

## Freedom To or Freedom From

“We really have to protect people from wrong choices.”

- Jonas, *The Giver*

In *The Giver*, the Community of Elders makes “wise” choices for the community in order to stop people from making decisions that would harm or disrupt the structure of their society. Jonas says the words above right after expressing that he wished colors still existed so that people in the community could have the pleasure of and freedom to choose among them. The community members have essentially given up their “freedom to” in order to have “freedom from.”



The Vision Statement for the [U.S Department of Homeland Security \(www.dhs.gov\)](http://www.dhs.gov) reads: “Preserving our freedoms, protecting America ... we secure our homeland.” In the school community and the nation, rules and regulations exist that maintain order and structure and protect against perceived threats. In other parts of the world, nations exist where the citizens have much less choice but are, arguably, free from some of the crime and abuse that exist in more democratic nations. Your principal has recently read the [Secret Service Safe Schools Initiative report](#) and wants to examine the school climate to ensure all students can feel free from threatening situations. This may involve increased security measures, such as managing student movement, instituting random locker checks, or limiting other privileges.

Now is your chance to influence your principal’s decision. As a group you will debate the merits of a school with rules that may severely limit or eliminate choice and “freedom to...” while at the same time increasing structure, safety, and “freedom from...” Based upon the information you gain in the debate, you will write an argument advocating a “Freedom To...” or “Freedom From...” policy in school climate.

