Teachers

SHOW 7: Controversial Public Policy Issues

FINAL SCRIPT 5/9/03, p. 12 of 26

Ambrose: *To understand a controversial issue like this the first thing that we want to know is how are we defining it?*

Ambrose: I became a teacher right out of college. For a little bit I had been thinking about law school. But I think that working with young people is pretty powerful and it's meaningful. I had the teacher dilemma that comes in shortly into one's career and that is the financial incentives are definitely there when one has a graduate degree. And so there were a few years there where I would teach all day and I would drive to St. Paul and take law school classes at night. I got that degree.

ARCHIVAL

Ambrose: I had a chance to leave teaching for a couple of years on a leave. I did some work with developing curriculum in law related education. And the circumstances changed that I had an opportunity to go to a brand-new high school. And so being here and developing the law course as we have it and the government course has been a really great blend of the content that I learned in law school with the passion that I have for teaching.

Ambrose: *And you're going to find that there are characteristics called full racial profiling and a partial racial profiling. So get into ... so kind of get a mind frame that defines for you what the issue is. The second thing that you're going to be concerned about is, is it a problem? Does it exist? Why is it a problem? Is it a problem in all communities? Okay? Where is it a problem? When is it a problem? These kinds of questions are exploring the explanation for it. I'm going to want you to explain why it's a problem using facts and statistics.*

So now that you know what is, now that you know it exists, evaluate it as a law enforcement tool. So here you're going to ask the bit picture questions. Is it good? Is it bad? Why is it good or bad? When and in what circumstances might it be good? And in what circumstances is it bad? So we're kind of diving deeper into the topic. What I'd like you to do is find a partner that you're comfortable working with. We're going to kind of rearrange our desks so that you're going to be working together with that partner. For each group I have pulled out several articles.

Ambrose: I've been teaching for about 23 years and over that time I have found that my own teaching philosophy and style has evolved. I think that at the beginning it was

Making Civics Real: A Workshop for Teachers

SHOW 7: Controversial Public Policy Issues

FINAL SCRIPT 5/9/03, p. 13 of 26

comfortable to kind of fall back on content because I'm the authority, I'm the teacher. When I first started doing process oriented things I had to give myself room to be flexible and permission to not get it right the first time. And so you have to kind of let it happen and trust that it will and then sort of have your backup plan. I always try to have a few questions or something that will get the process going if it's really flailing.

Activity Two: Teams Prepare for Debate

Ambrose: Between you and your partner you're going to look at the material, you're going to sift it, you're going to find from the material what you need to answer those questions that are on the board. Okay? So find a partner, come up for me, I'll give you the packet ...

Ambrose: And I let them pick people that they are comfortable with because that brings out I think the best in them. It can also create the situation where they are most off task. So it's a two-edge sword. And I think that the structure that I bring into the activity that they're clear on what the expectations are, the fact that they have printed in front of them, here is what you need to do to plan. I think that that really gives them a focus that they can use so that they don't get too far off the path.

Sara: Do you think that this is just with police officers or just in general?

Fs: Well, I think that it's just everywhere. Like I think that it's at the school.

Drew: It seems like there is disparity between black and white, like being pulled over is a lot higher.

FS: Guys get pulled over more than girls.

FS: It's not like a racial thing, I just think it's ...

FS: Yeah, especially around here.

FS: Yeah, it's just more like, and that's the only thing that we've been seeing, you know, because I'm not out.

Ambrose: So what I want you to do now is take it past your own personal experience.

FS: Okay.

Ambrose: And I want you to take it into a bigger picture. I want you to use the emotion that you have, where it's based on you and apply it to situations where it's based on race, because I want you to make an academic jump there.

FS: And when they interviewed like thousands of people but they didn't charge any of them, nothing happened.

