

To follow reading and discussion of "Are High School Dress Codes All They're Cracked Up to Be?" on page 16.

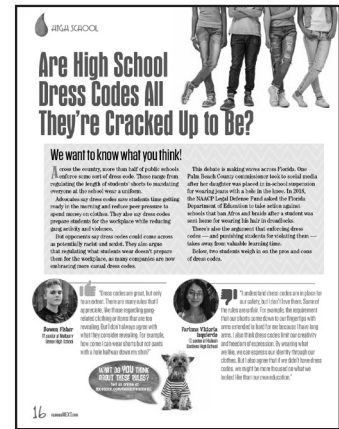


HIGH SCHOOL: ACTIVITY 4

Are High School Dress Codes All They're Cracked Up to Be?

TEACHER TRANSCRIPT:

- TEACHER: "Read the article in NEXT magazine, "Are High School Dress Codes All They're Cracked Up to Be?"
- TEACHER: "In this activity, you are being asked to make a brief statement either in support of a school dress code or against a dress code."
- TEACHER: "Using MS Word, write your personal opinion about the dress code issue."
- TEACHER: "Using the Internet, find three facts that support your opinion" Do not use blogs."
- TEACHER: When students have completed steps 3 and 4 above, divide class into those who are for a dress code and those against dress codes.
- TEACHER: "Within your group, discuss individual viewpoints and facts. Using a large sheet of Post-it paper, record the facts that support the opinions of the collective group." (HINT: Have one person be the recordkeeper.)
- TEACHER: "One person from each group will post the final document on the front board and present it to the entire class. The opposing group cannot ask questions or make comments until the presenter is finished speaking. Each student in the audience will write one question for the opposing group."
- TEACHER: Have each group prepare five questions for the opposing group. After both groups are finished speaking, have students ask questions of the opposing group.



- Teacher Needs
- NEXT magazine
- Desktop or laptop with MS Word
- Internet access
- One sheet of large Post-it paper for each group (Total = two)
- Markers
- Index cards (One for each student)
- Student Needs
- NEXT magazine
- Laptop/Desktop Computer with MS Word
- Internet access
- Index card
- Pen/Pencil
- Language Arts Florida Standards
- LAFS.1112.RI.3.7
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words to address a question or solve a problem.
- LAFS.1112.W.1.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- LAFS.1112.W.2.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXIT SLIP:

TEACHER: Hand out one index card to each student. Below are the instructions:

***Name**

***Statement of dress code opinion**

***One fact found to support opinion (include reference, author, website, publication, etc.)**

*** Do you still feel the same about this issue after hearing the opposing side?**

This will be submitted to the teacher when complete. Individual teachers can assign a grade if appropriate.