





**Weekly Enrichment Plan: Week of May 18**

**Grade: High School**

<p><b>Online Learning Options:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Khan Academy</a></li> <li>• <a href="#">Study Island</a></li> <li>• McGraw Hill - <a href="#">Clever</a></li> <li>• <a href="#">NewsELA</a></li> <li>• <a href="#">Facing History</a></li> <li>• <a href="#">CK12</a></li> <li>• <a href="#">Racial Equity and Social Justice Challenge</a></li> </ul>					
<p><b>Student Daily Check-Off</b> (check off each activity that you completed)</p>	<input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Science <input type="checkbox"/> Social Studies	<input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Science <input type="checkbox"/> Social Studies	<input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Science <input type="checkbox"/> Social Studies	<input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Science <input type="checkbox"/> Social Studies	<input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Science <input type="checkbox"/> Social Studies

**Suggested Daily Schedule: Grades 9 - 12**

<b>Time</b>	<b>Activity</b>
8:00 – 9:00 am	Wake up, make your bed, eat breakfast and get ready for an awesome day!
9:00 – 9:40 am	Mathematics
9:40 – 10:20 am	English Language Arts
10:20 – 11:00 am	Science
11:00 – 12:30	Lunch, World Languages, and Free Time
12:30 – 1:10 pm	Social Studies
1:10 – 1:40	Afternoon Exercise
1:40 – 2:10	Current Events – watch the news or read the newspaper OR Language Acquisition
2:10-2:30	Social-Emotional Learning/Reflection/Organize for the Next Day



**Family Suggestions**

<b>Parent Suggestions</b>	<b>Student Suggestions</b>
<p>How can I support my student as a learner outside of school?</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Familiarize yourself with your child's learning calendar.</li><li><input type="checkbox"/> Encourage your child to do their best when completing tasks and assignments.</li><li><input type="checkbox"/> Contact your child's teacher or the district's homework hotline when you or your child have questions or need feedback.</li><li><input type="checkbox"/> Support your child in starting the daily work early in the day. Waiting until the late afternoon or evening to start work adds unnecessary stress and creates missed opportunities for collaboration and feedback.</li><li><input type="checkbox"/> Remind your child to take frequent breaks to stay focused.</li><li><input type="checkbox"/> Consider designating a dedicated workspace to maximize time on task and facilitate learning.</li></ul>	<p>How can I continue learning outside of school?</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Complete work on your suggested learning calendar.</li><li><input type="checkbox"/> Put in your best effort when completing tasks and assignments.</li><li><input type="checkbox"/> Contact your teacher when you need help. Teachers are available via e-mail, your school's online learning program or on the district's homework hotline.</li><li><input type="checkbox"/> Let your teacher know if you have access to a phone or computer.</li></ul> <p>How can I stay organized?</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Start your work early. Waiting until the late afternoon or evening to start work adds unnecessary stress and creates missed opportunities for collaboration and feedback.</li><li><input type="checkbox"/> Take short breaks to increase focus and stay motivated to complete tasks on time.</li><li><input type="checkbox"/> Find a quiet place to complete your work.</li></ul>



## Additional Student Supports

Individual Supports	<ul style="list-style-type: none"><li>• See “Individualizing Supports for Students” for more information on how to support your child at home with these assignments.</li><li>• Additional materials are available online and at school meal sites:<ul style="list-style-type: none"><li>◦ “Specially Designed Instruction for Students with IEPs” packets with instructional routines that can be used at home to address students’ IEP goal areas.</li><li>◦ Materials and resources for students with life skills needs and significant disabilities will also be available.</li></ul></li></ul>
English Language Learners	<p><a href="#">Enrichment Packet</a></p> <ul style="list-style-type: none"><li>• Daily language learning is important! The following links/resources are available for students to access daily language learning.</li><li>• ¡El aprendizaje diario de idiomas es importante! Los siguientes enlaces/recursos están disponibles para que los estudiantes accedan al aprendizaje diario de idiomas.</li><li>• Kujifunza lugha ya kila siku ni muhimu! Viungo vifuatavyo/rasilimali vinapatikana kwa wanafunzi kupata mafu nzo ya lugha ya kila siku.</li><li>• दैनिक भाषा सिक्न महत्वपूर्ण छ! तलका लिंकहरू / स्रोतहरू विद्यार्थीहरूको लागि दैनिक भाषा सिक्ने पहुँचको लागि उपलब्ध छन्।</li></ul>
AP	College Board is offering free online courses on YouTube! Follow the link below to access their information. <a href="https://apstudents.collegeboard.org/coronavirus-updates">https://apstudents.collegeboard.org/coronavirus-updates</a>

## Individualizing Support for Students in Grades 6-12

### For Students Who Struggle with Reading

#### **Before Reading:**

- For content area reading (nonfiction), provide some background information about the topic addressed in the text. The scholar can go online to look up information on the topic. Have scholar find resources in his/her preferred learning modality (videos, simplified text, activities) and summarize the new information learned.
- Look through the reading passage or book and look at pictures, graphics, and text features such as headings, captions, bolded words, etc. Discuss what you see and make a prediction about what you think will happen. During and after reading, adjust the prediction based on what you read.
- Look through the reading passage or book and identify difficult or unusual words. Have scholar practice decoding these words (reading them aloud). Provide meanings for these words. Create a vocabulary dictionary of these words to refer to later.

#### **During Reading:**

- **Accommodations:** Allow scholar to read aloud if they need to. Provide an audio recording of the text if available.
- **Chunking:** Read one paragraph or section at a time, and check for understanding by asking student to summarize or paraphrase what was read before moving to the next section.
- Make real-world connections (does the book remind you of something in your life? Another book, a movie, etc.)
- Stop and ask questions while reading. Ask questions with answers that can either be found in the reading or could be predictions about what might happen after the passage/story ends.

#### **After Reading:**

- For literature/fiction reading, have your scholar summarize what they read. Use the “5 W’s”
  - Who was the story/passage about?
  - What was the story/passage about? Make sure to include the main idea, some details, and how the story/passage ended
    - What did the character(s) learn?
    - What would be a good title for the story/passage? If one is provided already, what would be a different title you would give the story/passage?
  - When did the story/passage occur? This would be most important for informative and historical passages
  - Where did the story/passage occur?
  - Why? This can be many things, why did a specific character act in a certain manner? Why was a decision made? etc.
  - How? If there was a problem discussed ask how your scholar would have solved the problem differently, or how did that make you feel?
- For nonfiction reading/content area reading, have your scholar summarize what he/she has learned from the text and how he/she would apply the learning to real life.
- Allow an “open book” policy. Make sure that the scholar shows exactly where in the text he/she is getting the information to answer whatever question has been posed.

### For Students Who Struggle with Written Assignments

- Have scholar dictate assignments into a phone's "notes" app or computer with speech-to-text technology. Most speech-to-text will also respond to commands to add punctuation (by saying "comma," "period," etc.). Student can then print out their writing, or copy it into their own handwriting.
- Write one sentence at a time, then have someone read it aloud to make sure it makes sense.
- Provide examples of quality writing that meets the task criteria.
- Accept a written assignment that is shorter than what is expected, as long as the task criteria are met.

### For Students Who Struggle with Math Assignments

- Find a video of someone completing a similar task and have scholar watch it multiple times. Excellent resources for this are YouTube, Khan Academy, and LearnZillion.
- **Talk about math:** Have student explain a problem and its solution in mathematical terms. Have student teach a skill to another student. If they can teach it, they understand it.
- **Accommodations:** For tasks that require problem-solving, allow use of a calculator. Teach student how to use the calculator to accurately solve problems with multiple steps. Also provide access to anchor sheets for math procedures that may not be memorized, such as formulas.
- **Chunk assignments for easier completion/to ease frustration:** If there are 20 math problems to solve, complete 10 and take a break to move around. After the break go back and finish the other 10
- **Fractions:** use round food items to discuss fractions. Example: Cut a frozen pizza into 8 pieces and talk about pieces individually (1 piece is  $\frac{1}{8}$ ) or in parts together (2 pieces is  $\frac{2}{8}$  or  $\frac{1}{4}$ ). Compare and contrast pieces of different sizes.
- **Graph paper:** use graph paper to organize work and problems, and to model mathematical situations visually.
- **Manipulatives:** any small item can be used as a manipulative to help with basic facts. Examples: coins, blocks, pieces of paper cut into smaller pieces. There are also virtual manipulatives online (Google "virtual math manipulatives").
- **Measurement, Money, and Time:**
  - Bake something and have your child measure out all of the ingredients for the recipe.
  - Have your child measure different items around the house and compare the sizes (What is bigger? What is smaller? How many \_\_\_ does it take to measure the couch?)
  - Take a walk outside for a movement break. While walking have them time how long it takes to go for the walk and get back home. Pick something outside like houses and have them count how many they pass while walking. You can also practice skip counting while you walk (example: for each step you take count by 2s, or 5s, or 10s).
  - Create a store using items around your house. Label each item with a dollar amount and have your child "shop" in your store or have them act as the cashier and make change.
  - Create a schedule for the day with times attached. Start with times on the hour and then get progressively more difficult with times on the half hour and quarter hour. Give a specific time they can play a game or use tech. This will help work on math skills and will also help keep your child focused on different tasks throughout the day!
- **Reference materials:** create a number line, hundreds chart, or anchor charts (worked examples) to help with math calculation, counting, and problem-solving.
- **Patterns:** use blocks or toys of similar colors to make a pattern. Example: 3 red Legos, 2 blue Legos, 3 yellow Legos, repeat.
- **Sorting:** Gather a group of toys and have your child sort them based on similar attributes (color, size, shape, etc.). Do the same with a set of books and have your child sort them based on fiction vs. nonfiction, type of book, etc.

- **Make it fun!** Practice math skills using games and things you might already have around the house and turn real-life activities into mathematical opportunities.
  - A deck of cards: each person draws 2 cards and then adds, subtracts, or multiply the numbers reflected on the cards.
  - Dice: can be used the same way as a deck of cards to work on basic facts or create multi-digit problems to solve.
  - Yahtzee: basic addition
  - Connect Four, Othello: problem solving, and strategic thinking
  - Puzzles: perfect for working on spatial awareness, which is key to geometry
  - Monopoly: have your child be the “banker” to work on money skills
  - Battleship: graphing coordinates
  - Uno: use numbers on cards to create calculation problems

**For Students Who Struggle with Focus, Attention, and/or Study Skills**

- Given scholar very clear written (or visual) directions of what to work on and what successful completion of the task looks like. Have scholar self-monitor whether or not he/she has completed all parts of the task.
- Use a timer, starting with a very brief amount of time (even 5-10 minutes is ok). After the timer “beeps,” provide student with a brief break (5 minutes) before continuing. Work to increase the amount of time for each work interval, up to 25 minutes.
- Provide a reward, such as a sticker or carrot, for every successful interval of on-task behavior.
- Only give one assignment or task at a time, but also provide scholar with a calendar or daily schedule to refer to so it is clear what to expect next.
- Have older students model study skills for younger children.

