



# The Core Democratic Values (Kindergarten - Grade 4)

The core democratic values are the ideas in which Americans believe. We do not look the same. We like different things. We each think differently. There are some ways that we are the same. We believe in telling the truth. We believe in treating people fairly. To be good citizens we must practice these values each day at home and school.

#### Our Core Democratic Values: Elementary Definitions

Teaching our core democratic values in kindergarten through grade 4 can be fun for students and easily integrated into your daily interactions with students. These simpler definitions are appropriate for younger students, *but please check your understanding of them by reading the definitions used in grades 5 through 8 (see next page)*. Your complete understanding will assure that your teaching will assist the teachers in the upper grades and eliminate misunderstandings by your students.

**Common good: Help others at home and school**

**Justice: Take turns and be fair to others**

**Liberty: Follow your beliefs and let others follow theirs**

**Popular sovereignty: Majority rules**

**Life: Rules keep you safe, follow them**

**Equality: Give everyone an equal chance**

**Diversity: Work and play with everyone**

**Pursuit of happiness: Have fun but follow the rules at home and school**

**Truth: Tell the truth**

**Patriotism: Use the core democratic values at home and school**

**Rule of law: Rules are made for everyone to follow**



### The Core Democratic Values (Grades 5-8)

Core democratic values are the fundamental beliefs and constitutional principles of American society which unite all Americans. These values are expressed in the Declaration of Independence, the United States Constitution and other significant documents, speeches, and writings of the nation. Below are brief definitions of some core democratic values.

**Common good:** People should work together for the good of all. The government should make laws that are good for everyone.

**Justice:** All people should be treated fairly in getting the advantages and disadvantages of our country. No group or person should be favored.

**Liberty:** Liberty includes the freedom to believe what you want, freedom to choose your own friends, and to have your own ideas and opinions, to express your ideas in public, the right for people to meet in groups, and the right to have any lawful job or business.

**Popular sovereignty:** The power of the government comes from the people.

**Life:** Each person has the right to the protection of their life.

**Equality:** Everyone should get the same treatment regardless of where your parents or grandparents were born, your race or religion, or how much money you have. All people have political, social and economic equality.

**Diversity:** Differences in language, dress, food, where parents or grandparents were born, race, and religion are not only allowed but accepted as important.

**Pursuit of happiness:** Each person can find happiness in their own way, so long as they do not step on the rights of others.

**Truth:** The government and citizens should not lie.

**Patriotism:** A devotion to our country and the core democratic values in word and deed.

**Rule of law:** Both the government and the people must obey the law.

#### Work Sample



Name \_\_\_\_\_



### Patriotism

Patriotism is more than waving a flag or marching in a parade. Being patriotic means caring enough about our country to think of ways we can help it to be a healthy democracy and a good place to live. For example, we can be patriots by learning about our country's past and its government. This knowledge will help us make good decisions about our country's future when we vote in elections.

Being patriotic means we can be proud of our country, but we also need to respect people who are different from ourselves. Remember that people from other countries or backgrounds have a right to be proud of their heritage, too.

Look at the list below. Match the action to the reason it is patriotic. One action is NOT patriotic. Match this as well.

**Actions**

1. \_\_\_\_\_ Displaying an American flag
2. \_\_\_\_\_ Serving in the military
3. \_\_\_\_\_ Outlawing the speaking of any language but English
4. \_\_\_\_\_ Learning about our country's past
5. \_\_\_\_\_ Teaching people to read
6. \_\_\_\_\_ Voting
7. \_\_\_\_\_ Writing letters to the editor to express an opinion
8. \_\_\_\_\_ Reading the newspaper

**Reason it is patriotic**

- A. Protects our country
- B. Helps the people of our country
- C. Gives us knowledge to make good decisions about our country
- D. Determines which leaders and laws will govern us
- E. Shows we are proud to be Americans
- F. Shows our opinion and may influence other citizens or leaders
- G. This action is NOT patriotic
- H. Keeps us informed about important current events and issues in our country

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**WorkSample**



OUR CORE DEMOCRATIC VALUES  
Civic Virtue in Action

Name \_\_\_\_\_

### *Truth - Or Consequences*

Truth is an important value in a democracy. We need accurate, truthful information to form opinions about issues and to decide how to vote. We have many laws about being truthful because it is essential to the success of a democracy.