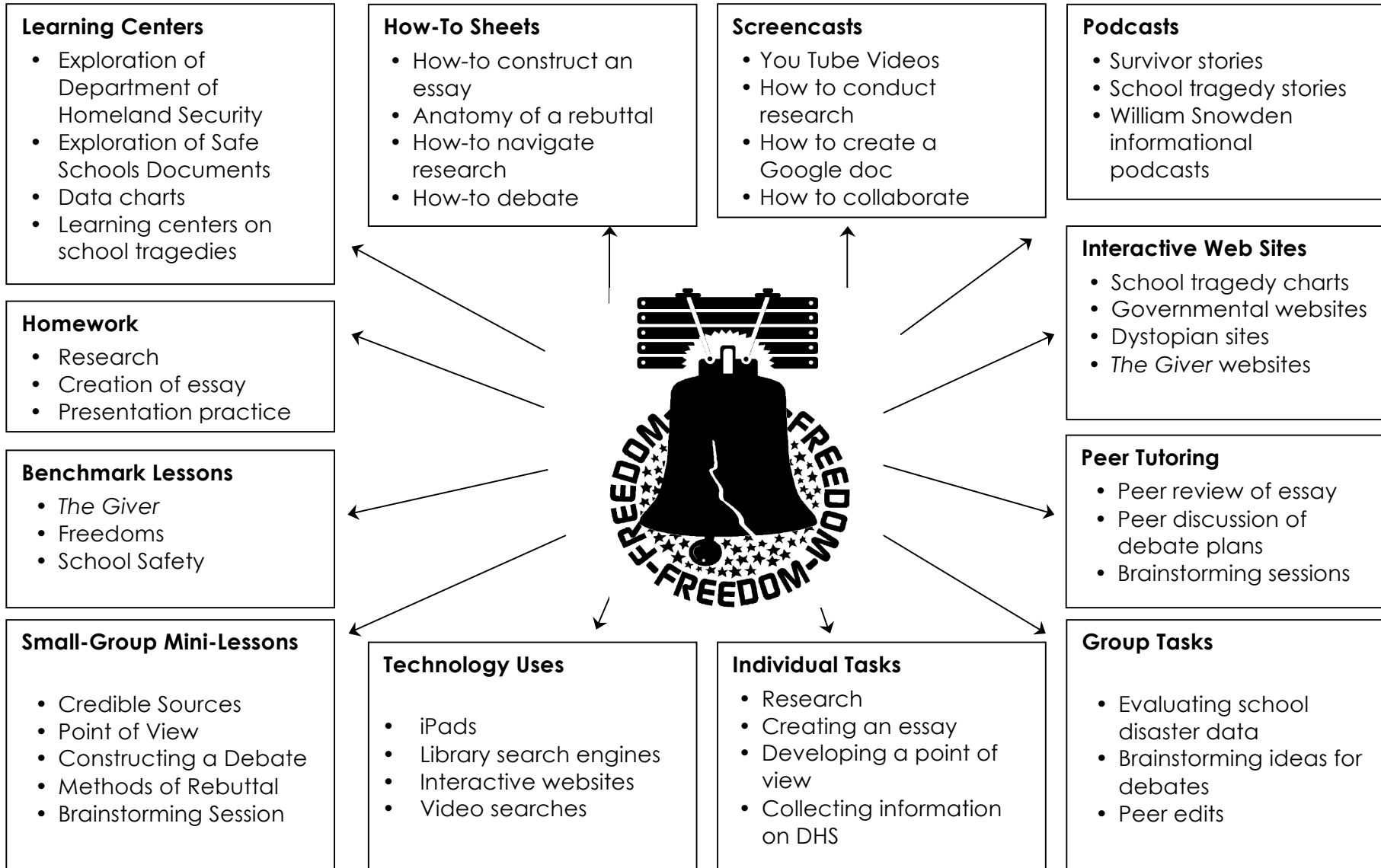


## Freedom To or Freedom From Rubric

		<b>Novice</b>	<b>Apprentice</b>	<b>Practitioner</b>	<b>Expert</b>
<b>Argumentative Essay</b>	<b>ESSAY (Content)</b>	<ul style="list-style-type: none"> <li>★ position is identified</li> <li>★ 1 claim is made</li> </ul>	<ul style="list-style-type: none"> <li>★ position is stated</li> <li>★ 2 claims are stated with supporting evidence</li> </ul>	<ul style="list-style-type: none"> <li>★ position is clearly stated</li> <li>★ 3 or more claims are stated and clearly supported with relevant evidence using in-text citations linked to works cited</li> <li>★ evidence includes the following               <ul style="list-style-type: none"> <li>• facts</li> <li>• concrete details</li> <li>• definitions</li> <li>• quotations</li> </ul> </li> </ul>	all of <i>Practitioner</i> , plus includes hyperlinking document with links to national resources
	<b>ESSAY (Format &amp; Mechanics)</b>	<ul style="list-style-type: none"> <li>★ 3 paragraphs</li> <li>★ demonstrates an adequate command of written language</li> </ul>	<ul style="list-style-type: none"> <li>★ 4 paragraphs</li> <li>★ demonstrates command of written language</li> <li>★ uses appropriate terminology</li> <li>★ includes a concluding statement</li> <li>★ at least 1 peer edited drafts</li> </ul>	<ul style="list-style-type: none"> <li>★ 5 paragraphs</li> <li>★ demonstrates a strong command of written language</li> <li>★ domain-specific terminology is used accurately and bookmarked to glossary in Doc</li> <li>★ transitions clarify the flow</li> <li>★ concluding statement summarizes position and is persuasive</li> <li>★ voice &amp; tone appropriate for audience</li> <li>★ at least 2 peer edited drafts using suggesting and commenting in Doc</li> </ul>	all of <i>Practitioner</i> plus: <ul style="list-style-type: none"> <li>★ 6 or more paragraphs</li> <li>★ reference page is included with suggestions for further reading on the topic</li> </ul>

<b>Debate</b>	<b>Understanding of Topic</b>	<ul style="list-style-type: none"> <li>★ opening and closing include some information and is well-organized</li> <li>★ few or no relevant examples are given</li> <li>★ always reads from notes</li> </ul>	<ul style="list-style-type: none"> <li>★ opening &amp; closing include some information, is checked for accuracy, and well-organized</li> <li>★ gives some relevant examples to support argument</li> <li>★ uses notes, reading from them occasionally</li> </ul>	<ul style="list-style-type: none"> <li>★ opening &amp; closing include all necessary information, is checked for accuracy, and well-organized</li> <li>★ all examples to support argument are relevant</li> <li>★ describes concepts clearly, without using notes</li> </ul>	all of <i>Practitioner</i> plus makes original connections and analysis
	<b>Rebuttal</b>	has counter-claims	<ul style="list-style-type: none"> <li>★ recognizes and attempts to counter opponents claim</li> <li>★ most counter-claims are accurate and relevant</li> <li>★ contains some evidentiary support</li> </ul>	<ul style="list-style-type: none"> <li>★ delineates opponents specific claims</li> <li>★ all counter-claims are accurate and relevant</li> <li>★ contains strong statistical evidentiary support</li> <li>★ follows rules for collegial discussion</li> </ul>	all of <i>Practitioner Plus</i> : <ul style="list-style-type: none"> <li>★ effectively answers specific questions and challenges the opponent's counter-claims with specific facts and details</li> </ul>
	<b>Presentation Style</b>	<ul style="list-style-type: none"> <li>★ 1 or more members of the team had a presentation style that did not keep the attention of the audience</li> <li>★ few style features were convincing</li> </ul>	<ul style="list-style-type: none"> <li>★ team used one of the following style features: <ul style="list-style-type: none"> <li>• gestures</li> <li>• eye contact</li> <li>• tone of voice</li> </ul> </li> <li>★ enthusiasm in topic kept audience attention</li> <li>★ occasionally convincing style</li> </ul>	<ul style="list-style-type: none"> <li>★ team used two or more of the following style features: <ul style="list-style-type: none"> <li>• gestures</li> <li>• eye contact</li> <li>• tone of voice</li> </ul> </li> <li>★ kept a level of enthusiasm in topic to keep audience attention</li> <li>★ style was convincing</li> </ul>	all of <i>Practitioner</i> plus used visuals to enhance presentation
	<b>Literature Connections (For essay and debate)</b>	<ul style="list-style-type: none"> <li>★ uses at least 2 appropriate examples from <i>The Giver</i> to illustrate argument</li> <li>★ uses 2 of the types of evidence from <i>Practitioner</i></li> </ul>	<ul style="list-style-type: none"> <li>★ uses at least 3 appropriate examples from <i>The Giver</i> to illustrate argument</li> <li>★ uses 3 of the types of evidence from <i>Practitioner</i></li> </ul>	<ul style="list-style-type: none"> <li>★ uses at least 4 appropriate examples from <i>The Giver</i> to illustrate arguments</li> <li>★ uses all of the types of evidence listed below: <ul style="list-style-type: none"> <li>• facts</li> <li>• concrete details</li> <li>• definitions</li> <li>• quotations</li> </ul> </li> </ul>	all of <i>Practitioner</i> plus includes references to other dystopian fiction

## Freedom To or Freedom From Scaffold







## Freedom To or Freedom From *Facilitation Questions*

<p><b>COMPREHENSION:</b>  <i>Ask questions that ensure students understand content and skills needed to solve the problem.</i></p>	<ul style="list-style-type: none"> <li>• What is the theme of <i>The Giver</i>?</li> <li>• What is the Department of Homeland Security?</li> <li>• What is a school safety plan?</li> <li>• What is a claim?</li> <li>• What is a rebuttal?</li> </ul>
<p><b>APPLICATION:</b>  <i>Ask questions that ensure the ability of students to apply learning to new situations.</i></p>	<ul style="list-style-type: none"> <li>• How do the themes of <i>The Giver</i> apply in the context of school safety?</li> <li>• How does the Department of Homeland Security impact your freedom?</li> <li>• How would you change the school safety plan?</li> <li>• How will you argue your claim?</li> <li>• How will you develop support for your rebuttal?</li> </ul>
<p><b>CONNECTION:</b>  <i>Ask questions that ensure the ability of students to apply learning to their lives.</i></p>	<ul style="list-style-type: none"> <li>• Can you draw connections between <i>The Giver</i> and the Department of Homeland Security?</li> <li>• What impacts do you see from the Department of Homeland Security?</li> <li>• How are you impacted by the school safety requirements?</li> <li>• How do you personally connect to your claims in your essay and debate?</li> <li>• How do you see the skill of rebuttal helping you outside of this class?</li> </ul>
<p><b>SYNTHESIS:</b>  <i>Ask questions that encourage students to create new information from existing data.</i></p>	<ul style="list-style-type: none"> <li>• What new theme could be written into a novel similar to <i>The Giver</i> in the next decade?</li> <li>• What changes might we as a country face in the next 15 years?</li> <li>• What is the next generation of safety protocols for schools?</li> <li>• How might your opponent argue effectively against your claim?</li> <li>• How might your rebuttal fail in a debate?</li> </ul>
<p><b>METACOGNITION:</b>  <i>Ask questions which prompt students to think about their own thinking process.</i></p>	<ul style="list-style-type: none"> <li>• What did you find most challenging about this task?</li> <li>• What was the easiest part of this task for you?</li> <li>• What feelings have changed about your personally safety and security?</li> <li>• What will change about your attention to laws and regulations?</li> </ul>

## *Resources for Freedom to or Freedom From*

The genre of *dystopian fiction* often deals with this theme; reading another dystopian fiction story or viewing a dystopian-themed film will enhance the student's knowledge of this concept. Books can be chosen based on grade level or students' reading levels.

### **Suggestions for Further Reading**

*1984* – George Orwell

*The Handmaid's Tale* – Margaret Atwood

*Brave New World* – Aldous Huxley

*Fahrenheit 451* – Ray Bradbury

*The Time Machine* – H.G. Wells

"Harrison Bergeron" – Kurt Vonnegut