Name: \_\_\_\_\_ Class: \_\_\_\_\_

# If

By Rudyard Kipling  
1910

*Rudyard Kipling (1865-1939) was an English short story writer, poet, and novelist, perhaps best known for The Jungle Book (1894). Kipling wrote in Victorian England,<sup>1</sup> and the following poem is considered representative of the ideal qualities of a proper Englishman during that time. As you read, take notes on the structural form of the poem and how it contributes to the tone and message.*

- [1] If you can keep your head when all about you  
Are losing theirs and blaming it on you,  
If you can trust yourself when all men doubt you,  
But make allowance for their doubting too;  
[5] If you can wait and not be tired by waiting,  
Or being lied about, don't deal in lies,  
Or being hated, don't give way to hating,  
And yet don't look too good, nor talk too wise:

If you can dream—and not make dreams your  
master;

- [10] If you can think—and not make thoughts your  
aim;

If you can meet with Triumph and Disaster  
And treat those two impostors just the same;  
If you can bear to hear the truth you've spoken  
Twisted by knaves<sup>2</sup> to make a trap for fools,

- [15] Or watch the things you gave your life to, broken,  
And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings  
And risk it on one turn of pitch-and-toss,  
And lose, and start again at your beginnings

- [20] And never breathe a word about your loss;  
If you can force your heart and nerve and sinew<sup>3</sup>  
To serve your turn long after they are gone,  
And so hold on when there is nothing in you  
Except the Will which says to them: 'Hold on!'



*"Father and Son" by Nicolas is licensed under CC BY-NC-SA 2.0.*

1. The Victorian era took place during the English Queen Victoria's rule (1837-1901). It was an era of relative peace and prosperity, considered the height of the British empire. Victorian culture, especially in the later years, consisted notably of strict moral and social conduct.  
2. Dishonest men  
3. Tissue connecting muscle to bone; something that binds together



- [25] If you can talk with crowds and keep your virtue<sup>4</sup>,  
Or walk with Kings—nor lose the common touch,  
If neither foes nor loving friends can hurt you,  
If all men count with you, but none too much;  
If you can fill the unforgiving minute
- [30] With sixty seconds' worth of distance run,  
Yours is the Earth and everything that's in it,  
And—which is more—you'll be a Man, my son!

*If by Rudyard Kipling is in the public domain.*

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4. **Virtue** (*noun*): Morally good behavior or character

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following best summarizes a central theme of the text? [RL.2]
  - A. Friendship is an important support system to young adults.
  - B. Identity must come from within a person, not from what others tell you to be.
  - C. Growing up is complicated and challenging, but is ultimately worth it for what can be accomplished.
  - D. People, especially young people, should resist the social pressure to obey other people's rules.
  
2. PART B: Which of the following quotes best supports the answer to Part A? [RL.1]
  - A. "If you can keep your head when all about you / Are losing theirs and blaming it on you, / If you can trust yourself when all men doubt you, / But make allowance for their doubting too;" (Lines 1-4)
  - B. "If you can force your heart and nerve and sinew / To serve your turn long after they are gone, / And so hold on when there is nothing in you / Except the Will which says to them: 'Hold on!'" (Lines 21-24)
  - C. "If you can talk with crowds and keep your virtue, / Or walk with Kings—nor lose the common touch, / If neither foes nor loving friends can hurt you, / If all men count with you, but none too much;" (Lines 25-28)
  - D. "Yours is the Earth and everything that's in it, / And—which is more—you'll be a Man, my son!" (Lines 31-32)
  
3. PART A: Which of the following best describes the structural pattern of the poem? [RL.5]
  - A. It is organized through the repetition of "if... then" statements.
  - B. It is organized with increasingly longer statements and increasingly difficult guidelines.
  - C. It is organized into four stanzas, each with eight lines of iambic pentameter (5 feet per line/meter).
  - D. It is organized mainly through the repetition of "if" statements, building upon each other until the final assertion of the poem.
  
4. PART B: How does the structure of the poem, as indicated in Part A, contribute to the poem's tone? [RL.5] [RL.4]
  - A. The form creates a tone of redundancy, or unnecessary repetition.
  - B. This form creates a tone of authority and discipline, as the repetition emphasizes instructions for how to live one's life.
  - C. This form mimics the tone of a boy becoming a man: through many trials and errors.
  - D. This form creates a know-it-all tone, describing difficult rules like they are seemingly easy steps.

5. What do the details of this poem reveal about the poet's point of view towards being [RL.6] a grown man? Cite evidence to support your answer.

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Name: \_\_\_\_\_ Class: \_\_\_\_\_

# How Resilience Works

By Diane Coutu

*Peoples' ability to recover from tragedies, such as the Holocaust, has inspired research on what contributes to resilience and how it emerges. In this informational text, Diane Coutu discusses the three main traits of resilience and the role that it plays in our lives. As you read, take notes on what examples of resilience the author provides.*

[1] When I began my career in journalism — I was a reporter at a national magazine in those days — there was a man I'll call Claus Schmidt. He was in his mid-fifties, and to my impressionable eyes, he was the quintessential<sup>1</sup> newsman: cynical at times, but unrelentingly curious and full of life, and often hilariously funny in a sandpaper-dry kind of way. He churned out hard-hitting cover stories and features with a speed and elegance I could only dream of. It always astounded me that he was never promoted to managing editor.



*"Resilient bulbs emerge from snow" by David Whelan is in the public domain.*

But people who knew Claus better than I did thought of him not just as a great newsman but as a quintessential survivor, someone who had endured in an environment often hostile to talent. He had lived through at least three major changes in the magazine's leadership, losing most of his best friends and colleagues on the way. At home, two of his children succumbed to incurable illnesses, and a third was killed in a traffic accident. Despite all this — or maybe because of it — he milled around the newsroom day after day, mentoring the cub reporters, talking about the novels he was writing — always looking forward to what the future held for him.

Why do some people suffer real hardships and not falter? Claus Schmidt could have reacted very differently. We've all seen that happen: One person cannot seem to get the confidence back after a layoff; another, persistently depressed, takes a few years off from life after her divorce. The question we would all like answered is, Why? What exactly is that quality of resilience that carries people through life?

It's a question that has fascinated me ever since I first learned of the Holocaust survivors in elementary school. In college, and later in my studies as an affiliate scholar at the Boston Psychoanalytic Society and Institute, I returned to the subject. For the past several months, however, I have looked on it with a new urgency, for it seems to me that the terrorism, war, and recession of recent months have made understanding resilience more important than ever. I have considered both the nature of individual resilience and what makes some organizations as a whole more resilient than others. Why do some people and some companies buckle under pressure? And what makes others bend and ultimately bounce back?

1. representing the most perfect or typical example of something

- [5] My exploration has taught me much about resilience, although it's a subject none of us will ever understand fully. Indeed, resilience is one of the great puzzles of human nature, like creativity or the religious instinct. But in sifting through psychological research and in reflecting on the many stories of resilience I've heard, I have seen a little more deeply into the hearts and minds of people like Claus Schmidt and, in doing so, looked more deeply into the human psyche as well.

## The Buzz About Resilience

Resilience is a hot topic in business these days. Not long ago, I was talking to a senior partner at a respected consulting firm about how to land the very best MBAs—the name of the game in that particular industry. The partner, Daniel Savageau (not his real name), ticked off a long list of qualities his firm sought in its hires: intelligence, ambition, integrity, analytic ability, and so on. “What about resilience?” I asked. “Well, that’s very popular right now,” he said. “It’s the new buzzword. Candidates even tell us they’re resilient; they volunteer the information. But frankly, they’re just too young to know that about themselves. Resilience is something you realize you have after the fact.”

“But if you could, would you test for it?” I asked. “Does it matter in business?”

Savageau paused. He’s a man in his late forties and a success personally and professionally. Yet it hadn’t been a smooth ride to the top. He’d started his life as a poor French Canadian in Woonsocket, Rhode Island, and had lost his father at six. He lucked into a football scholarship but was kicked out of Boston University twice for drinking. He turned his life around in his twenties, married, divorced, remarried, and raised five children. Along the way, he made and lost two fortunes before helping to found the consulting firm he now runs. “Yes, it does matter,” he said at last. “In fact, it probably matters more than any of the usual things we look for.” In the course of reporting this article, I heard the same assertion time and again. As Dean Becker, the president and CEO of Adaptiv Learning Systems, a four-year-old company in King of Prussia, Pennsylvania, that develops and delivers programs about resilience training, puts it: “More than education, more than experience, more than training, a person’s level of resilience will determine who succeeds and who fails. That’s true in the cancer ward, it’s true in the Olympics, and it’s true in the boardroom.”

Academic research into resilience started about 40 years ago with pioneering studies by Norman Garmezy, now a professor emeritus<sup>2</sup> at the University of Minnesota in Minneapolis. After studying why many children of schizophrenic parents did not suffer psychological illness as a result of growing up with them, he concluded that a certain quality of resilience played a greater role in mental health than anyone had previously suspected.

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2. a person retired from a professional life but allowed to retain their title as an honor

[10] Today, theories abound about what makes resilience. Looking at Holocaust victims, Maurice Vanderpol, a former president of the Boston Psychoanalytic Society and Institute, found that many of the healthy survivors of concentration camps had what he calls a “plastic shield.” The shield was comprised of several factors, including a sense of humor. Often the humor was black, but nonetheless it provided a critical sense of perspective. Other core characteristics that helped included the ability to form attachments to others and the possession of an inner psychological space that protected the survivors from the intrusions of abusive others. Research about other groups uncovered different qualities associated with resilience. The Search Institute, a Minneapolis-based nonprofit organization that focuses on resilience and youth, found that the more resilient kids have an uncanny ability to get adults to help them out. Still other research showed that resilient inner-city youth often have talents such as athletic abilities that attract others to them.

Many of the early theories about resilience stressed the role of genetics. Some people are just born resilient, so the arguments went. There’s some truth to that, of course, but an increasing body of empirical<sup>3</sup> evidence shows that resilience — whether in children, survivors of concentration camps, or businesses back from the brink — can be learned. For example, George Vaillant, the director of the Study of Adult Development at Harvard Medical School in Boston, observes that within various groups studied during a 60-year period, some people became markedly more resilient over their lifetimes. Other psychologists claim that unresilient people more easily develop resiliency skills than those with head starts.