In each situation below someone is not telling the truth. What do you think might happen as a result? Write your answer in a complete sentence.

1. A government knows a dump is leaking dangerous chemicals into the ground near a subdivision but does not tell the residents of the subdivision.
  
  
  
  
  
2. A reporter writes that a person running for a political office was once arrested for drunk driving when this is not true.
  
  
  
  
  
3. People vote on whether or not to build a community center without being told they will have to pay extra taxes to build the community center.
  
  
  
  
  
4. A citizen starts an untrue rumor that a coach slapped his son.



Match the word to the definition. You may use a dictionary for help.

- |                  |                                                                    |
|------------------|--------------------------------------------------------------------|
| 5. _____ fraud   | A. anything written that unfairly harms a person's reputation      |
| 6. _____ libel   | B. cheating, tricking, or lying to gain something unfairly         |
| 7. _____ perjury | C. anything spoken that unfairly harms a person's reputation       |
| 8. _____ slander | D. telling a lie on purpose after taking an oath to tell the truth |

#### WorkSample



Name \_\_\_\_\_

## *Popular Sovereignty*

Popular sovereignty is the idea that the power of the government belongs to the people. People give the power to their leaders or representatives for a limited time by voting for them in elections. Other countries have governments that are appointed or installed by military organizations, by royal families, or by central governing powers. Our government is made up of men and women who come back to the people each time there is an election and ask again for their vote. Our President cannot serve for life but only for two terms in a row. The people, not the rulers, hold the power.

Place a check mark by the examples below that illustrate popular sovereignty in action.

1. \_\_\_\_\_ People write to their senator to tell him or her how they feel about an issue.
2. \_\_\_\_\_ The President is elected by a vote of the people.
3. \_\_\_\_\_ A senator is not re-elected because people do not agree with his or her views.
4. \_\_\_\_\_ Leaders hold their position for life.
5. \_\_\_\_\_ Prince Charles becomes king when his mother, the Queen, dies.
6. \_\_\_\_\_ Leaders are believed to be chosen by God.
7. \_\_\_\_\_ Leaders are chosen by committee.
8. \_\_\_\_\_ A representative votes against a bill because she knows that people in her district are against it.
9. \_\_\_\_\_ The President's term in office is limited to eight years.
10. \_\_\_\_\_ A military leader takes power by force.





Name \_\_\_\_\_

## *The Common Good*

In this country we believe that everyone has a responsibility to others. Sometimes what seems easiest for us at the moment might be harmful to all of us in the long run. For example, it is easier to throw trash on the ground than it is to find a bin to put it in. But if everyone did this, our schools, roadsides, and parks would soon be covered with trash and litter. We know that keeping our schools and towns clean is for the good of all, or the **common good**. Whenever you do something kind, thoughtful, or helpful to others you are contributing to the common good.

Write **yes** by the examples below that promote the common good. Write **no** by the examples that do not promote the common good.

1. \_\_\_\_\_ Taking turns
2. \_\_\_\_\_ Wasting paper
3. \_\_\_\_\_ Daring someone to do something dangerous
4. \_\_\_\_\_ Helping a younger child
5. \_\_\_\_\_ Taking more than your share of something
6. \_\_\_\_\_ Playing safely
7. \_\_\_\_\_ Recycling
8. \_\_\_\_\_ Fighting
9. \_\_\_\_\_ Leaving the TV on when you are not watching it
10. \_\_\_\_\_ Serving on the safety patrol
11. \_\_\_\_\_ Helping someone who is hurt
12. \_\_\_\_\_ Sharing something with someone else
13. \_\_\_\_\_ Giving money to the United Fund
14. \_\_\_\_\_ Volunteering for the American Red



15. Choose one thing from the list above that does not promote the common good. Tell why it does not promote the common good.
16. Choose one thing from the list above that does promote the common good. Explain how it promotes the common good.