Making Civics Real: A Workshop for Teachers

SHOW 7: Controversial Public Policy Issues

FINAL SCRIPT 5/9/03, p. 14 of 26

- FS: But why do they do it if they can't ... if they're not charging them?*
- Amrose: You've had some work time and I've been impressed. You guys have got those highlighters going, you're thinking about these issues. When you come to class tomorrow we're going to have you take a position on a topic and you're going to have about 20 minutes to pull from your work arguments that support one side or the other side. Okay? Now someone asked what's the product here? Are we writing a paper? Is it really formal? The product is the discussion tomorrow. So when you come and you argue your points I want it to be backed up with good support. I want you to have reasons that come from this material or other material that you go ahead and research.*
- There will be a self evaluation piece based on how well you contributed to the debate type of format. And there will also be an essay question on the unit test that looks at this particular topic. So it's not a formal paper, but the writing you will do will be part of our unit test. Okay? Tomorrow I will assign you to groups. So you got to pick your partner, but now I'm going to take the partners and put you in groups of four. So you will be arguing different sides. So if you have a ...*
- Ambrose: As I get to know students, and depending on the nature of the topic, a topic like this that I want more depth out of them, I want more of that thinking, then I like to have some control over making those group decisions, because I think that I will get a better product. So I plan different ways of picking groups, depending on the activity.*

Activity Three: Academic Structured Debate

- Ambrose: All right. Today we're going to do the second day of our activity that we started yesterday. We are going to do an activity that we call an academic structured controversy. And you can think of it as a debate and discussion. Okay? What I'd like to go over with you today are the kind of behavioral things or the expectations that I have.*
- Ambrose: I'm going to ask them to assess their small group experience in a self evaluation. And that's because I couldn't be in all eight groups. And so I have to let them reflect and think about how well they met the planning, speaking, listening, and just getting at the controversial topics, the understanding of the topic.*
- Ambrose: You'll notice where you're sitting you have A, the A sides are on my right, and on the left are the Bs. Where you are sitting is determining the position that you're*

Making Civics Real: A Workshop for Teachers

SHOW 7: Controversial Public Policy Issues

FINAL SCRIPT 5/9/03, p. 15 of 26

going to argue at the beginning of this activity. So Angie and Kim over here are sitting by A and the position is on the board, but it's also written for you and I've added more information there. So please read that as well.

Position A you are going to argue that racial profiling is an effective law enforcement tool and should be used by police when they think it is most helpful. Notice it also says officers ...

Ambrose: The structured debate piece is a framework that you can use like a recipe. I mean, it just is very directed. I mean, it tells you how to put the people in the groups and how to switch and how to do the consensus. And you can fill in with any topic that you want. So I think it's a tool that can be used in a variety of settings and a variety of situations.

Ambrose: *Position B, you are going to argue that racial profiling should never be an acceptable law enforcement practice because it infringes on individual constitutional liberties. All right? Okay, now let's look at the different steps. For 20 minutes you and your partner are going to plan your arguments. You are going to go through your materials. You're going to pick four or five of the best arguments that support your position. You're going to get supporting evidence. And you're going to try to pull it together as quickly as you can. Twenty minutes isn't a long time, but you can do it. Now if you want to you might want to slide your desk a little bit apart from each other so the other side doesn't hear your strategy at this point. Okay?*

Then we're going to put the desks back and we're going to do a debate activity. And I've got my own stopwatch. So we're going to do three positions, Position A you get to talk uninterrupted and present your best shot. And then I'll say stop and you stop. Position B you get three minutes, you're going to counter and present your affirmative side. You're going to stop after three minutes. Then you're going to get a two minute time period with open discussion, ask questions, clarify, see if you can get the conversation at a little bit different level than you did before. Okay?

Now all I'm going to tell you about right now, but you will have to end up argue both side. So if you personally are really upset that you just got assigned a position that you don't feel, you'll get your chance in the second half. So you'll be arguing both sides today. Okay? All right, you've got 20 minutes of preparation time and we're going to start now.