Most of the resilience theories I encountered in my research make good common sense. But I also observed that almost all the theories overlap in three ways. Resilient people, they posit,<sup>4</sup> possess three characteristics: a staunch acceptance of reality; a deep belief, often buttressed<sup>5</sup> by strongly held values, that life is meaningful; and an uncanny ability to improvise. You can bounce back from hardship with just one or two of these qualities, but you will only be truly resilient with all three. These three characteristics hold true for resilient organizations as well. Let’s take a look at each of them in turn.

## Facing Down Reality

A common belief about resilience is that it stems from an optimistic nature. That’s true but only as long as such optimism doesn’t distort your sense of reality. In extremely adverse situations, rose-colored<sup>6</sup> thinking can actually spell disaster. This point was made poignantly to me by management researcher and writer Jim Collins, who happened upon this concept while researching *Good to Great*, his book on how companies transform themselves out of mediocrity. Collins had a hunch (an exactly wrong hunch) that resilient companies were filled with optimistic people. He tried out that idea on Admiral Jim Stockdale, who was held prisoner and tortured by the Vietcong<sup>7</sup> for eight years.

Collins recalls: “I asked Stockdale: ‘Who didn’t make it out of the camps?’ And he said, ‘Oh, that’s easy. It was the optimists. They were the ones who said we were going to be out by Christmas. And then they said we’d be out by Easter and then out by Fourth of July and out by Thanksgiving, and then it was Christmas again.’ Then Stockdale turned to me and said, ‘You know, I think they all died of broken hearts.’”

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3. based on observation or experience rather than theory or pure logic
  4. to put forward as a basis of argument
  5. to reinforce
  6. seeing something in a positive light
  7. a political organization in South Vietnam and Cambodia

- [15] In the business world, Collins found the same unblinking attitude shared by executives at all the most successful companies he studied. Like Stockdale, resilient people have very sober and down-to-earth views of those parts of reality that matter for survival. That's not to say that optimism doesn't have its place: In turning around a demoralized sales force, for instance, conjuring a sense of possibility can be a very powerful tool. But for bigger challenges, a cool, almost pessimistic, sense of reality is far more important.

Perhaps you're asking yourself, "Do I truly understand — and accept — the reality of my situation? Does my organization?" Those are good questions, particularly because research suggests most people slip into denial as a coping mechanism. Facing reality, really facing it, is grueling work. Indeed, it can be unpleasant and often emotionally wrenching. Consider the following story of organizational resilience, and see what it means to confront reality.

Prior to September 11, 2001, Morgan Stanley, the famous investment bank, was the largest tenant in the World Trade Center. The company had some 2,700 employees working in the south tower on 22 floors between the 43rd and the 74th. On that horrible day, the first plane hit the north tower at 8:46 am, and Morgan Stanley started evacuating just one minute later, at 8:47 am. When the second plane crashed into the south tower 15 minutes after that, Morgan Stanley's offices were largely empty. All told, the company lost only seven employees despite receiving an almost direct hit.

Of course, the organization was just plain lucky to be in the second tower. Cantor Fitzgerald, whose offices were hit in the first attack, couldn't have done anything to save its employees. Still, it was Morgan Stanley's hard-nosed realism that enabled the company to benefit from its luck. Soon after the 1993 attack on the World Trade Center, senior management recognized that working in such a symbolic center of U.S. commercial power made the company vulnerable to attention from terrorists and possible attack.

With this grim realization, Morgan Stanley launched a program of preparedness at the micro level. Few companies take their fire drills seriously. Not so Morgan Stanley, whose VP of security for the Individual Investor Group, Rick Rescorla, brought a military discipline to the job. Rescorla, himself a highly resilient, decorated Vietnam vet, made sure that people were fully drilled about what to do in a catastrophe. When disaster struck on September 11, Rescorla was on a bullhorn telling Morgan Stanley employees to stay calm and follow their well-practiced drill, even though some building supervisors were telling occupants that all was well. Sadly, Rescorla himself, whose life story has been widely covered in recent months, was one of the seven who didn't make it out.

- [20] "When you're in financial services where so much depends on technology, contingency<sup>8</sup> planning is a major part of your business," says President and COO Robert G. Scott. But Morgan Stanley was prepared for the very toughest reality. It had not just one, but three, recovery sites where employees could congregate and business could take place if work locales were ever disrupted. "Multiple backup sites seemed like an incredible extravagance on September 10," concedes Scott. "But on September 12, they seemed like genius."

Maybe it was genius; it was undoubtedly resilience at work. The fact is, when we truly stare down reality, we prepare ourselves to act in ways that allow us to endure and survive extraordinary hardship. We train ourselves how to survive before the fact.

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8. a future event that is possible but cannot be predicted with certainty

## The Search for Meaning

The ability to see reality is closely linked to the second building block of resilience, the propensity to make meaning of terrible times. We all know people who, under duress, throw up their hands and cry, “How can this be happening to me?” Such people see themselves as victims, and living through hardship carries no lessons for them. But resilient people devise constructs about their suffering to create some sort of meaning for themselves and others.

I have a friend I’ll call Jackie Oiseaux who suffered repeated psychoses<sup>9</sup> over a 10-year period due to an undiagnosed bipolar disorder. Today, she holds down a big job in one of the top publishing companies in the country, has a family, and is a prominent member of her church community. When people ask her how she bounced back from her crises, she runs her hands through her hair. “People sometimes say, ‘Why me?’ But I’ve always said, ‘Why not me?’ True, I lost many things during my illness,” she says, “but I found many more — incredible friends who saw me through the bleakest times and who will give meaning to my life forever.”

This dynamic of meaning making is, most researchers agree, the way resilient people build bridges from present-day hardships to a fuller, better constructed future. Those bridges make the present manageable, for lack of a better word, removing the sense that the present is overwhelming. This concept was beautifully articulated by Viktor E. Frankl, an Austrian psychiatrist and an Auschwitz<sup>10</sup> survivor. In the midst of staggering suffering, Frankl invented “meaning therapy,” a humanistic therapy technique that helps individuals make the kinds of decisions that will create significance in their lives.

[25] In his book *Man’s Search for Meaning*, Frankl described the pivotal moment in the camp when he developed meaning therapy. He was on his way to work one day, worrying whether he should trade his last cigarette for a bowl of soup. He wondered how he was going to work with a new foreman whom he knew to be particularly sadistic.<sup>11</sup> Suddenly, he was disgusted by just how trivial and meaningless his life had become. He realized that to survive, he had to find some purpose. Frankl did so by imagining himself giving a lecture after the war on the psychology of the concentration camp, to help outsiders understand what he had been through. Although he wasn’t even sure he would survive, Frankl created some concrete goals for himself. In doing so, he succeeded in rising above the sufferings of the moment. As he put it in his book: “We must never forget that we may also find meaning in life even when confronted with a hopeless situation, when facing a fate that cannot be changed.”

Frankl’s theory underlies most resilience coaching in business. Indeed, I was struck by how often businesspeople referred to his work. “Resilience training — what we call hardiness — is a way for us to help people construct meaning in their everyday lives,” explains Salvatore R. Maddi, a University of California, Irvine psychology professor and the director of the Hardiness Institute in Newport Beach, California. “When people realize the power of resilience training, they often say, ‘Doc, is this what psychotherapy is?’ But psychotherapy is for people whose lives have fallen apart badly and need repair. We see our work as showing people life skills and attitudes. Maybe those things should be taught at home, maybe they should be taught in schools, but they’re not. So we end up doing it in business.”

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9. a mental disorder in which thought and emotions are so impaired that contact is lost with external reality

10. a network of German Nazi concentration camps and extermination camps

11. **Sadistic (adjective):** deriving pleasure from inflicting pain on others



Yet the challenge confronting resilience trainers is often more difficult than we might imagine. Meaning can be elusive, and just because you found it once doesn't mean you'll keep it or find it again. Consider Aleksandr Solzhenitsyn, who survived the war against the Nazis, imprisonment in the gulag,<sup>12</sup> and cancer. Yet when he moved to a farm in peaceful, safe Vermont, he could not cope with the "infantile West." He was unable to discern any real meaning in what he felt to be the destructive and irresponsible freedom of the West. Upset by his critics, he withdrew into his farmhouse, behind a locked fence, seldom to be seen in public. In 1994, a bitter man, Solzhenitsyn moved back to Russia.

Since finding meaning in one's environment is such an important aspect of resilience, it should come as no surprise that the most successful organizations and people possess strong value systems. Strong values infuse an environment with meaning because they offer ways to interpret and shape events. While it's popular these days to ridicule values, it's surely no coincidence that the most resilient organization in the world has been the Catholic Church, which has survived wars, corruption, and schism<sup>13</sup> for more than 2,000 years, thanks largely to its immutable<sup>14</sup> set of values. Businesses that survive also have their creeds, which give them purposes beyond just making money. Strikingly, many companies describe their value systems in religious terms. Pharmaceutical giant Johnson & Johnson, for instance, calls its value system, set out in a document given to every new employee at orientation, the Credo. Parcel company UPS talks constantly about its Noble Purpose.

Value systems at resilient companies change very little over the years and are used as scaffolding in times of trouble. UPS Chairman and CEO Mike Eskew believes that the Noble Purpose helped the company to rally after the agonizing strike in 1997. Says Eskew: "It was a hugely difficult time, like a family feud. Everyone had close friends on both sides of the fence, and it was tough for us to pick sides. But what saved us was our Noble Purpose. Whatever side people were on, they all shared a common set of values. Those values are core to us and never change; they frame most of our important decisions. Our strategy and our mission may change, but our values never do."

- [30] The religious connotations of words like "credo," "values," and "noble purpose," however, should not be confused with the actual content of the values. Companies can hold ethically questionable values and still be very resilient. Consider Phillip Morris, which has demonstrated impressive resilience in the face of increasing unpopularity. As Jim Collins points out, Phillip Morris has very strong values, although we might not agree with them — for instance, the value of "adult choice." But there's no doubt that Phillip Morris executives believe strongly in its values, and the strength of their beliefs sets the company apart from most of the other tobacco companies. In this context, it is worth noting that resilience is neither ethically good nor bad. It is merely the skill and the capacity to be robust under conditions of enormous stress and change. As Viktor Frankl wrote: "On the average, only those prisoners could keep alive who, after years of trekking from camp to camp, had lost all scruples<sup>15</sup> in their fight for existence; they were prepared to use every means, honest and otherwise, even brutal... , in order to save themselves. We who have come back... we know: The best of us did not return."

Values, positive or negative, are actually more important for organizational resilience than having resilient people on the payroll. If resilient employees are all interpreting reality in different ways, their decisions and actions may well conflict, calling into doubt the survival of their organization. And as the weakness of an organization becomes apparent, highly resilient individuals are more likely to jettison<sup>16</sup> the organization than to imperil their own survival.

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12. the government agency that administered and controlled the Soviet forced-labor camp system

13. a break within a church

14. **Immutable (adjective):** unchanging over time or unable to be changed

15. **Scruple (noun):** a feeling of doubt or hesitation regarding the morality of an action

## Ritualized Ingenuity

The third building block of resilience is the ability to make do with whatever is at hand. Psychologists follow the lead of French anthropologist Claude Levi-Strauss in calling this skill bricolage.<sup>17</sup> Intriguingly, the roots of that word are closely tied to the concept of resilience, which literally means “bouncing back.” Says Levi-Strauss: “In its old sense, the verb bricoler...was always used with reference to some extraneous movement: a ball rebounding, a dog straying, or a horse swerving from its direct course to avoid an obstacle.”

Bricolage in the modern sense can be defined as a kind of inventiveness, an ability to improvise a solution to a problem without proper or obvious tools or materials. Bricoleurs are always tinkering — building radios from household effects or fixing their own cars. They make the most of what they have, putting objects to unfamiliar uses. In the concentration camps, for example, resilient inmates knew to pocket pieces of string or wire whenever they found them. The string or wire might later become useful — to fix a pair of shoes, perhaps, which in freezing conditions might make the difference between life and death.

When situations unravel, bricoleurs muddle through, imagining possibilities where others are confounded. I have two friends, whom I'll call Paul Shields and Mike Andrews, who were roommates throughout their college years. To no one's surprise, when they graduated, they set up a business together, selling educational materials to schools, businesses, and consulting firms. At first, the company was a great success, making both founders paper millionaires. But the recession of the early 1990s hit the company hard, and many core clients fell away. At the same time, Paul experienced a bitter divorce and a depression that made it impossible for him to work. Mike offered to buy Paul out but was instead slapped with a lawsuit claiming that Mike was trying to steal the business. At this point, a less resilient person might have just walked away from the mess. Not Mike. As the case wound through the courts, he kept the company going any way he could — constantly morphing the business until he found a model that worked: going into joint ventures to sell English-language training materials to Russian and Chinese companies. Later, he branched off into publishing newsletters for clients. At one point, he was even writing video scripts for his competitors. Thanks to all this bricolage, by the time the lawsuit was settled in his favor, Mike had an entirely different, and much more solid, business than the one he had started with.

- [35] Bricolage can be practiced on a higher level as well. Richard Feynman, winner of the 1965 Nobel Prize in physics, exemplified what I like to think of as intellectual bricolage. Out of pure curiosity, Feynman made himself an expert on cracking safes, not only looking at the mechanics of safecracking but also cobbling together psychological insights about people who used safes and set the locks. He cracked many of the safes at Los Alamos, for instance, because he guessed that theoretical physicists would not set the locks with random code numbers they might forget but would instead use a sequence with mathematical significance. It turned out that the three safes containing all the secrets to the atomic bomb were set to the same mathematical constant,  $e$ , whose first six digits are 2.71828.

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16. to voluntarily sacrifice cargo to lighten a ship's load in a time of distress.

17. construction (as of a sculpture or a structure of ideas) achieved by using whatever comes to hand

Resilient organizations are stuffed with bricoleurs, though not all of them, of course, are Richard Feynmans. Indeed, companies that survive regard improvisation as a core skill. Consider UPS, which empowers its drivers to do whatever it takes to deliver packages on time. Says CEO Eskew: “We tell our employees to get the job done. If that means they need to improvise, they improvise. Otherwise we just couldn’t do what we do every day. Just think what can go wrong: a busted traffic light, a flat tire, a bridge washed out. If a snowstorm hits Louisville tonight, a group of people will sit together and discuss how to handle the problem. Nobody tells them to do that. They come together because it’s our tradition to do so.”

That tradition meant that the company was delivering parcels in southeast Florida just one day after Hurricane Andrew devastated the region in 1992, causing billions of dollars in damage. Many people were living in their cars because their homes had been destroyed, yet UPS drivers and managers sorted packages at a diversion site and made deliveries even to those who were stranded in their cars. It was largely UPS’s improvisational skills that enabled it to keep functioning after the catastrophic hit. And the fact that the company continued on gave others a sense of purpose or meaning amid the chaos.

Improvisation of the sort practiced by UPS, however, is a far cry from unbridled creativity. Indeed, much like the military, UPS lives on rules and regulations. As Eskew says: “Drivers always put their keys in the same place. They close the doors the same way. They wear their uniforms the same way. We are a company of precision.” He believes that although they may seem stifling, UPS’s rules were what allowed the company to bounce back immediately after Hurricane Andrew, for they enabled people to focus on the one or two fixes they needed to make in order to keep going.

Eskew’s opinion is echoed by Karl E. Weick, a professor of organizational behavior at the University of Michigan Business School in Ann Arbor and one of the most respected thinkers on organizational psychology. “There is good evidence that when people are put under pressure, they regress to their most habituated ways of responding,” Weick has written. “What we do not expect under life-threatening pressure is creativity.” In other words, the rules and regulations that make some companies appear less creative may actually make them more resilient in times of real turbulence.

[40] Claus Schmidt, the newsman I mentioned earlier, died about five years ago, but I’m not sure I could have interviewed him about his own resilience even if he were alive. It would have felt strange, I think, to ask him, “Claus, did you really face down reality? Did you make meaning out of your hardships? Did you improvise your recovery after each professional and personal disaster?” He may not have been able to answer. In my experience, resilient people don’t often describe themselves that way. They shrug off their survival stories and very often assign them to luck.

Obviously, luck does have a lot to do with surviving. It was luck that Morgan Stanley was situated in the south tower and could put its preparedness training to work. But being lucky is not the same as being resilient. Resilience is a reflex, a way of facing and understanding the world, that is deeply etched into a person’s mind and soul. Resilient people and companies face reality with staunchness, make meaning of hardship instead of crying out in despair, and improvise solutions from thin air. Others do not. This is the nature of resilience, and we will never completely understand it.

1. See, e.g., Karl E. Weick, “The Collapse of Sense-making in Organizations: The Mann Gulch Disaster,” *Administrative Science Quarterly*, December 1993.

*"How Resilience Works" from Harvard Business Review by Diane Coutu. Copyright © 2002. Reprinted with permission of Harvard Business Publishing.*

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which TWO sentences best identify the author's main claims about resilience? [RI.2]
  - A. Resilience is usually possessed by people or organizations with an understanding and commitment to good.
  - B. While certain regulations and practices encourage resilience in companies, it also stifles creative thought.
  - C. Resilience is a survival tactic that is born out of life-threatening situations and not something that a person can learn.
  - D. Resilience involves approaching reality bravely and with a sense of possibility, as well as finding meaning in the challenges one encounters.
  - E. Companies with strong value systems are more likely to be resilient and survive the hardships they may encounter along the way.
  - F. Resilience is an important skill to possess, however, it encourages a pessimistic view of the world that decreases a person's overall happiness.
  
2. PART B: Which TWO sections from the text support the answer to Part A? [RI.1]
  - A. "The Search Institute, a Minneapolis-based nonprofit organization that focuses on resilience and youth, found that the more resilient kids have an uncanny ability to get adults to help them out." (Paragraph 10)
  - B. "Facing reality, really facing it, is grueling work. Indeed, it can be unpleasant and often emotionally wrenching." (Paragraph 16)
  - C. "The fact is, when we truly stare down reality, we prepare ourselves to act in ways that allow us to endure and survive extraordinary hardship. We train ourselves how to survive before the fact." (Paragraph 21)
  - D. "'True, I lost many things during my illness,' she says, 'but I found many more — incredible friends who saw me through the bleakest times and who will give meaning to my life forever.'" (Paragraph 23)
  - E. "Since finding meaning in one's environment is such an important aspect of resilience, it should come as no surprise that the most successful organizations and people possess strong value systems." (Paragraph 28)
  - F. "In my experience, resilient people don't often describe themselves that way. They shrug off their survival stories and very often assign them to luck." (Paragraph 40)
  
3. PART A: How does Coudu's discussion of the Holocaust contribute to the text? [RI.5]
  - A. It provides an example of how people were able to survive severe conditions.
  - B. It proves that not everyone has the resilience to overcome challenging situations.
  - C. It shows that remaining optimistic is a key part of surviving grim circumstances.
  - D. It emphasizes that resilience is more of a survival tactic than a business model.

4. PART B: Which quote from the text best supports the answer to Part A? [RI.1]
- A. "but an increasing body of empirical evidence shows that resilience — whether in children, survivors of concentration camps, or businesses back from the brink — can be learned." (Paragraph 11)
  - B. "A common belief about resilience is that it stems from an optimistic nature. That's true but only as long as such optimism doesn't distort your sense of reality." (Paragraph 13)
  - C. "Then Stockdale turned to me and said, 'You know, I think they all died of broken hearts.'" (Paragraph 14)
  - D. "In the concentration camps, for example, resilient inmates knew to pocket pieces of string or wire whenever they found them. The string or wire might later become useful" (Paragraph 33)
5. PART A: What connection does Coutu draw between bricolage and resilience? [RI.3]
- A. Bricolage requires a high level of intelligence that allows people with the skill to overcome most problems.
  - B. Bricolage allows people to use resources creatively to overcome a difficult challenges.
  - C. Bricolage refers to an individual's ability to not give up on a task, no matter how difficult it may appear.
  - D. Bricolage requires a degree of optimism that allows people with the skill to view resources in a new and useful way.
6. PART B: Which section from the text best supports the answer to Part A? [RI.1]
- A. "'In its old sense, the verb bricoler... was always used with reference to some extraneous movement: a ball rebounding, a dog straying,'" (Paragraph 32)
  - B. "Bricoleurs are always tinkering — building radios from household effects or fixing their own cars. They make the most of what they have, putting objects to unfamiliar uses." (Paragraph 33)
  - C. "When situations unravel, bricoleurs muddle through, imagining possibilities where others are confounded." (Paragraph 34)
  - D. "Bricolage can be practiced on a higher level as well. Richard Feynman, winner of the 1965 Nobel Prize in physics, exemplified what I like to think of as intellectual bricolage." (Paragraph 35)
7. What evidence does Coutu use to support her claim that improvisation requires resilience? [RI.8]

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## Creative Response

The poems you have read in this unit address the theme of resilience - the capacity to recover quickly from difficulty. The poets used literary techniques such as personification, simile, metaphor, and symbolism to enliven their work. You are living through a time that calls for resilience. Each one of you will meet the challenges of the pandemic with your own brand of resilience. Describe a time in your life when you or someone you know displayed resilience. Write a poem of at least 20 lines to describe that time. Try to use poetic devices from the list below. Be sure to proofread your work so that it is error-free.

- **Alliteration** - the occurrence of the same letter or sound at the beginning of adjacent or closely connected words: such as “scrolls of silvery snow.”
- **Oxymoron** - two terms that contradict each other, such as “bitter sweet”
- **Personification** - attributing human characteristics to something that is not human, such as “the sun smiled.”
- **Rhyme Scheme** - Either an established form like ABAB or free verse with an internal rhythm but no predictable rhyme pattern.
- **Simile** - a figure of speech that compares one thing with another thing of a different kind, used to make a description more emphatic or vivid (e.g., as brave as a lion, crazy like a fox).
- **Symbolism** - using an object or a word to represent an abstract idea, such as the heart symbol to stand for love.
- Or use other poetic devices you’re familiar with such as metaphor and vivid word choice.

<b>Criteria</b>	<b>Above Expectations</b>	<b>Meets Expectations</b>	<b>Needs a Little More Work</b>	<b>Not Evident in this Draft</b>
<b>Lines</b>	More than 20 lines written	20 lines written	14 lines written	Less than 10 lines written
<b>Poetic Devices</b>	More than 5 poetic devices implemented	4 Types of poetic devices implemented	3 poetic devices implemented	2 or no poetic devices implemented
<b>Theme</b>	The theme of resilience is addressed in a fresh light	The theme of resilience is addressed	The theme of resilience is mentioned	The theme of resilience is not addressed at all
<b>Mechanics, Usage, and Grammar</b>	No errors are present in the poem	1 -2 errors are present in the poem	3-4 errors are present in the poem	5 or more errors are present in the poem

# Go Shopping Project Directions

\*You have \$2,000 to spend on whatever appropriate items you want! Use websites like bestbuy.com, target.com, walmart.com, amazon.com or estimate the cost of each item.

\*Find **four** items you wish to purchase and sketch a picture of each.

\*Figure out which coupons to use with which items to save the most money. You must use **all four** coupons.

\*Write the ORIGINAL PRICE of the item, calculate the DISCOUNT, and write the NEW PRICE.

\*After finding all the discount prices, add the 4 items together and add on 7% sales tax to solve for how much your items cost in total. Remember, you cannot go over \$2000!

## Calculating Discount Review

1. Convert the percentage discount to a decimal by moving the decimal 2 places to the left.

$$\text{Examples: } 25\% = .25 \quad 50\% = .50 \text{ or } .5 \quad 9\% = .09 \quad 24.8\% = .248$$

2. Multiply the ORIGINAL price by the decimal.
3. Subtract the DISCOUNT from the ORIGINAL price.





Item 1

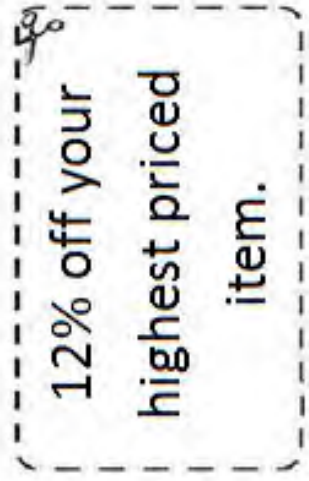
**Calculations:**

**Sketch of your item:**

Original Price:

Discount:

New Price:



Item 2

**Calculations:**

Original Price:

Discount:

New Price:

**Sketch of your item:**



Item 3

Calculations:

Sketch of your item:

Original Price:

Discount:

New Price:



Item 4

**Calculations:**

**Sketch of your item:**

Original Price:

Discount:

New Price:

**Subtotal:**

**Tax (7%):**

**Total:**

**Total**

Name: \_\_\_\_\_

### Geometry Project

You want to put a fence around your large yard. There are two companies that you have found to do the work. They have each given you a quote for how much the work will cost. Of course, you want to find out which company will be the cheapest.

The boundary of your yard is determined by five trees. The lines connecting them form the edge of your property. Shown below are the descriptions for the positions of the trees relative to your house.

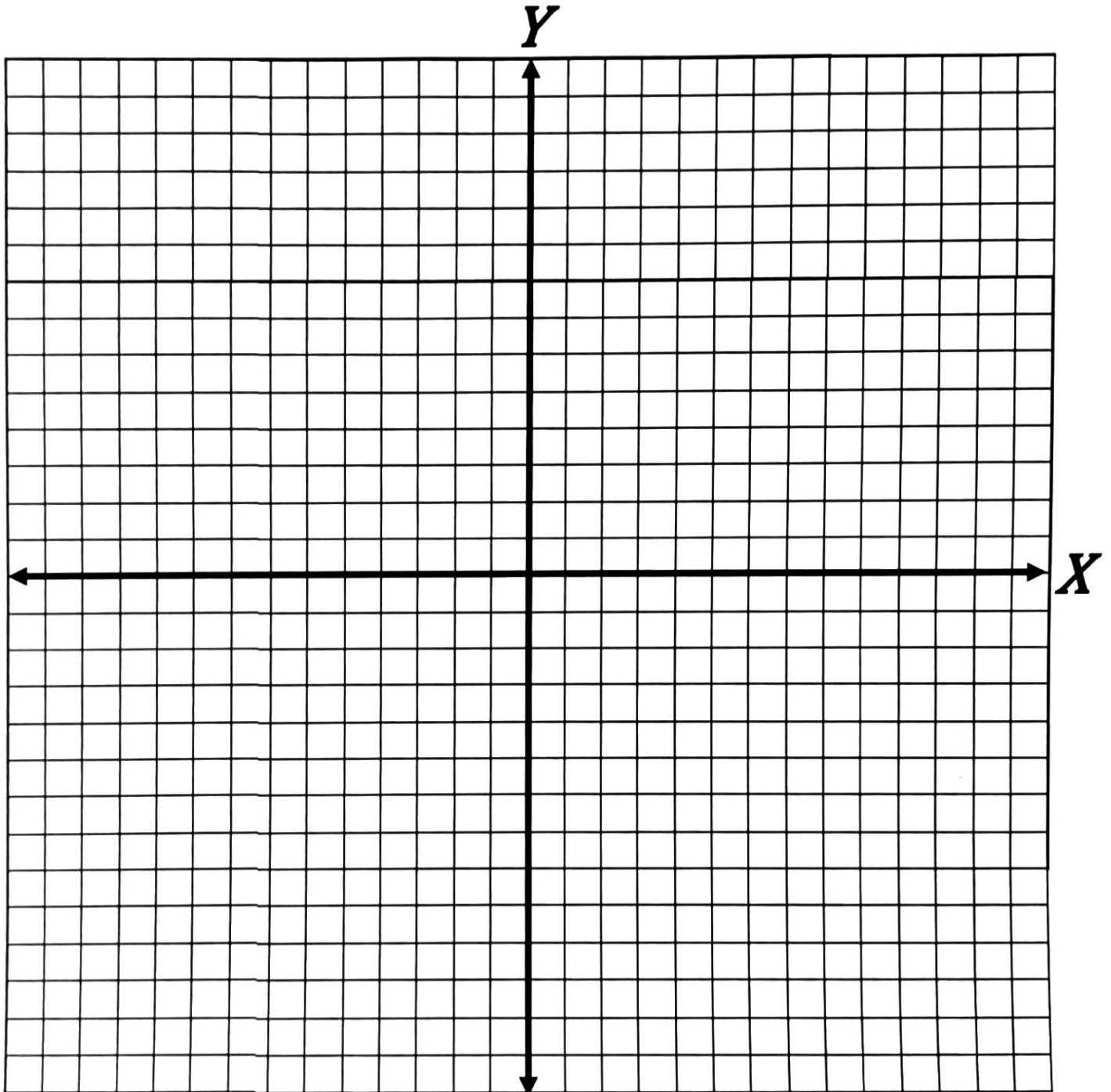
TREE	Position (relative to your house)
1	100 ft. east
2	40 ft east, 80 ft south
3	40 ft west, 120 ft south
4	90 ft west, 60 ft north
5	20 ft east, 110 ft north



- STEP 1: On graph paper, mark the position of each of the trees on your land. Let each block of the graph paper represent a 10-foot by 10-foot square. Using a straightedge, connect Tree 1 to Tree 2, Tree 2 to Tree 3, Tree 3 to Tree 4, and so on.
- STEP 2: Use the Pythagorean Theorem to find the length of each side of your property. Round each answer to the nearest hundredth, if necessary.
- STEP 3: Determine the perimeter of your property by adding up all of the sides.
- STEP 4: Company 1 says that they will complete the job for \$12 per foot of fencing. Company 2 says that they will charge you \$250 for the first 100 feet of fencing and \$15 for each additional foot. Determine the cost of fencing for both companies.
- STEP 5: Figure out which company will complete the job for the least amount of money.

## Graph of Your Property Lines

Plot the points that represent the trees that mark the edges of your property. Use the locations given on the previous page. To make things easier, use the origin  $(0, 0)$  as the position of your house. Remember that each grid represents 10 feet. Finally, connect the points using a straightedge.



Break your property into smaller parts and use the Pythagorean Theorem to find the length of each side. Remember that each grid line on your graph represents 10 feet. Also remember to round to the nearest hundredth if necessary. Show your work below.

<p>Work for the distance from <b>Tree 1 to Tree 2</b></p>          <p>Distance: _____ ft</p>	<p>Work for the distance from <b>Tree 2 to Tree 3</b></p>          <p>Distance: _____ ft</p>
<p>Work for the distance from <b>Tree 3 to Tree 4</b></p>          <p>Distance: _____ ft</p>	<p>Work for the distance from <b>Tree 4 to Tree 5</b></p>          <p>Distance: _____ ft</p>
<p>Work for the distance from <b>Tree 5 to Tree 1</b></p>          <p>Distance: _____ ft</p>	<p>Work for the <b>Perimeter of Your Property</b></p>          <p>Perimeter: _____ ft</p>

- Company 1 charges \$12 per foot of fence. Find the cost if Company 1 completes the job. Show work!

Cost: \$ \_\_\_\_\_

- Company 2 charges \$ ~~250~~ for the first 100 feet of fence and \$15 for each additional foot. Find the cost if Company 2 completes the job. Show work!

Cost: \$ \_\_\_\_\_

- Both companies must charge a 6% sales tax. Determine which company will be the cheapest. Then, find the cost including tax. Round to the nearest cent. Show work!

Company \_\_\_\_\_

Cost: \$ \_\_\_\_\_



## Exploring Energy Week 3- Submission of Final Project



Last calendar week (week of May 11<sup>th</sup>) you selected one renewable energy resource in which to become expert. You selected \_\_\_\_\_.

You were to research the renewable energy you selected on your own using the readings provided in the packet (page 4) and any online resources you may have found. At this time, you should have completed the **Organizing Your Information** graphic organizer (page 5) and include a minimum of **3 resources**.

Once you became an expert on the \_\_\_\_\_ energy source, you were “hired” to be the process engineer for a resort community on Cinnabar Island. **Cinnabar Island Resort has:**

1. 75 single family homes to accommodate family sizes of 2-8 people.	5. Community shopping area
2. 50 townhomes to accommodate family sizes from 1-4 people.	6. Industrial area
3. 150 apartments.	7. Office park
4. Basic services- medical center, city hall, courthouse, Police, and a Fire Station.	8. Park area(s) with natural areas and ball fields
	9. An elementary, middle, and high school
	10. A transportation system

As the process engineer, you **proposed a power source for some or all Cinnabar Island** using your chosen resource. ***It is time to complete and submit the proposal, along with a reflection to your teacher.***

Your proposal must be in one of the following formats:

- **PowerPoint/Google Slides Presentation**
  - No sentences only Bullets.
  - Each slide should not have more than 20 words
  - Include applicable drawings, images, or diagrams
- **Poster** (Handwritten and Hand drawn or digital in Powerpoint or Publisher) or **Infographic** (can be created for free at [www.piktochart.com](http://www.piktochart.com) or [www.venngage.com](http://www.venngage.com))
  - Clear large text or font
  - Include drawings, images or diagrams
- **Brochure** (Hand drawn or done in Word, Google Docs or Publisher)
  - Well-organized and neat with applicable graphics
- **3D Model** of one of the following:
  - Dioramas of the selected energy sources with important components
  - Completion or redesign of the solar oven (included in the packet on page 7-8)
  - A Water or Wind turbine (look at <http://tiny.cc/r8s1nz> for some ideas)
  - Your resort town with your power source

### **Completed and submitted with your final project:**

- Organizing Your Information Graphic Organizer
- Includes a minimum of three resources
- Final Presentation
- Reflection

**Exploring Energy Reflection**

Name \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_

On a separate sheet of paper or the back of the packet, write a reflection that answers the following and submit it with your final project to your science teacher by ***May 21, 2020.***

1. Compare and contrast renewable and nonrenewable energy resources.
2. Describe the problems associated with nonrenewable energy resources.
3. Explain in detail why society should invest in developing different renewable energy resources.
4. Reflect on your own personal feelings. Why do you do feel society should invest in the renewable energy and technology you selected for your final project.

**Student Project Reflection Rubric**

	<b>1-Low Understanding</b>	<b>2-Moderate Understanding</b>	<b>3-Strong Understanding</b>
<b>Compare and Contrast Renewable and Non-renewable energy</b>	Demonstrates little to no understanding of the differences and similarities between renewable and non-renewable energy resources.	Demonstrates some understanding of the differences and similarities between renewable and non-renewable energy resources.	Demonstrates a deep understanding of the differences and similarities between renewable and non-renewable energy resources.
<b>Describe the problems associated with nonrenewable energy resources</b>	Reflection does not describe problems associated with nonrenewable energy resources or answers have no foundation in research.	Reflection describes only 1-2 problems associated with nonrenewable energy resources which are supported by research.	Reflection describes more than 2problems associated with nonrenewable energy resources which are completely supported by research.
<b>Explain why society should invest in developing different renewable energy resources</b>	Reflection does not address the question or is not supported by current research.	Reflection answers the question, but only focuses on one renewable energy. Explanation is supported by current research.	Reflection answers the question and includes multiple examples of renewable energy. Explanation is supported by current research.
<b>Opinion: Why do you do feel society should invest in the renewable energy and technology you selected for your final project.</b>	Opinion does not address the question or is not supported by current research.	Opinion is well thought out and provides several examples. Opinion is supported by current research.	Opinion is well thought out and provides multiple examples. Opinion is supported by current research

**Exploring Energy-Rubric for Final Project (Week 2)**

	<b>1-Low Understanding</b>	<b>2-Moderate Understanding</b>	<b>3-Strong Understanding</b>
<b>Organizer</b> <i>Must be submitted with Project</i>	<ul style="list-style-type: none"> <li>Only partially completed in 2 or more sections per the section guidelines below.</li> </ul>	<ul style="list-style-type: none"> <li>1 of the 4 sections is minimally completed per the section guidelines below.</li> </ul>	<ul style="list-style-type: none"> <li>All 4 sections are comprehensively completed per the section guidelines below.</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>History of energy source is minimally explained</li> <li>No chronological order of events/Discoveries/scientists</li> <li>Did not reference research sources.</li> </ul>	<ul style="list-style-type: none"> <li>History of energy source is partially explained</li> <li>Some chronological order of events/Discoveries/scientists</li> <li>Minimally referenced research sources.</li> </ul>	<ul style="list-style-type: none"> <li>History of energy source is comprehensively explained</li> <li>Clear chronological order of events/Discoveries/scientists</li> <li>Research sources thoroughly referenced and listed on sheet</li> </ul>
<b>How Does this Resource Make Energy?</b>	<ul style="list-style-type: none"> <li>Minimally described the scientific principles involved in energy production through this source</li> <li>Minimally described equipment and process in energy production and included no drawing/sketch</li> <li>Did not reference research sources.</li> </ul>	<ul style="list-style-type: none"> <li>Described many of the scientific principles involved in energy production through this source</li> <li>Described equipment and process in energy production, with rough drawing/sketch</li> <li>Minimally referenced research sources.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensively described the scientific principles involved in energy production through this source</li> <li>Thoroughly described equipment and process in energy production, including a labeled drawing/sketch of the process.</li> <li>Research sources thoroughly referenced and listed on sheet</li> </ul>
<b>Pros/Cons</b>	<ul style="list-style-type: none"> <li>Only partially answered Benefits and Drawbacks or answers have no foundation in the reading or sources</li> <li>Did not reference research sources.</li> </ul>	<ul style="list-style-type: none"> <li>Completely answered Benefits and Drawbacks and answers have some foundation in the reading.</li> <li>Minimally referenced research sources.</li> </ul>	<ul style="list-style-type: none"> <li>Completely answered Benefits and Drawbacks and answers demonstrate thorough understanding</li> <li>Research sources thoroughly referenced and listed on sheet</li> </ul>
<b>Innovation</b>	<ul style="list-style-type: none"> <li>Only partially discussed recent and future developments in this energy source and innovations have no foundation in the reading</li> <li>Did not reference research sources.</li> </ul>	<ul style="list-style-type: none"> <li>Completely discussed recent and future developments in this energy source and innovations have some foundation in the reading.</li> <li>Minimally referenced research sources.</li> </ul>	<ul style="list-style-type: none"> <li>Completely discussed recent and future developments in this energy source and innovations demonstrates thorough understanding of research and readings.</li> <li>Research sources thoroughly referenced and listed on sheet</li> </ul>
<b>Project (Model, Presentation, Brochure, Poster)</b>	<ul style="list-style-type: none"> <li>Project is incomplete and only minimally meets the expectations as designated in the project overview</li> <li>Project does not reference all of the required information from the organizer.</li> <li>Project is messy and disorganized.</li> </ul>	<ul style="list-style-type: none"> <li>Project is complete and meets the expectations as designated in the project overview</li> <li>Project references all of the required information from the organizer.</li> <li>Project is clear and well-organized.</li> </ul>	<ul style="list-style-type: none"> <li>Project is comprehensive and thoroughly includes the expectations as designated in the project overview</li> <li>Project references all the required information from the organizer.</li> <li>Project is exceptionally well-organized, clear and aesthetically appealing.</li> </ul>

**Remember: If you have any questions, contact your teacher!**

# CMSD High School Social Studies

## The 3Rs: Rights • Responsibilities • Realities

The 3R's Unit addresses the following crosscutting statements (standards) in high school social studies.

### **Skills based content statements for HS Social Studies:**

- **Content Statement 1:** The use of primary and secondary sources of information includes an examination of the credibility of each source.
- **Content Statement 2:** Historians develop theses and use evidence to support or refute positions.
- **Content Statement 3:** Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long-and short-term causal relations.

### **This 3R's four week unit provides:**

- Enrichment of social studies concepts using real world relevant scenarios.
- Provides a review of middle school social studies content.
- Bridges the content/knowledge gap from middle school to HS US History and US Government.
- Integrates reading and writing literacy standards.

# LESSON FOUR



## 3Rs LESSON FOUR STUDENT WORKSHEET

### Police Encounters

#### LESSON FACTS/TERMS/CONCEPTS

Stop and ID laws; street stop; Cardinal rule; wrong crowd; police safety and survival; perspective; approach officers as friend and not enemy; do not bad mouth or walk/run away if stopped on the street; vehicle stop; if stopped, ask police “why” politely; keep hands visible on the steering wheel when pulled over; do not exit your vehicle; turn on dome/interior light when pulled over; using these rules can help minimize potential charges and/or use of excessive force; refusal of consent; indication of guilt; officer misconduct; remedies; civil lawsuit; probable cause; consult an attorney; criminal charges or prosecution; criminal law; prosecutors/prosecuting attorneys; superior/supervisory/commanding officers; 5<sup>th</sup> Amendment; self-incrimination; pat-down or Terry search; administrative proceedings

Today's lesson is about police encounters, which has been a “hot button” topic locally and nationally. In this lesson we will discuss some of the rights, responsibilities, and realities of police encounters, including practical guidelines to follow if you are stopped by the police, and potential remedies for police misconduct. Where possible, we want to help you avoid a misunderstanding during an encounter that might derail your career plans and/or result in bodily harm.