### WorkSample



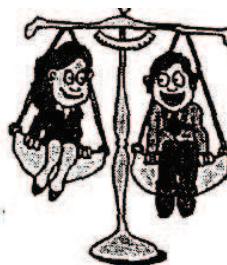
OUR CORE DEMOCRATIC VALUES  
Civic Virtue in Action

Name \_\_\_\_\_

## Equality

Under our Constitution people in this country are guaranteed the right to be treated equally and fairly. This right is protected by the law and includes the following:

- A. the right to vote
- B. the right to equal treatment under our
- C. the equal value of each human being
- D. equal education opportunity
- E. the right to live where one chooses
- F. the right to equal use of public places parks, libraries, stores, and restaurants
- G. the right to be hired for a job regardless of race, gender, or religion
- H. the right to equal pay for equal work



Even though these rights are guaranteed by the federal government, there have been times in the history of the United States when states and local communities passed laws that resulted in unequal treatment of people. To prevent this, Congress passed the Fourteenth Amendment which says that state and local governments may not take away rights that are guaranteed to people by the Constitution. This is known as the **equal protection clause**.

Below are examples of unequal treatment. Match them with the right the person was denied (listed above). You may use a right more than once.

1. \_\_\_\_\_ Women were paid less than men for the same work.
2. \_\_\_\_\_ Black people had to sit in the back of the bus.
3. \_\_\_\_\_ People would not hire qualified people who were handicapped.
4. \_\_\_\_\_ Black children were not allowed to go to white schools..
5. \_\_\_\_\_ Women were not allowed to vote.
6. \_\_\_\_\_ Black people were not allowed to eat in some restaurants.
7. \_\_\_\_\_ People would not hire someone of a different race.
8. \_\_\_\_\_ Crimes against black people sometimes went unpunished.
9. \_\_\_\_\_ Black people could not live in white neighborhoods.
10. \_\_\_\_\_ People would not hire qualified women.
11. \_\_\_\_\_ Black people were not allowed to marry white people.
12. \_\_\_\_\_ People of Japanese descent were held in internment (prison) camps.

### Work Sample



Name \_\_\_\_\_

## *Justice*

The idea that people should be treated fairly is fundamental to our way of life. Both the Fifth and Fourteenth amendments guarantee that people will not be deprived of their legal rights unfairly - without **due process** of law. Due process means that the way laws are applied and enforced must be fair and reasonable. Due process includes:

- the right to a speedy trial when charged with a crime
- reasonable and consistent punishments for people who break the law
- the right to be defended by a lawyer when charged with a crime
- the right to confront a witness who testifies against you
- protection against being searched and having property seized without a good reason



Read the story below and then write the number of any sentence which is an example of a due process right beside the rights listed above. You may not have to use all the sentences in the story.

(1) A breaking and entering in which a computer is stolen is reported to the police, (2) A neighbor reports that she saw a man leaving the house with a large box on that same day. (3) The owner of the computer recognizes the man she described. (4) The police get a search warrant from a judge and go to the house where they find a computer that fits the description of the one that was stolen. (5) The suspect is brought in and charged with breaking and entering. (6) He is released after posting a bond and is brought to trial three weeks later. (7) He says he cannot afford a lawyer, so one is provided for him. (8) In court, the owner of the computer, the neighbor, and the suspect all get to tell their side of the story and must answer questions put to them by the lawyers. (9) The man is convicted of the crime and sentenced to six months in jail.

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### WorkSample



Name \_\_\_\_\_

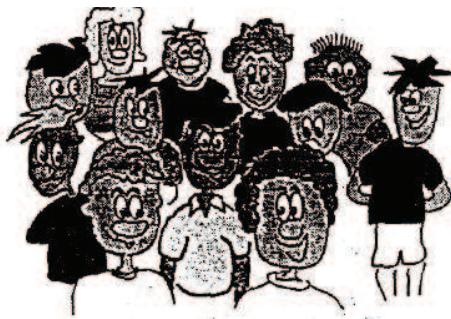
**OUR CORE DEMOCRATIC VALUES**  
**Civic Virtue in Action**

## *Diversity*

The United States was settled by people from many different parts of the world. All of these people brought something from their own land and culture to contribute to this nation. We believe that these differences in background, race, and religion have helped to make life richer and the country strong. When we appreciate and celebrate these differences, we show that we value diversity.

Write yes by the examples below that describe behavior that values diversity. Write no by the examples of behaviors that do not value diversity.

1. \_\_\_\_\_ Learning to speak another language.
2. \_\_\_\_\_ Enjoying food from another country.
3. \_\_\_\_\_ Making negative remarks about people from another country.
4. \_\_\_\_\_ Learning how holidays are celebrated in other countries.
5. \_\_\_\_\_ Learning about other religions.
6. \_\_\_\_\_ Reading a book by an author from another culture.
7. \_\_\_\_\_ Telling racist jokes.
8. \_\_\_\_\_ Listening to music from another country.
9. \_\_\_\_\_ Discussing an idea with someone from another country.
10. \_\_\_\_\_ Traveling to another country.
11. \_\_\_\_\_ Getting to know someone from another race or culture.
12. \_\_\_\_\_ Making fun of someone's accent.
13. \_\_\_\_\_ Making fun of a name that sounds strange to you.



Choose one of the example above that values diversity. Write the number in the space and then explain how the example supports diversity. Example Number: \_\_\_\_\_

### WorkSample



OUR CORE DEMOCRATIC VALUES  
Civic Virtue in Action

Name \_\_\_\_\_

## *Life, Liberty, and the Pursuit of Happiness*

On July 4, 1776, the brand new Declaration of Independence stated that everyone has certain individual rights: life, liberty, and the pursuit of happiness. It went on to say that the purpose of government is to protect these rights. Each selection below shows how a right was not protected or was denied. Read each selection and finish the sentence by writing in the main right (life, liberty, or the pursuit of happiness) which was lost in each case.

Mr. Malcolm did not favor independence from Great Britain. In the winter of 1774 some patriots who disagreed picked a fight with Malcolm. A crowd gathered and began to torture him for his beliefs. Ann Hulton later wrote a letter to a friend and described the scene: *"He was strip stark naked, on one of the severest cold nights this winter, his body covered all over with tar then with feathers, his arm dislocated in tearing off his cloaths. He was dragged in a cart with thousands attending, some beating him with clubs and knocking him out of the cart, then in again. This spectacle of horror and cruelty was exhibited for about five hours... doctors say it is impossible this poor creature can live."*

1. Mr. Malcolm was denied the right to\_\_\_\_\_

Lucy Stone was a famous woman of the mid-1800s who worked to gain more rights for women. At a convention in 1855 she said to her audience, *"From the first years to which my memory stretches, I have been a disappointed woman. When, with my brothers, I reached forth after the sources of knowledge, I was reproved with 'It [education] isn't fit for you; it doesn't belong to women.' Then there was one college in the world where women were admitted, and that was in Brazil . . I was disappointed when I came to seek a profession ... every employment was closed to me, except those of the teacher, the seamstress, and the housekeeper."*

2. Lucy Stone was denied the right to\_\_\_\_\_

In the 1800s Indian tribes were placed on reservations. Chief Joseph of the Nez Perce said: *"If you pen an Indian up on a small spot of earth, and compel him to stay there, he will not be contented, nor will he grow and prosper. I have asked some of the great white chiefs where they get their authority to say to the Indian that he shall stay in one place, while he sees white men going where they please. They can not tell me."*

3. The Native Americans were denied the right to\_\_\_\_\_

## **Core Democratic Values Poster**

**Task:** Create a poster that demonstrates/displays/illustrates one of the core democratic values.

**Criteria:** The poster must have the following on it:

1. Your own definition of the value
2. An example of this value in action
3. A symbol or icon of this value
4. The name of the value appearing in large letters across the top of the poster so that it's easily recognizable.
5. Bright colors go that it's easy to read.

### **Topics:**

1. Patriotism
2. Truth
3. Popular Sovereignty
4. The Common Good
5. Equality
6. Justice
7. Diversity
8. Life, Liberty, and the Pursuit of Happiness

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### WorkSample

NAME: \_\_\_\_\_

## CDV POSTER PROJECT RUBRIC

1. The poster includes a personal definition that is clear and easy to read. \_\_\_\_\_ /10
2. A good or bad example of this value in action. Clear and easy to read. \_\_\_\_\_ /10
3. A symbol or icon of this value. \_\_\_\_\_ /10
4. The name of the value appears in large letters across the top of the poster & is easy to read. \_\_\_\_\_ /10
5. The overall appearance of the poster is bright & neat. \_\_\_\_\_ /5
6. The poster was turned in on-time. \_\_\_\_\_ /5

TOTAL: \_\_\_\_\_ /50

NAME: \_\_\_\_\_

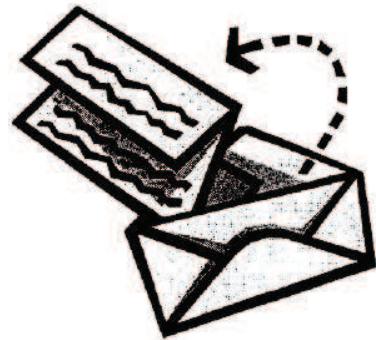
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TOTAL: \_\_\_\_\_ /50

WorkSample

# **Persuasive Letter** **Cheatsheet**



## ***Checklist***

1. *Pick a side*
2. *Core Democratic Values (2)*
3. *Data & Facts*
4. *Effects*

## ***Paragraph Guide***

Paragraph #1      *Introduction – Dear Mr. Mayor this law is....*

Paragraph #2      *As a citizen of the U.S.A. it is obvious that this law....  
(core democratic value x2)*

Paragraph #3      *Based on the data provided you can draw these conclusions....(data and facts)*

Paragraph #4      *Our community will feel the effects of this law....(good, bad)*



Paragraph #5      *Thanks for considering....  
Sincerely,*

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## WorkSample

### Sample

Read the following sample **extended-response** item and the partial answer that a student has written.

(Sample Extended-response Item)

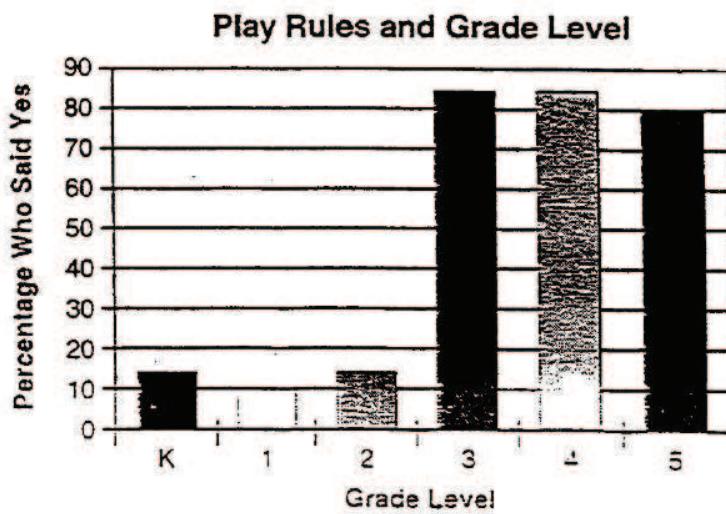
**Directions:** Read the following imaginary material about a public policy issue. Use it with what you already know to complete the tasks that follow. You should take about 20 minutes to complete both Task I and Task II. Task I is a selected-response item and Task II is an extended-response item.

### PLAY RULES FOR PARKS

Brent Park is a park for small children. A play rules sign at the park says, "No children over second grade." Older children can use the three other city parks, but some of them wish they were allowed to play at Brent Park, too. