LESSON TITLE: Freedom of Speech and Protest in Professional Sports

RECOMMENDED GRADE LEVEL(S) FOR IMPLEMENTATION: 6-8

INSTRUCTIONAL TIME OR CLASS SESSIONS REQUIRED: One week of 50-minute periods.

LESSON AUTHOR: Jacob Torsiello

AUTHOR AFFILIATION (SCHOOL OR OTHER INSTITUTION): Randolph Middle School, New Jersey

BRIEF DESCRIPTIVE SUMMARY OF LESSON

Students spend a week preparing for a Socratic Seminar that forces them to interact with their peers on a controversial political topic in the United States. Students are asked to step outside of their comfort zones, and analyze opposing perspectives to gain a deeper sense of truth and variance in regards to the Colin Kaepernick protests during the 2016-2017 NFL season. Students relate this to the content curriculum standards of the Bill of Rights and the First Amendment and infuse the UDHR to supplement the content.

COMMON CORE CURRICULUM STANDARDS REFERENCED IN LESSON

A. CCSS.ELA-LITERACY.RH.6-8.1
Cite specific textual evidence to support analysis of primary and secondary sources.

B. CCSS.ELA-LITERACY.RH.6-8.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

C. CCSS.ELA-LITERACY.RH.6-8.8
Distinguish among fact, opinion, and reasoned judgment in a text.

NJ STUDENT LEARNING STANDARDS AddRESSED IN LESSON

1. 6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.

2. 6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.

3. 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.

LITERACY DEVELOPMENT CONNECTIONS IN LESSON
A. Students will be analyzing and seeking deeper meaning in primary/secondary sources.

B. Students will be writing and formulating stimulating discussion questions to ask their peers in the Seminar.

C. Students will be asked to make connections from the research to prior knowledge or pieces of literature they have worked with in class or at home.

LESSON GOALS/OBJECTIVES—Students will be able to:

1. Collaborate respectfully on deep and controversial topics.

2. Deliberate ideas between themselves and others while maintaining civil discourse.

3. Respect and accept other students’ point of view on controversial topics.


LESSON METHODOLOGY AND PROCEDURES

Summary:

1. **Prep students with process for Socratic Seminar**- Students will receive a Seminar instructions sheet, and direct instructions on the expectations of the Seminar.
   - Students will receive a detailed mini-lecture on the process and purpose of Socratic seminar. Students will watch as the teacher or co-teachers model the behaviors that are expected in the seminar. They will take notes, and a class discussion will ensue to determine the appropriate behaviors that are necessary for a successful seminar.
     - In order to have a civil, respectful, and academic conversation, what expectations do we need to hold ourselves to?
     - How should be address one another when having an intellectual conversation?
     - Why is it important to discuss controversial topics?
   - Students will read a Scholastic Jr. article titled, “Anthem Uproar.” This resource presents the history of Black athletes protesting during the National Anthem to bring awareness to racial discrimination found in the United States. Students will compare this background knowledge to what they have learned about the Bill of Rights in a Think-Pair-Share activity.
   - Students have already been introduced to the UDHR at this point during a comparative analysis between the Bill of Rights and the UDHR. Students will be prompted and tasked with using the UDHR and the Bill of Rights to help drive their thinking during the activity.
2. **Students will conduct research for the Seminar:** Students will be working with pre-determined resources to analyze and attempt to draw conclusions on the Seminar topic. This will take approximately 2 days. Students will analyze the resources with the Social Studies Primary/Secondary Resource Guide.
   - If you are looking to add any more resources to the collection: The Guardian, NFL.com, Vox, Vice, or thisweek.com/cartoons, are excellent resources to find additional information.
   - All resources for this section can be found in the Zip File in the Day 2 folder under ‘The First Amendment Socratic Seminar Sources.’
   - Students will be directed that they will have access to roughly 12 different resources to commence their research on the seminar topic.
   - Students will have a graphic organizer that has them analyze each document, video, or image to a fuller understanding of the resources.
   - All of the resources being analyzed are Primary Sources from the National Anthem debate.
   - The students will have a section on the graphic organizer to explain how the resources relate to the Bill of Rights and the UDHR.
   - Students will be analyzing these documents in class for roughly two days.
   - When students are finished with their research, they will move on to creating their arguments for both sides of the discussion.
     - Hand students the question creation sheet located in the Day 3 folder. Students will create a thesis statement for both sides of the argument.
     - Students will have their thesis statements approved by the teacher before they move on to question creation.