Making Civics Real: A Workshop for Teachers

SHOW 7: Controversial Public Policy Issues

FINAL SCRIPT 5/9/03, p. 16 of 26

Renee: They haven't done anything yet, but just the fact that it's the high percentage of them being there and stealing.

L3: Renee

Renee: I really like the hands on activities in the group work because you have to work with other people and it forms sort of a team work. And a lot of teachers don't do that they believe in here's the assignment, do the book work.

L3: Joseph

Joseph: When other people tell you what they feel it helps you get your ideas generated and it gets your brain going.

FS: So all these people that are pulled over there they all got their charts dropped. (All talking at once)

Ray: Ms. Ambrose correct me if I'm wrong here, but were those real cases brought to the Supreme Court on racial profiling or are we still on the beginning stages of it?

Ambrose: That's two questions. Did you see the one Wren (ph.) case that was referred to in one of the articles?

L3: Rayad

Rayad: Instead of just reading the textbook and doing the mundane work which gets boring and students lose interest you make it interesting by taking it out, making it a discussion, a debate. So then you don't actually look at the text as much, but you bring the text to life.

Sara: The opinion is good but we want facts.

Ambrose: If you found information that says whether or not racial profiling is taking place. Have you've found anything specific to Minneapolis?

Becky: Yeah.

Ambrose: Okay. Let's look at Minneapolis.

L3: Becky

Becky: If we would have just read the book, there are people in the class that aren't going to read it. And if we would have just filled out the worksheet there are people in the class that are going to copy. But because it's a controversial issue and people have strong opinions about it, they tend to go and research more. I know I

Making Civics Real: A Workshop for Teachers

SHOW 7: Controversial Public Policy Issues

FINAL SCRIPT 5/9/03, p. 17 of 26

researched a lot last night. Because it was something that I felt strongly about I wanted to make sure that I got my point across with fact, you know.

Ambrose: And because the theory is that they're stopping the smaller kinds without making the bigger ones are not ...

Drew: Because a suspect is a suspect. Even if you're caught in a crime then you still have to prove it in a court of law.

MS: Yeah, and they are too few in number. (unint.) ... see what I'm saying?

Joseph: Yeah.

Ambrose: Is everybody ready? Here's what I want you to do. I want you to take your desks right now and smoosh them together, square off with your partner, the opposing side. Don't want boxing gloves or anything like that. It's just a debate. Keep it in perspective.

Becky: In Minneapolis they found that crime has gone ... that since they've done the start of this racial profiling and they do it partially, they don't do a full racial profiling, they found that crime has gone down 18 percent. And so it's obviously working.

L3: Becky

Becky: My group partner is Sara Winerski (ph.), we actually have been friends since like 9th grade. And we work very well together. She has different views than I do. And I kind of knew that going into this and I thought that that would be good because we would really be able to have a discussion. You know if someone had the exact same view as I did, it wouldn't be any fun. We wouldn't learn anything and grow.

Sara: If there is a crime committed and a witness thought and she said the perpetrator or whatever you want to say was like yellow or something you're not going to go stop red people on the street, because obviously they're not going to be the person that committed the crime because they don't get profiled.

Ambrose: Okay, Position B, you're on.

Robyn: In St. Paul more whites were stopped. But the blacks and Hispanics that were stopped were twice as likely as whites and Asians to be searched during the stop. So like if a white person was stopped they seemed to trust them more.

Drew: The bottom line is that you can't put a price on the civil liberties. No matter what the statistics say, no matter what they support. I mean, you can read statistics either way, those are numbers. But when it comes down to like ...