There are a lot of myths and facts about police encounters – what do you think is true? *For each statement below, circle whether it is a myth or a fact.*

1. **If I get pulled over, I should immediately get out my driver's license and vehicle registration so it's ready to present to the officer when they come to the side of my car:** MYTH or FACT?
2. **If I'm stopped by the police because they suspect me of a crime, I have to show them my ID:** MYTH or FACT?
3. **I don't have to answer any of the police's questions if I'm stopped but not suspected of a crime:** MYTH or FACT?
4. **If I'm pulled over in my car, police can require me to show my driver's license, registration and proof of insurance:** MYTH or FACT?
5. **If I'm given a ticket I can refuse to sign it:** MYTH or FACT?
6. **If I feel my rights have been violated during a police encounter, I have options for holding wrongdoers accountable when we're not in the moment:** MYTH or FACT?

*Now check your answers:*

1. **If I get pulled over, I should immediately get out my driver's license and vehicle registration so it's ready to present to the officer when they come to the side of my car:** MYTH. It's a good idea to keep both hands on the steering wheel until the officer asks you for your license and registration, and to let them know where and when you're reaching for it. This helps them know that you are complying with their directions and not reaching for a weapon. It's a good idea to keep your hand visible at all times during interactions with the police.
2. **If I'm stopped by the police because they suspect me of a crime, I have to show them my ID:** FACT. Ohio has laws known as "Stop and Identify" statutes, or laws that authorize police to demand the identity of someone whom they reasonably suspect of having committed a crime (not every state has "Stop and ID" laws). If there is no reasonable suspicion that a crime has been committed, is being committed, or is about to be committed, an individual is not required to provide identification, even in "Stop and ID" states.

3. **I don't have to answer any of the police's questions if I'm stopped but not suspected of a crime:** FACT. However, refusing to answer reasonable questions may lead the police to suspect you of wrongdoing and escalate the situation. If you are already suspected of a crime, you do not want to say anything that could later incriminate you. The reality is that as best you can, you should stay calm and courteous; you can ask if you are under arrest, and if so you can assert your *Miranda* rights.
4. **If I'm pulled over in my car, police can require me to show my driver's license, registration and proof of insurance:** FACT. This is a requirement for drivers when stopped by the police.
5. **If I'm given a ticket I can refuse to sign it:** MYTH. You should sign the ticket, otherwise you can be arrested. You can always fight the ticket in court later.
6. **If I feel my rights have been violated during a police encounter, I have options for holding wrongdoers accountable when we're not in the moment:** FACT. There are many remedies for constitutional violations, including complaints to the police department, criminal actions, civil lawsuits, and exercising your right as a citizen to petition your local government for policy changes or other redress of grievances. You should do your best to stay calm in the moment and consult with your family and your attorney later.

As was noted, police encounters have been in the news locally and nationally. In 2014, there were riots in Ferguson, Missouri in the aftermath of the shooting of an unarmed young man named Michael Brown by a police officer, and news that state criminal charges would not be brought against the officer. Locally, a Cleveland officer was tried in 2015 for felony manslaughter stemming from his role in the shooting of Timothy Russell and Malissa Williams in their vehicle after a long chase in 2012. The officer was found not guilty by the judge hearing the case. Also locally, Tanisha Anderson's death in 2015 arose from an encounter with the Cleveland Police, who were called to the scene by her family when they were seeking help with her mental health issues. And in 2014, a 12-year-old boy named Tamir Rice died after a police encounter on the west side of Cleveland, which sparked rallies and protests after the police officer who shot him was not brought to trial.

In these incidents and more nationally, those who died were African-American, raising questions of whether race played a role and whether bias affects police interactions with citizens in many communities. And in many of them, questions were also raised about whether violence could have been avoided when the victims initially encountered the police. Our goal here today is to share ways to de-escalate situations that might be dangerous, while protecting your rights as citizens.

### **CASE HYPOTHETICAL: Police Street Stop**

Iris and Pablo are walking home from school. As they approach a busy intersection, Iris notices a dark brown leather wallet on the tree lawn, which Iris picks up and opens to see if there is an ID in it so it can be returned to its owner. Iris finds no ID but there is a \$20 bill in the wallet, which Iris removes and shows to Pablo. At that moment, a police car pulls up right in front of them and two officers jump out with guns drawn yelling, "Put your arms up and get to the ground or we will shoot." Iris and Pablo do as they are told. An officer then asks Iris, "What is your name, and why did you steal the wallet?"

In response, Iris says, "I'm not telling you my name because I didn't do anything wrong," to which one of the officers says, "Shut up, you no-good punk -- we know how to deal with people like you." At that point, Iris jumps up and says: "No one calls me a punk," takes a swing at the officer, and then takes off running, with an officer in hot pursuit.

**QUICK ANSWERS:**

*What do you think about the behavior of Iris, Pablo and the police in this situation?*

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*Would it change your answer if you knew that the police had received a report of a robbery in the neighborhood in which a wallet was stolen and the two perpetrators were about the same age, height, and gender of Iris and Pablo? If so, why?*

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Turn now to “The Law and You” handout, which you have been provided with your student worksheet. The Law and You is a flyer developed by the NAACP, the National Organization of Black Law Enforcement Executives, and Allstate Insurance Company. It provides guidelines for young people to follow in police encounters. Read through page one of The Law and You handout now (the page with boxes titled “The Cardinal Rule,” “Your Basic Rights & Responsibilities,” and “If You Are Stopped on the Street”).

*In light of the guidelines we just read, how should Iris and Pablo have acted to comply with the guidelines in Case Hypothetical: Police Street Stop?*

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**CASE HYPOTHETICAL: Police Vehicle Stop**

Police Officer Blue is in her patrol car when she receives a report of an armed robbery of a neighborhood convenience store. The perpetrators are described as a young man and woman in dark clothing who sped away in a light blue sedan.

Officer Blue sees a light blue sedan pass by at great speed with a young man driving and a female passenger, both dressed in dark clothing.

She gives chase and pulls the sedan over. As she approaches the vehicle with her gun drawn, the driver gets out and angrily yells at her, "You're not getting any information from me. We have a right to drive in our neighborhood without being harassed by the police. I'm not going to be another victim of police brutality."

The driver then jumps back into the vehicle, slams the door, and leaves the scene. The officer responds by returning to her vehicle and calling for help.

**QUICK ANSWERS:**

*What do you think about the actions of those involved in the vehicle stop?*

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*Would your answers change if you knew that the occupants in the vehicle were simply driving home from the movies, had committed no crime, and that the driver's older brother had been killed by police after a similar encounter just a few years before? If so, why?*

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Let's turn again to The Law and You and read the section titled "If you are STOPPED in your CAR" on page two of the handout. *In light of the vehicle stop guidelines we just read, how should the vehicle occupants in the have acted to comply with the guidelines?*

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Now let's discuss the other side of police encounters: the behavior of the police. Let's again read from The Law and You, at the section titled "Officer misconduct and your RESPONSE" and "A word of CAUTION."  
*What if the police behave improperly? How should you respond?*

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## POTENTIAL REMEDIES TO POLICE MISCONDUCT

**Civil lawsuit:** You can hire an attorney to represent you to sue the police involved, and their employer. Typically, an attorney will take such a case on a **contingency** basis, meaning the attorney receives a percentage only if there is a money damages award in your favor through a settlement or judgment. An attorney with expertise in civil rights or criminal law should be considered.

*Examples:* In November 2014, the city of Cleveland paid \$3 million in settlement to the families of the two adults -- Timothy Russell and Malissa Williams -- who were killed in East Cleveland after a massive car chase in 2012 that ended with 137 shots by city of Cleveland policemen fired into their vehicle. The city of Cleveland paid the family of 12-year-old Tamir Rice \$6 million dollars in settlement arising from his shooting outside a west side recreation center. In a separate case, after the Cuyahoga County Coroner ruled Tanisha Anderson's death (from physical restraint in a prone position) a homicide, the city of Cleveland settled with her family for \$2.25 million dollars.

**Criminal charges:** Criminal charges may be pursued against the police officers if the matter is brought to the attention of a **prosecuting attorney/prosecutor** who agrees that charges are warranted. Prosecuting attorneys represent the government. There is no cost to you to have them pursue charges.

*Examples:* In the Russell/Williams shootings referenced above, criminal charges were brought against one of the police officers, but he was found not guilty by the judge who heard the case. In the Tamir Rice shooting, no officer was forced to stand trial. However, in the recent trial of the Dallas, Texas police officer who fatally shot Botham Jean after mistakenly entering his apartment instead of her own, Officer Amber Guyger was convicted of murder and sentenced to 10 years in prison.

**Administrative proceedings:** Another remedy that might be pursued is the use of administrative proceedings. Cleveland and many large communities have a civilian review process to investigate claims of police misconduct. The investigation may result in suspension, demotion, and/or firing of police officers. A number of the police involved in the Tamir Rice and Russell/Williams shootings were fired or demoted by the city of Cleveland.

**Consent decree:** The U.S. Department of Justice (DOJ) conducted -- at the request of Cleveland Mayor Frank Jackson -- a two-year investigation of the Cleveland Division of Police (CPD) use-of-force policies and practices. The investigation included review of 600 use-of-force incidents from 2010-2013 and thousands of interviews. The DOJ investigation revealed systematic patterns of insufficient accountability, inadequate training, ineffective polices, and inadequate community engagement.

On May 26, 2015 the DOJ and the city of Cleveland entered into a **consent decree** (another term for a settlement agreement) enforceable by Chief U.S. District Judge Solomon Oliver.

The full language of the consent decree can be found at <http://tinyurl.com/ClevelandConsentDecree>, but a few highlights are:

- There will be an emphasis on de-escalation of incidents and use of force, through policies, training, and improved guidance.
- Officers will face higher standards on unholstering and firing weapons and no longer will be allowed to use guns to strike suspects. Taser use will be revised to require more reporting and justification for use.
- All uses of force must be described in detail in police reports and must be subject to more than a perfunctory review by their supervisors. Retaliatory force — such as tussling with a suspect at the end of a chase or to mete out punishment for disrespecting an officer — is to be explicitly prohibited. Officers will be required to take immediate steps to provide or secure first aid for suspects they injure.

- Revision of policies and training to ensure that all stops and searches are conducted in accordance with the Constitution and in a manner that takes into account community values.
- Development of a bias-free policing strategy — with community input — that prohibits detention solely on racial stereotypes.
- Development of a recruiting plan with specific strategies for attracting a diverse group of applicants.
- A Force Investigation Team and Force Review Board will be established to look into the most serious cases of use of force.
- A 13-member Community Police Commission (CPC) composed of Cleveland-area citizens will be created to create a bias-free policing strategy and take aim at racial profiling and discrimination. Stricter search and seizure policies to protect against unjust police stops will also be a CPC focus. The CPC will conduct public hearings to obtain input from the community regarding its work.
- The city of Cleveland will expand a computer database to better track police conduct.
- An independent monitor will be appointed who will report to the court on progress in implementing the consent decree.



Today's headlines are full of stories detailing encounters between law enforcement officials and young people. Unfortunately, some of these stories do not have happy endings. While most officers of the law have standard procedures to follow, most young people do not. As a result, there is often a breakdown in communication between law enforcement officials and young adults.

In a collaborative effort, the National Association for the Advancement of Colored People (NAACP), the National Organization of Black Law Enforcement Executives (NOBLE) and Allstate Insurance Company have joined together to develop "The Law and You: Guidelines for Interacting with Law Enforcement Officials." This guide offers suggested procedures to follow if you are stopped by a police officer or law enforcement official, regardless of the reason. These suggestions should be used as guidelines until professional legal advice and guidance can be obtained.

## THE CARDINAL RULE

The easiest way to avoid negative run-ins with law enforcement officials is simply to stay out of trouble. If you hang out with the wrong crowd, you increase your chances of being approached by officers in pursuit of those suspected of, or associated with, criminal activities. If confronted by law enforcement, approach the officer as you would a friend, not an enemy.

*REMEMBER, THE FIRST WORDS SPOKEN BY EITHER THE OFFICER(S) OR THE CITIZEN(S) INVOLVED MAY VERY WELL DETERMINE THE TONE OF THE ENCOUNTER AND EVEN THE EVENTUAL OUTCOME.*

Law enforcement is both a difficult and dangerous profession. Many police officers are killed each year and thousands are more injured. Police are trained to place a great deal of emphasis on their safety and survival. In some instances, the safety procedures that

officers use may appear offensive and unnecessary to citizens. However, police know that even the most routine stop for a traffic violation has the potential for danger. Consequently, the officers may maintain a defensive posture until they believe that the risk of confrontation or injury is diminished. As a result, there is sometimes a breakdown in communication between law enforcement officials and the public, especially young adults. If you are stopped, questioned or detained by a law enforcement official, approach him or her with respect, not disrespect. It is in your best interest to cooperate with the law enforcement official, even if you feel as though you are being unjustly stopped or questioned. Retain your composure and conduct yourself in a mature manner. Avoid any action or language that might trigger a more volatile situation, possibly endangering your life or personal well-being.



## YOUR BASIC RIGHTS & RESPONSIBILITIES

Your basic rights and responsibilities may not always be clearly defined by law enforcement officials. If stopped or detained, politely ask the officer "why" in a manner that is not confrontational. Remember, your priority should be to alleviate or minimize the potential charges and/or use of excessive force against you. In some states, there are no clear statutes or laws which delineate the use of deadly force by law enforcement officials. In these instances, the courts will decide, on a case-by-case basis, what is considered deadly or excessive force.



## IF YOU ARE STOPPED ON THE STREET

- Answer all questions. Your answers should be factual to the best of your knowledge.
- Remember, you are not required to give testimony against yourself. You have Fifth Amendment rights.
- Do not "bad mouth" or walk away from law enforcement officials, even in instances where you feel they are wrong. If the police officer behaves inappropriately, report his or her misconduct to a superior officer at a later time.
- If an officer has a "reasonable suspicion" that you may be carrying a weapon or illegal substance, you may be subjected to a "pat-down" search. Do not resist the search. Obey all requests made of you unless the request poses a risk to your personal safety or well-being. In that case, ask for a meeting with the officer's supervisor.

**A word of Caution...** Laws and law enforcement procedures may vary from state to state. You should consult an attorney or law enforcement representative who is familiar with the laws in your state.





## IF YOU ARE STOPPED IN YOUR CAR

- Slow down; pull over safely when you can. If the police vehicle is unmarked and you cannot identify the driver as a uniformed police officer, drive below the speed limit to a well-lit, populated spot and then pull over.
- Stay in the driver's seat with both hands in sight on the steering wheel. Do not you're your car unless asked to do so. Getting out of your car can be perceived as aggressive behavior and a threat to the officer's safety. Turn on your interior light if stopped at night.
- Comply with the officer's request to see your driver's license and/or registration. If they are in the glove box or under the seat, state that and then retrieve them slowly.
- If the officer has "probably cause," your car can be searched without a court-issued warrant. If you are the driver and/or owner of the car and do not want your vehicle searched, clearly inform the officer of your non-consent in a polite manner.
- If you are issued a ticket, sign it. Signing a ticket is not an admission of guilt – only an acknowledgment of receiving the ticket. However, refusal to sign a ticket could result in your being arrested and facing additional charges.
- If you are suspected of drunk driving, cooperate with the officer(s) on the scene. If you refuse to submit to breath, blood or performance tests, your refusal may be interpreted as an indication of guilt in later court proceedings. This could result in loss of driving privileges, and/or heavy fines.
- Get out of the automobile if asked to do so.
- Most officers will not provide specific reasons for the stop until they have your license and registration in hand. Therefore, they will avoid having to debate the reason for the stop before they receive these items from you.
- If you wish to offer an explanation of your circumstances with stopped, do so before the officer returns to his vehicle. The officer cannot void the ticketed one it has been written. If you believe you have been treated unfairly, present your case in traffic court and not to the officer along roadside.



## IF LAW ENFORCEMENT COMES TO YOUR DOOR

- First, make sure each individual is really a law enforcement representative by requesting to see a badge and/or identification card. Be pleasant but serious.
- Make sure the officers are at the correct house by asking, "How can I help you?" and/or "What brings you to my residence?" They should have a warrant, be actively investigating a crime, or be in "hot pursuit" of an individual suspected of committing a crime and running into your house. If the officers do not have a warrant or are not in hot pursuit, you can deny entry.
- Determine the type of warrant – body or search. A body warrant means that the officers are seeking an individual and, therefore, cannot search drawers and places not large enough for an individual to hide. A search warrant allows officers to search all places in which the items listed on the warrant can be hidden.



## IF YOU ARE ARRESTED

- When you are taken into custody, make sure that your house or car is secure.
- Make sure you have been informed as to why you are being arrested.
- *NOTE: A lawyer should be called as soon as possible. The advice of an attorney is extremely important early in the process.*
- Under no circumstances should you make incriminating statements which might be used against you at a later time.
- In most states, you must be taken before a judge, magistrate, constable or court commissioner within 24 hours of your arrest. You should secure legal representation before this initial court appearance.
- Ask to telephone your parent, guardian, or lawyer immediately. You have the right to make one phone call to the person of your choice; use it. You also have the right to privacy during the call. If this right is denied, do not cause confrontation that might result in additional charges being filed against you.
- You should always have the number of a lawyer or a person you can rely on to get you an attorney if your lawyer is unavailable. Keep a record of that number, as well as the name and number of a lawyer from the local Public Defender's office, in your wallet or purse.



## OFFICER MISCONDUCT & YOUR RESPONSE

- Law enforcement misconduct is loosely defined as "improper and/or illegal action(s) and/or conduct by an officer." Some of the more frequent types of misconduct are:
  1. Physical Abuse – slaps, kicks, punches, choke-holds, beatings, flashlight and night stick blows, tight handcuffs, unnecessary use of firearms
  2. Verbal Abuse – name calling, use of racial slurs
- The best way to avoid officer misconduct is to not provoke the officers while having a discussion about law enforcement matters. Showing off for friends and family will only get you arrested and possibly injured. Comply first and then seek an explanation from the officer or his/her supervisor later.
- Innocent individuals are often offended, angered, or both as a result of being detained by an officer for questioning. Although the delay might be inconvenient for you, the officer believes that there is a reason (probable cause) to stop you and ask questions. Examples of probable cause might include questioning about a crime or incident which occurred recent in the area, someone placing a complaint about your presence, or suspicious activity. The police officer usually does not want to detain you any longer than necessary. A few minutes of cooperation will speed up the process and get you on your way.
- Do not resist arrest for any reason.
- Control your emotions.
- Do not make threatening motions or statements to the officers talking to you.
- Never attempt to interfere with the arrest of others who may be with you.
- Always note the name of the officers with whom you come in contact.
- Report cases of officer misconduct immediately following your release from police custody.
- Record, document and describe any case of officer misconduct in a typewritten statement. Have your summary of the incident notarized within 72 hours of its occurrence.



3. Read the court's opinion in the Officer Brelo case (Cleveland officer found not guilty in the Russell/Williams shooting in East Cleveland), which is at: <https://localtvwjw.files.wordpress.com/2015/05/odonnell-ruling.pdf>. Do you agree with the verdict? Why? Why not? The Cuyahoga County Prosecutor appealed the verdict. Why? What was the result of the appeal? What difference would it make if the County Prosecutor won, as the officer cannot be tried again for violations of state law (because of the constitutional right to be free from double jeopardy)? Why did Brelo waive (choose not to insist on) his right to a jury? Should defendants be permitted to waive a jury trial? Why? Why not?

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4. Research the Hough and Glenville riots in the late 1960s in Cleveland. What were their causes? What was the cost to Cleveland and those neighborhoods? What was the impact on businesses? What role did the race of our mayor play in both riots, if any? Interview people who lived through the riots — including residents, police, and business owners — and gain their perspectives. Why have we not had any race riots in Cleveland since then?

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5. The additional use of cameras during police encounters has been advocated by some as a way to better document problematic encounters. Body cameras are now available that police can wear that would document encounters. Further explore this technology and draft an essay that discusses the pros and cons of

their use and then take a position on whether their use should be required. Consider making your position known to your local police department and/or city council.

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6. Research the police policies in your community that cover automobile chases, automobile stops, and the use of deadly force during them. What are the policies and do you agree with them? Why or why not? What alternative policies would you propose, if any? Are there any nationally recognized guidelines and if so, do they compare to those in your city? What are your thoughts about any such national guidelines?

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8. Research police encounters that have resulted in claims of excessive force, including the following: Michael Brown’s death in Ferguson, Missouri; the 2012 Cleveland Police shooting of Timothy Russell and Malissa Williams after a long car chase; the 2014 death of 12-year-old Tamir Rice on the west side of Cleveland; the New York City death of Eric Garner, who died after being put in a chokehold during his arrest; the videotaped death of Walter Scott, who was shot while fleeing after fighting with a policeman in the Charleston, South Carolina area; Freddie Gray in Baltimore, who was arrested and died of spinal injuries sustained during his ride to the police station in the back of a police van; Tanisha Anderson, who died during an encounter with the Cleveland Police when her family sought help with her mental health issues; Philando Castile, whose girlfriend videotaped interactions with police following their fatal shooting of Castile during a traffic stop near St. Paul;