3. **Students will construct questions.** Students will receive a brief lesson on what a “good” discussion question entails. They will then receive a question creator guide to assist them in creating five discussion questions. Discussion questions must be approved by the teacher first.
   - Students will be constructing questions that will challenge the thinking of the other students in the seminar.
   - Students will receive a mini-lesson on how to formulate strong discussion questions.
     - This mini-lesson is found in the PowerPoint. This will be given on day 3. There is a slide that lists examples of high quality open-ended questions that the students will be creating.
     - Students will use the reverse side of the question creation sheet as a sentence starter document.
   - Students will then be given time to practice writing questions through an activity.
- Students will receive an article on Human Rights crises in Nigerian Prisons. 
  https://www.ncbi.nlm.nih.gov/pubmed/27351045 Prepare a list of sample questions that resemble different styles of questions. Have the students rate them on a scale from 1-5, 5 being an excellent question, with a 1-2 sentence response justifying their answers. This should take roughly 5 minutes, Review the questions, and allow them to practice creating their own questions. Students will read the article, and then will get a worksheet with a series of questions. Students must rate each question on whether they believe it is a good or bad question and explain why.
- Students will start to create their own questions for the seminar after a brief discussion about the activity they just participated in.
- Students will create their own question and seek teacher approval of the questions. Each student is required to create 3.

4. **“Dry Run”: Students will practice the discussion.**
- Students will go through a rehearsal of the seminar. They will practice to get an idea of the format, and how to speak about the topic they have been researching.

5. **Actual Discussion.**
- Students will engage in the full Socratic seminar. This run will be graded. (All resources for the Socratic Dry Run and the seminar are located in the Day 4-5 folder, this contains the student partner evaluation sheet and the grading rubric for the discussion)
- **Role of the Teacher in a Socratic Seminar:**
  - You are the moderator. Your job is to guide the conversation so students can achieve a deeper understanding of the concepts being discussed.
  - Only ask questions, or comment when the conversation veers off course or becomes flat.
  - Allow for students to volunteer and encourage quieter/shier students to participate.
  - Inform students of the time remaining in the conversation.
  - Ensure that you build their confidence by instilling your belief in them prior to the discussion.
  - Ensure that no students are dominating the conversation by guiding the conversation towards other students.
  - Provide students with a visual to mark their progress in the conversation (allow them objects to place into a cup to keep track of how many times they participate).

An excellent reference if additional information or expectations are needed for the teacher: https://www.authenticeducation.org/documents/WhatSeminar04.pdf

**Rules:**
1. Each student will have a partner. While you are in the circle, your partner will be in the outer circle evaluating you.
2. You may speak freely in the circle. You must be silent in the outer circle.
3. If you wish to speak in the outer circle, you can go to the “Hot Seat.” The Hot Seat may only be used three times per discussion.
4. Each member of the inner circle must contribute at least three times during the discussion.
2. There will be four total discussions. Each group will talk for 10 minutes twice.
3. Encouraging other group members to talk and contribute is welcomed.

ASSESSMENTS OF STUDENT PERFORMANCE

A. Socratic Seminar Rubric provided to each student for self-reflection and evaluation.

B. Teacher rubric, scoring students on their precision in articulating their views and ability to think deeply about issues and make connections.

C. Recording of the discussion to review the Socratic Seminar to ensure students spoke about salient topics, and achieved the objectives provided.
   - Be sure to check your district’s policy on recording students.
   - Ask your content supervisor or building administrator if this meets the policies set in your building.
   - If students have NOT signed a technology waver, or a portfolio filming waver, send a permission slip home to parents.
   - Example: https://docs.google.com/document/d/1BFXUDXWnKWrmP7GnLZih3gPUDl9tpU2l7Ag2n4l2Iuc/edit?usp=sharing
   - If able, use a phone, iPad, or other recording device in the corner of the room. this will set up a clean angle.
   - Be sure that the recording device is close enough to pick up all audio during the discussion.
   - Example: https://twitter.com/Mr_Torsiello_SS/status/958807156849029120

LEARNING RESOURCES (THOSE USED IN THIS LESSON)


3. Teacher created articles: Days 2-3 - Document: First Amendment Socratic Seminar Resources.

4. YouTube political videos (The Young Turks and Fox News).
Freedom of Speech & Protest in Professional Sports

LESSON PLAN OVERVIEW

- [https://www.youtube.com/watch?v=-Oq_R7yNWV4&list=PLz--U-Ui9gCIXl9XliM3gMetOR-KoDSP&index=1](https://www.youtube.com/watch?v=-Oq_R7yNWV4&list=PLz--U-Ui9gCIXl9XliM3gMetOR-KoDSP&index=1) Young Turks on Colin Kaepernick not being signed due to his politics.
- [https://www.youtube.com/watch?v=Y06XUBNiahE&list=PLz--U-Ui9gCIXl9XliM3gMetOR-KoDSP](https://www.youtube.com/watch?v=Y06XUBNiahE&list=PLz--U-Ui9gCIXl9XliM3gMetOR-KoDSP) Fox News on Colin Kaepernick not having the right to kneel for the national anthem.
- Political cartoons, articles, and teacher materials—Accessible in the Days 2-3 section.

All links found in Word files attached to lesson plan. [https://drive.google.com/open?id=1kIQldwc1xqo7E-ynvul4MaDhalcc2W3](https://drive.google.com/open?id=1kIQldwc1xqo7E-ynvul4MaDhalcc2W3)

All documents are located here. This is a Google Drive folder. If looking to access Word or PowerPoint files, download any and all files from this site.

EXTENSION RESOURCES


C. Fox News. (Link above in Resources)

D. Junior Scholastic (Link in Zip File under ‘Day 1’).

MODIFICATIONS OR ADAPTATIONS OF THE LESSON FOR DIFFERENTIATED LEARNERS (CLASSIFIED STUDENTS, ENGLISH LANGUAGE LEARNERS, OTHERS)

**Modifications:** Students who required modifications of the assignment were given fewer resources (8 instead of 12), guiding questions that corresponded to the given resources, were required to only analyze five sources (instead of seven), were given the modified graphic organizer (Located in Day 2-3), and only had to participate two times during the discussion (rather than three).

*All experiential reflections or revisions are located in the ‘Day 6’ Folder.*
Socratic Seminar:

Objective: Students will be collaborating, discussing, deliberating, and tolerating the viewpoints of controversial or in-depth topics for themselves and their classmates.

Essential Question: Should the First Amendment be expanded to protect citizens from private businesses?

Summary:

1. Prep students with process for Socratic Seminar- Students will receive a Seminar instructions sheet, and direct instructions on the expectations of the Seminar.
2. Students will conduct research for the Seminar: Students will be working with pre-determined resources to analyze and attempt to draw conclusions on the Seminar topic. This will take approximately 2 days. Students will analyze the resources with the Social Studies Primary/Secondary Resource Guide.
3. Students will construct questions. Students will receive a brief lesson on what a “good” discussion question entails. They will then receive a question creator guide to assist them in creating five discussion questions. Discussion questions must be approved by the teacher first.
4. “Dry Run”: Students will practice the discussion.
5. Actual Discussion.

Rules:

1. You may speak freely in the circle. You must be silent in the outer circle.
2. If you wish to speak in the outer circle, you can go to the “Hot Seat.” The Hot Seat may only be used three times per discussion.
3. Each member of the inner circle must contribute at least three times during the discussion.
4. There will be four total discussions. Each group will talk for 10 minutes twice.
5. Questions must be asked, and there is NO debating.
Objective: To see what components of the Socratic Seminar method can be improved.

Summary of Experience: The students worked hard to prepare themselves for a Socratic Seminar for approximately five days. They spent three two researching, one constructing questions, one developing arguments, and one “dry-run” day. Students took more time to complete each part as needed. Students seemed to enjoy the analysis. I would like to incorporate some research to the next Socratic. I found that supplying the resources for them to analyze was a strong move, however, it eliminated the opportunity for them to question the validity of sources, and how I found the sources I provided to them.

- If I do not incorporate a research aspect, I would like for them to analyze the credibility and validity of the sources in conjunction to finding the deeper meanings of them.

Modifications: Students who required modifications of the assignment were given less resources (8 instead of 12), guiding questions that corresponded to the given resources, only had to analyze five sources (instead of seven), and only had to participate two times during the discussion (rather than three).

Grading: Students should be graded throughout the process. I believe deadlines should be set throughout the process to eliminate complacency in the classroom, and keep students accountable for preparation for the activity.

- The rubric for the discussion worked well and will not be changes. However, the student evaluations should be added as an additional portion of the overall grade.

Conclusions: This is an activity that should be done as a summative assessment. The topic needs to be controversial, but not polarizing. I believe that an activity like this gets students to break out of their comfort zones, however, is a severe struggle to those with social anxiety. There needs to be an alternative for students that has difficulty speaking. There also must be a system put into place to limit (but not deter) the dominant vocalists in each conversation during class.
Socratic on the First Amendment.

The First Amendment of the Bill of Rights grants the citizens of the United States the right to speak freely, and express themselves as they see fit. The Bill of Rights was constructed by James Madison and the Founding Fathers to ensure that the national and state governments could not oppress or infringe upon the citizens.

In light of recent events, we have seen that professional athletes and commentators have used their public platform to express their First Amendment rights by kneeling during the national anthem during sporting events. We have seen that they have not been punished by the national government, but rather by their employers.

Should the First Amendment be expanded to protect the citizens of the United States against private entities placing restrictions on their freedom of speech?

This will be the prompt for our Socratic seminar:

A Socratic seminar is an intellectual discussion where we look to establish further understanding of an open-ended question. It requires a lot of preparation, and should not be confused with a debate. In a seminar, we are discussing our ideas, not arguing with one another.

You will be graded on your ability to prepare for the discussion, participating at least two times during the discussion, the thoughtfulness of your contributions, the questions you ask, and your reflection afterwards.

It is important that we maintain an environment of respect and civility while we have a discussion. All of the rules and regulations for a seminar are on the reverse of this sheet.
Socratic Seminar

Ground Rules

1. Speak so that all can hear you.
2. Listen closely.
3. Speak without raising hands.
4. Refer to the text.
5. Talk to each other.
6. Ask for clarification. Don’t stay confused.
7. Invite & allow others to speak.
8. Consider all viewpoints & ideas. Discuss ideas rather than each other's opinions.
9. Stick to the point under discussion; make notes about ideas you want to bring up later.
9. Know that you are responsible for the quality of the seminar.
N AUGUST 26, AS A STADIUM full of fans rose for the national anthem before a preseason football game, San Francisco 49ers quarterback Colin Kaepernick did the opposite. He sat down.

Kaepernick later explained that he took a seat during the anthem to protest police brutality and racial injustice in the United States. “I am not going to stand up to show pride in a flag for a country that oppresses black people and people of color,” he said, referring to recent police killings of African-Americans.

Almost immediately, the move caused a national uproar, with many people accusing Kaepernick of insulting America by not participating in a patriotic ritual that’s long been a fixture at sporting events.

Quarterback Drew Brees of the New Orleans Saints was among those who disagreed with Kaepernick’s method of protest. “There’s plenty of other ways that you can send a message in a peaceful manner that doesn’t involve being disrespectful to the American flag,” he told ESPN a few days later, adding that the flag is “sacred.”

Yet other people praised Kaepernick for taking a principled stand. “I think he cares about some real, legitimate issues that have to be talked about,” said President Barack Obama. He also noted that Kaepernick was “exercising his constitutional right to make a statement.”

Kaepernick’s protest—as well as the debate it sparked—raised some important questions. Among them: How did the national anthem become so essential to sports in the U.S., and why do many Americans have strong feelings about it?

“It’s part of our [culture] to believe in the flag . . . and the national anthem,” says Orin Starn, professor of cultural anthropology at Duke University in North Carolina. “When these national symbols are called into question, it makes people angry.”
The Anthem in Sports
Francis Scott Key, a lawyer from Maryland, wrote "The Star-Spangled Banner" on September 14, 1814, after witnessing the attack on Fort McHenry in Baltimore, Maryland, by British ships during the War of 1812. The song, originally a poem, officially became the national anthem in 1931.

Yet it's been performed at baseball games since the mid-1800s, and the practice became more widespread in the period of intense patriotism that swept the nation during World War II.

Other sports followed baseball's lead, incorporating the song into pregame rituals. Today, all four major sports leagues ask fans and players to stand and remove their hats while the anthem plays. Newer sports leagues have adopted the custom too. Says Dan Courtemanche, a spokesperson for Major League Soccer: "At this point, [the national anthem] has become part of the tradition of playing a sporting event in America."

Uniquely American Tradition
Most other countries don't have this type of tradition. For example, national anthems typically aren't played before Japanese baseball games or German hockey games. So why does the ritual hold such importance here? The answer probably lies in our country's distinctive foundation.

Unlike many other nations, the U.S. is a country of immigrants who are bound together more by ideals—that all people are created equal, for example—than by a common religion or ancestry. Because American ideals can feel abstract, the concrete symbols and rituals that represent them (such as the flag and the playing of the national anthem) have deep significance.

"We're the most sports-obsessed society in the history of the world, and we're also a nation that's obsessed with patriotism and pride in identity," says Starn. Once sports and the anthem became linked in the minds of Americans, many came to regard the tradition of playing it at games as sacred.

Olympics Protest
Kaepernick isn't the first athlete to choose the playing of the national anthem as a moment to protest. One of the most memorable protests took place at the 1968 Olympics in Mexico City. American sprinters Tommie Smith (above, center) and John Carlos (above, right) each raised a black-gloved fist—a gesture meant to acknowledge racial injustice in the U.S.—on the medal stand as the anthem played. Afterward, the athletes were suspended from the U.S. team and criticized for politicizing the Games. Later, Smith defended the protest, saying, "We were just human beings who saw a need to bring attention to the inequality in our country."

Show of Support
Given how strongly people feel about the anthem, the outrage over Kaepernick's sit-down was expected. The athlete pledged to continue his protest amid the backlash, but he did alter it.

After speaking with Nate Boyer—a football player and Army veteran who was offended by Kaepernick's actions—the quarterback decided it would be more respectful to kneel during the anthem rather than sit. That's exactly what he did at the next game, on September 1.

Days later, though, he lost the starting quarterback job to Blaine Gabbert. The 49ers said the decision was based solely on performance, but some people wondered whether Kaepernick had been harmed by the outcry over his actions. (He remains a backup quarterback.)

Still, Kaepernick's protest has resonated. When he knelt on September 1, he was joined by a teammate. Since then, other players have begun kneeling during the anthem. Soccer player Megan Rapinoe also knelt before a game. Many fans, too, showed their support—Kaepernick's jersey became a top seller in the weeks following his protest.

"I'm not anti-American. I love America," Kaepernick said after his second protest. "That's why I'm doing this. I want to help make America better, and I think having these conversations helps everybody have a better understanding of where everybody is coming from."

With reporting by The New York Times

Do you agree with Colin Kaepernick's protest? Write a paragraph explaining your answer.
Name: ___________________________ Date: ___________ Period: __

Instructions: In a Socratic Seminar, it is extremely important to understand all sides of the topic of discussion. Below, you will construct two arguments for each side using documents from your resources to backup each claim. Please use SPECIFIC example or quotes from the documents to support your claims.

Argument: The First Amendment SHOULD be changed to protect citizens from private businesses.

Reason 1:

Reason 2:

Argument: The First Amendment SHOULD NOT protect citizens from private businesses.

Reason 1:

Reason 2:

Date of Socratic Seminar: __________
Effective Discussion Question Cheat Sheet

When creating well written discussion questions, use this as a guide.

<table>
<thead>
<tr>
<th>Question Type</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
</table>
| Knowledge/Comprehension | Simple questions that look for content. “Right There” question. | -What is the purpose of...?  
-Describe...?  
-Who, What, Where, When...? |
| Application            | Requires application of knowledge.      | -How is...an example of...?   
-How is...related to...?  
-Why is...significant? |
| Analysis               | Requires application of knowledge in a new/different setting. | -Compare and contrast...with...?  
-What are the parts or features of...?  
-What evidence do you have for...? |
| Synthesis              | Requires combining ideas to create something. | -How would you design...?  
-How would you suggest...?  
-What might happen if you combine X with Y? |
| Evaluation             | Requires making a judgement.            | -Do you agree with...?  
-What criteria would you use to assess...?  
-What is the most important...? |

Try to avoid the following:

<table>
<thead>
<tr>
<th>Question Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overly General</td>
<td>What do you guys think of democracy?</td>
</tr>
<tr>
<td>Fuzzy (Non-Specific)</td>
<td>Why is the government set up that way?</td>
</tr>
<tr>
<td>Yes or No</td>
<td>Is there such thing as gravity?</td>
</tr>
</tbody>
</table>
Instructions: When preparing for a Socratic Seminar, write questions using these sentence frames to stimulate your thinking about the articles you read. Choose and complete 5 of the following:

What puzzles me is...

I’d like to talk with people about...

I’m confused about...

Don’t you think this is similar to...

Do you agree that the big ideas seem to be...

I have questions about...

Another point of view is...

I think it means...

Do you think...

What does it mean when the author says...

Do you agree that...
Bill of Rights Resource Questions:

Source 1: President Trump Tweet
- What is the President trying to say about the NFL players?
- Should the President be able to influence the NFL on how they manage their players?

Source 2: President Trump Tweet
- What is the President’s message?
- Should the NFL listen to the President’s thoughts?

Source 3: President Obama’s quote
- How do you think President Obama feels about Colin Kaepernick’s protest?
- Does President Obama’s quote make him in favor of the Constitution protecting us from private organizations?

Source 4: NFL Statement on Colin Kaepernick
- What does the NFL want the athletes to do during the anthem?
- Why will the NFL not force the players to stand?
Source 5: Political Cartoon:

- Why is the man saying that he doesn't want politics in his football game?

- What does Kaepernick's shirt mean?

- Why is the background of the cartoon significant?

Source 6: Political Cartoon:

- What does the process in the cartoon represent?

- What is the Cartoonist’s message about the Constitution?

Source 7: New York Times Article:

- Why was Jamele Hill suspended from ESPN?

- Do you believe that the Bill of Rights should protect Hill from being punished by her company?

Source: 8 The Guardian on the Dallas Cowboys:

- Why do you think the fans booed the players for kneeling before the national anthem?

- Was the Dallas Cowboys protest successful? How should they have protested, or should they not have protested at all?
Source 9: Political Cartoon

- Why would the people cheer for President Trump, or boo Kaepernick for saying the same thing?

Source 10: Political Cartoon

- How does the cartoonist feel about Colin Kaepernick’s protest?

- Do you feel Kaepernick was treated unfairly?

Source 11: Video from the Young Turks

- Why will the Giants not sign Kaepernick?

- Should the Bill of Rights be protecting people from getting fired for expressing their opinions?

Source: 12

- Why does the Sheriff believe Colin Kaepernick’s protests is disrespectful?
# Document Analysis Sheet

**Document Letter**

**When** was it written?

**Where** was it written?

**What** kind of document? (circle)
- text
- song
- map
- letter
- cartoon
- report
- other ______________

**Who** wrote it?

## Important Facts
List key (important) statistics (numerical facts), dates, people and places that are included in the document.

## Infer
Why was the document written?

What is the author’s point of view/opinion?

## Challenging vocabulary

### Central idea of the document
What is the most important point the author is trying to make?
SOURCE 1: HTTPS://TWITTER.COM/REALDONALDTRUMP

Donald J. Trump @realDonaldTrump · 24m
If a player wants the privilege of making millions of dollars in the NFL, or other leagues, he or she should not be allowed to disrespect....

Donald J. Trump @realDonaldTrump · 16m
...our Great American Flag (or Country) and should stand for the National Anthem. If not, YOU'RE FIRED. Find something else to do!

SOURCE 2: TWEETS BY PRESIDENT TRUMP, SEPTEMBER 23, 2017

https://twitter.com/realDonaldTrump

Donald J. Trump @realDonaldTrump

The issue of kneeling has nothing to do with race. It is about respect for our Country, Flag and National Anthem. NFL must respect this!

7:39 AM · 25 Sep 2017
5,747 Retweets 20,382 Likes
SOURCE 3: PRESIDENT OBAMA, SEPTEMBER 26, 2016, ON WHETHER COLIN KAEPERNICK WAS DISRESPECTING THE AMERICAN FLAG:

https://www.cbssports.com/nfl/news/obama-on-kaepernick-protest-i-want-everybody-to-listen-to-each-other/

“Obama on Kaepernick Protest: ‘I want everybody to listen to each other.’

"The test of our fidelity to our Constitution, to freedom of speech, to our Bill of Rights, is not when it’s easy, but when it's hard... We fight sometimes so that people can do things that we disagree with ... As long as they’re doing it within the law, then we can voice our opinion objecting to it but it's also their right."

SOURCE 4: NFL STATEMENT ON KAEPERNICK 8/27/2016:

“Colin Kaepernick explains why he sat during the national anthem"

"Players are encouraged but not required to stand during the playing of the National Anthem."

“The national anthem is and always will be a special part of the pre-game ceremony. It is an opportunity to honor our country and reflect on the great liberties we are afforded as its citizens. In respecting such American principles as freedom of religion and freedom of expression, we recognize the right of an individual to choose to participate, or not, in our celebration of the national anthem.”
SOURCE 5: theweek.com/cartoons

SOURCE 6: theweek.com/cartoons
Jemele Hill, the “SportsCenter” host on ESPN whose tweets last month calling President Trump a white supremacist caused the [White House to call for her firing](https://www.nytimes.com/2018/10/09/sports/jemele-hill-espn.html), was suspended on Monday for once again running afoul of the company’s social media policy.

After the Dallas Cowboys’ owner, Jerry Jones, said Sunday that he would bench any players who “disrespect the flag,” Hill suggested on Twitter that fans who disagreed with Jones’s stance should boycott Cowboys advertisers.

“Change happens when advertisers are impacted,” she wrote. “If you feel strongly about JJ’s statement, boycott his advertisers.”

Jemele Hill is an African-American sports reporter who believed that the punishments given to her and the NFL players were unjust because of the unfair treatment Black athletes have faced because of the kneeling protests for the anthem.

*The fans booed the players both before and during the anthem. Players stood and locked arms during the anthem.*

Dallas Cowboys owner Jerry Jones has been a staunch supporter of President Donald Trump, so the speculation was that he would not allow his players to kneel during the national anthem.

“I hope that I’m clear and I hope that our team is clear: We want to respect the flag. Make no mistake about that,” Jones said.

“Nothing that we’ve done, nothing that we did tonight says anything other than that. We also want to as a complete team, as players and an organization, be able to, whenever we can, demonstrate that unity is important and equality is important.

“That’s what I’m so proud of these guys for, they did both and did it in a way when people really stop and think about it, makes a lot of sense.”
SOURCE 9: theweek.com/cartoons
SOURCE 10: theweek.com/cartoons

SOURCE 11: YOUNG TURKS ON COLIN KAEPERNICK NOT BEING SIGNED DUE TO HIS POLITICS. https://www.youtube.com/watch?v=-Oq_R7yNWV4&list=PLzJ--U-Ui9gClXl9XliM3gMetOR-KoDSP&index=1

SOURCE 12: FOX NEWS ON COLIN KAEPERNICK NOT HAVING THE RIGHT TO KNEEL FOR THE NATIONAL ANTHEM. https://www.youtube.com/watch?v=Y06XUBNiahE&index=2&list=PLzJ--U.Ui9gClXl9XliM3gMetOR-KoDSP
# Socratic Seminar Scoring Rubric

<table>
<thead>
<tr>
<th>Skill Performed</th>
<th>15-12</th>
<th>11-8</th>
<th>7-4</th>
<th>3-1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Questioning</strong></td>
<td>- Student has prepared several well thought out and developed questions. - Questions are based on textual evidence. - Asks several higher level questions during the seminar.</td>
<td>- Has prepared questions, mostly lower level. - Asks some questions during seminar.</td>
<td>- Has very few questions, if any. - Asks very few questions, if any.</td>
<td>- Has not prepared questions. - Does not ask questions during seminar.</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>- Moves the conversation forward. - Speaks to all participants. - Thinks before answering - Refers directly to the text. - Make connections to other speakers. - Considers all opinions. - Offers insightful contributions.</td>
<td>- Comments often, but does not lead others. - Addresses the teacher. - Refers to text, but not to subtle points. - Responds to questions. - Considers some opinions. - Offers interesting ideas, not necessarily connected.</td>
<td>- Emphasizes only own ideas. - Addresses only the teacher. - Tends towards debate, not dialogue. - Ideas do not always connect. - Comments neglect details of text.</td>
<td>- Disruptive argumentative, - Mumbles or is silent. - No connection to previous comments.</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>- Demonstrates effective listening skills (eye contact, nods, takes notes) - Writes down thoughts and questions. - Builds on others’ comments. - Asks for clarification when needed</td>
<td>- Often demonstrates effective listening skills. - Takes some notes. - Ignores others’ comments.</td>
<td>- Rarely demonstrates effective listening skills. - Loses track of conversation. - Judges others’ ideas.</td>
<td>- No effective listening skills. - Attempts to dominate conversation. - Interrupts speaks in the middle of sentences. - Repeats same ideas.</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Identifies/highlights key words and phrases. - Has notes of main ideas.</td>
<td>Identifies/highlights some key words and phrases. - Has some notes.</td>
<td>- No highlighting/Note Taking. - Skims the text. - Very few notes, if any.</td>
<td>- Unprepared entirely.</td>
</tr>
</tbody>
</table>

**Student Name:** _______________  **Total Score:** ___/ 60
<table>
<thead>
<tr>
<th>Task</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check how many times your partner speaks in the Socratic Circle:</td>
<td></td>
</tr>
<tr>
<td>Asks a question that gets others to talk:</td>
<td></td>
</tr>
<tr>
<td>Refers to something that another student had mentioned</td>
<td></td>
</tr>
<tr>
<td>References the documents to support their claims.</td>
<td></td>
</tr>
<tr>
<td>Focuses on the speaker talking:</td>
<td></td>
</tr>
<tr>
<td>Distracts from the discussion/Interrupts:</td>
<td></td>
</tr>
</tbody>
</table>
The First Amendment

“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or of the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.”