Making Civics Real: A Workshop for Teachers

SHOW 7: Controversial Public Policy Issues

FINAL SCRIPT 5/9/03, p. 18 of 26

- Ambrose: Stop. Now you've got two minutes to talk to each other, get out of the debate format and start to ask each other questions that clarify what did you misunderstand, what do you want to know more about? On your mark, get set, two minutes, go.*
- Becky: If it's stopping criminals, it's working.*
- Drew: So do you feel like just preventing crime is better than the rights of individuals?*
- Becky: You also have to look at the individual right to not have crime committed against them. I think that that's what the police officers are trying to do ...*
- Ambrose: All right. We are done with our open discussion time. Okay. Now you'll get another chance to have that open dialogue at the next round. We're going to do round two, round two has you arguing the opposite side. But you're going to do it physically. So pack up your stuff, the Bs. Don't move the Bs and As, just literally you stand up and you sit in the A spot so you can feel what the A position is like. And you people move over to the B so you can sense the space. (Students moving)*
- Ambrose: Position B is going to go first this time and they're going to argue that racial profiling should never be acceptable and then A will get to respond. Okay? So take five minutes, don't let the other side and see if you can pull together your argument. On your mark, get set, go. (All talking at once)*
- Robyn: How do stereotypes come about in society? I mean, they obviously originally they are from somewhere.*

L3: Robyn

- Robyn: And none of us are ever going to completely agree on anything, but when you openly discuss these things then that's when progress is made. If we didn't discuss controversial topics then we'd be missing the point of the class.*

- Ambrose: All right. Your five minutes of preparation time is now over. On your mark, get set, go.*
- Becky: If it was being done justly then they ...*
- Sara: Then the numbers would be equal.*
- Becky: Right. If the percentage of people speeding and percentage of people pulled over were the same, then it would work.*

L3: Becky

Making Civics Real: A Workshop for Teachers

SHOW 7: Controversial Public Policy Issues

FINAL SCRIPT 5/9/03, p. 19 of 26

- Becky: Being a senior there is a ton of books that I have to read and there are a ton of worksheets that I have to fill out and a ton of textbooks I'm reading, and it all ... like I know it for the test and it's gone. But I know that I will be able to remember when I was learning about racial profiling, well, I researched about this and it allows for a personal experience to remember in the long run.
- Jonas: *After September 11th that whole thing ...
The Arabs were being targeted now. Everyone is questioning them. It says
Ashcroft targeted 3,000 or more who entered the country after September 11th.*
- Ambrose: *Are we ready? The other side.*
- Ray: *I'd like to put something just out there. The profile used over the past decade for
people who are more likely to commit crimes are people who live in lower income
areas, age 14 to 25, male and non-white. We know who the people are who are
committing more crimes. We're going to go after them. It's for the good of the
community.*
- Robyn: *You need to make sure that it doesn't happen. They're going to police that area
more closely than they would in other areas where minorities may not exist as
much and poverty and crime won't exist either.*
- ambrose: *Here we are. We're going to do that open conversation format again. So get
ready, get set, go ahead and clarify.*
- Ray: *I was saying things that I really believed in here and then I went to the opposite
side, feeling like a lawyer, no offense or anything. (Laughter)*
- Ambrose: *I'm not offended.*
- Ambrose: As that debate activity went on, especially in the clarifying part, they were kind of defining their own learning. I mean, you could hear one student say, you know, well now what do we mean by this? Where are we going with this? And they're kind of taking themselves on a journey to a deeper understanding, hopefully, of a very controversial topic.
- Renee: *Therefore, we hope that Osama Bin Laden is not around any more.*
- FS: *So then when you see situations like was referred to in one of the articles where
these sweeps (ph.) of thousands of Arab Americans for the purpose of asking them
questions, you know, we had a round one, now into round two. So those kind of
sweeps based on race and nationality only are okay?*
- Renee: *No. (All talking at once)*

Making Civics Real: A Workshop for Teachers

SHOW 7: Controversial Public Policy Issues

FINAL SCRIPT 5/9/03, p. 20 of 26

- Ambrose: Building consensus is very important for students because so often they only see the extreme positions. I mean, in controversial issues they'll say absolutely the death penalty ... yes. And I like structuring this activity to build consensus so that they can find that solving problems is very complicated and it is different in different situations, but we do have to follow guiding principals and where is it okay for this but not for this.
- Becky: *They have no right until they are accused of being guilty. And when you pull someone over and you're saying I think you have drugs, you don't know for sure. (All talking at once)*
- Drew: *If you have probable cause it is said they can do it, if they have probable cause or see something wrong or illegal is being committed then the police man has the right. And it's based on ... (All talking at once)*
- Sara: *So seeing something with an ethnic background who is driving around in a brand new car with their tail light out, does that mean that they are doing drugs? (All talking at once)*
- Ray: *Go back to justice will prevail in the end. If you're not guilty of anything then you're fine.*
- Ambrose: *Oh, that's ... I don't know, I'm feeling some intensity in the open discussion part. All right. Here's the plan. Look at the bottom of the green sheet. This is the finale. We made it. The finale, your group's task now is to not be opposing sides but be a team of four. So see your identity now as a group of four. And what you have to come up with is a consensus position. You need to find where you all can agree on this topic. And listen, if you in your heart, if you maybe agree with what the group agrees with, but you think that it should go farther that's an individual position. You can have that as well. But where is the ground that your group can all agree to. All right. Do you hear what I'm asking for? Does it make sense? And when you kind of have an consensus I'm going to ask you to put it on a sheet of paper with a marker so that we can share with the class what each group's consensus position is, because it kind of reflects that your debate was about. Okay?*

Activity Four: Develop Team Consensus

- Jonas: *But it's not all minorities that we're talking about either though. We're talking about like ... like what we were talking about earlier, if we see a bunch of skinheads in a group those cops or those police are going to seek them out and they're going to do whatever they need to.*

Making Civics Real: A Workshop for Teachers

SHOW 7: Controversial Public Policy Issues

FINAL SCRIPT 5/9/03, p. 21 of 26

Robyn: Because they're known for being dangerous in the past. I mean ...
Jonas: The trench coat Mafia as well.
Robyn: And it got to be like the same thing. Like even kids at our school who were wearing trench coats before the incident they suddenly stopped wearing them because they didn't want to be associated by their looks with that group of people, even though they had nothing to do with it. And it's harder to do with your race because you can't just like rip off your skin and make yourself look different.
Ray: We need to be fair to the public. That's what we have to do. The question is how do you regulate fairness? We have people out there, the cameras are a good way to do it. If you have cameras with a microphone in there you are going to get a good idea of what's going on.
Ambrose: So as you're building your consensus here it sounds like you're putting in some specific kinds of checks that you see in the system. Okay, be sure that that is part of what you're going to explain to us, those kinds of procedures.
Renee: So in this instant right now, after the September 11th thing, I feel that they should do profiling of them that are of that descent or whatever, should be profiled.
FS: Should that be like probable cause, not just ... okay, you're from the Middle East, we're going to check you?
Renee: I don't feel so, but there should.

L3: Renee

Renee: I'm a really outspoken person, like with my peers and stuff and it's really kind of weird to have to you know you have to listen to them and respect them and put all your opinions together. And it's really hard, especially with teenagers to be able to like compromise. And everybody interprets everything differently. So it was really complicated to bring all of the ideas together.
Ray: Telling someone they're a suspect of a crime, that's a serious accusation. You can't ... when you pull someone over for speeding, okay, they've been accused of speeding, they're not ...
Becky: What about in an airport?
Ray: Okay. In an airport. (All talking at once)
Becky: That's what I don't understand. (All talking at once)
Ray: You really think that that's a great way to ... here's the thing ...
Becky: I don't think that it is ... (All talking at once)
FS: I'm not having you convince me. I'm trying to have you clarify it.
Drew: We're just trying to define the bottom line of what a suspect is. Where do you draw the line of what is a suspect and what isn't?

Making Civics Real: A Workshop for Teachers

SHOW 7: Controversial Public Policy Issues

FINAL SCRIPT 5/9/03, p. 22 of 26

- Becky: *And what is a general profile?*
I find that if we say it's suspect, then profiling is okay. But I think that you can make a suspect profile that would be very close to a racial profile. So I could see the outcome makes a suspect profile that is a racial profile. We need to make sure bad cop ...
- Ray: *How can you come up with a general criteria for that there are so many different situations scenarios.*
- Ambrose: *Okay, what did the book say about probable cause. Right, remember, remember, let's just kinda walk through it.*

L3: Rayad

- Ray: *Ms. Ambrose is a great teacher. She has a lot of energy in her teaching. If she sees something isn't working. Most teachers will continue with the lesson. She doesn't so that. If something is boring us. If something is not working. She will get at the problem. She will change it to make sure we are always interested so that we are always learning something.*

L3: Becky

- Becky: *If someone asks a question she is going to answer it. Given if it is not in her lesson plan. She's not going to say we are not talking about this. We kind of go off on tangents sometimes and that's when it seems like I learn the most.*

Activity Five: Teams Present Consensus Positions

- Ambrose: *Now the product of yesterday that each group has a sheet of paper that explains their consensus position. Your gonna take five minutes to write the consensus and choose someone in the group that will present to the class. I want you to explain what you think about racial profiling. If you got middle ground situations. If there circumstances where it's not okay, then you're going to put your positions sort of in this gray area or this middle ground. All right? And what I'm going to ask you to do is explain your position and then we're going to take a piece of tape and we're going to put it on the continuum. Okay, let's finish writing it up so that we can present it in about five minutes. Okay? (All talking at once)*
- MS: *Part of the profile along with other things like the kind of vehicle they're driving, where they're driving, when they're driving, how they're driving. (All talking at once)*
- FS: *Should they do it for that area?*
- FS: *I think they should for safety reasons.*

Making Civics Real: A Workshop for Teachers

SHOW 7: Controversial Public Policy Issues

FINAL SCRIPT 5/9/03, p. 23 of 26

- Ambrose: When students can accept that consensus isn't necessarily selling out but it's the incremental process by which we bring about change, then I think that that's a huge democratic value that they get from the teaching tool that's being used in the classroom.
- Ambrose: *Gabe, come on up, let's hear your group's consensus.*
- Gabe : *All right. Yes, we agree with Position B for the most part. But the only thing that, the only stipulation would be if it was like, if you were down around our border, between Mexico and the U.S., I think that it's probably a good idea. Because, I mean, racially profiling is probably a good idea because then you can catch a lot of illegal aliens that are down there.*
- Ambrose: *Okay, put your position up there where you feel that it belongs. All right. And remember if there are ways that your own personal viewpoints might differ from your group's viewpoints you'll get a chance to express that as well. That will be part of the evaluation activity that we do. Okay, this group back here, did you want to come up and present your consensus to us, please?*
- Drew: *Okay. Our group found that racial profiling is unacceptable. However, race can and should be used as a factor in suspect profiling. Being fair to all people is a priority for law enforcement, a way to regulate. A way to make sure police are being equal to everybody is to have cameras and microphones in squad cars.*
- Ambrose: *Where do you want to put your position? You're saying it is appropriate when there is a suspect, right? You've got some suspicion. And you also put in a check there. You also said it's best practiced or police officers watch more carefully if we have surveillance. Did you say a camera or something?*
- Drew: *Yes. So we know what they are doing because half the time on stops you can't like the judges isn't there watching him.*
- Ambrose: *So where do you want to put it? Is it more to the B side then the situation at the border, do you think?*
- Drew: *Yes.*
- Ambrose: I don't want my authority as a teacher to be what persuades them that one side is better than another side. I want everyone to feel that their opinion has value and that they need to be able to bring out what might be an unpopular opinion. And so I guess that I'm real careful not to try to give them the negative judgment thing.

Making Civics Real: A Workshop for Teachers

SHOW 7: Controversial Public Policy Issues

FINAL SCRIPT 5/9/03, p. 24 of 26

Renee: Okay, we kind of border on the A side but not totally. We believe that profiling should be necessary in a time of a major crisis like terrorism against whoever commits the crime until the parties responsible for the attack are caught and put away and the situation is resolved. And during this time racial profiling should be used.

L3: Renee

Renee: We all totally disagreed with being pulled over for being young, but being pulled over because you're from the Middle East right now was okay. And we found that that was very disturbing because nobody really looks at it unless it effects them.

Ambrose: Did you see yourself changing your opinion as we went through the different pieces of the activity?

Activity Six: Large Group Discussion

Drew: I never thought it was really going on and that it did exist. It was more of a shock to me that it was actually going on because I thought I knew that there were some bad cops, but I didn't think that it was as extreme as it was. We had to kind of shift if from like kind of going for it to going totally against it because it is a problem and it needs to be dealt with.

Becky: Well, one thing that I found really interesting is that people were very easy to take away like the Fifth Amendment. That was something that ... because like those are the rights of the accused. So it says that you have rights even if you're accused of a crime, you have rights until you are proven that you are guilty. And people in my group and in the class I think were very quick to want to take away those rights, but then you have to step back and be like, wait, you're doing that to innocent people and then they were like, oh, okay, I get it. So I thought that the Fifth Amendment was a very important thing that is easy to forget about until you really need it.

Ambrose: Okay. How did it tip so that in one situation it has to be individual suspicion, when you're the driver it should be based on your conduct in the car. But in these other situations it's okay if it's partial, if race is part of the factor?

Robyn: It depends on the severity of the situation. Like a traffic violation is a whole different story than terrorism. And terrorism effects so many people, and the traffic violation is just you know ... you can't even like compare the two in the same way, because they are two totally different things.

Making Civics Real: A Workshop for Teachers

SHOW 7: Controversial Public Policy Issues

FINAL SCRIPT 5/9/03, p. 25 of 26

- Becky:* There is a big difference of being accused of those like severities. So there is an innocent person that just happens to get pulled over because they look like a terrorist and for you to be accused of that is a huge thing. And for me to be accused of speeding it's not so big as being accused of being a terrorist. I think we even have to be more careful of how we're dealing with that.
- Ambrose:* Can you think of any other circumstances in American history where there was broad based times of crisis and we treated people differently? Gabe?
- Gabe:* During World War II we had Japanese internment camps and we treated them like terrorists, so to speak, and thought that everyone was conspiring against America. So I think that's ... and that was found to be extremely wrong. So I don't see how that's any different than how people feel today about Arabs.

L3: Robyn

- Robyn:* It just makes me realize that when I start voting this fall then I'll actually be a part of the voice of society.

L3: Renee

- Renee:* And then you realize that everybody has rights no matter what, who they are or what they do. If you are living on the streets you still have rights under the Constitution.

L3: Becky

- Becky:* I didn't know anything about racial profiling and I didn't have any opinions. And now after this if I were to vote I would see if my representative agreed with it or didn't. And that would influence my decision. So it shows me that I need to stay informed.
- Ambrose:* I would like to see them as citizens become more interested in the depth of issues rather than a very simplistic solution to things that are very difficult in our society. I would like students to have a deeper understanding of what individual rights are in our society and the power of the government and the good power that it has to help us live together safely in the society. But yet at the same time the concern that that power can be abused. And so if I could get kids to understand and to appreciate that tension I would feel that that was really successful. (All talking at once)

Making Civics Real: A Workshop for Teachers

SHOW 7: Controversial Public Policy Issues

FINAL SCRIPT 5/9/03, p. 26 of 26

:16 Annenberg Funding Logo (with :15 fades)

:16 1-800-LEARNER Video/Web Tag (with :15 fades)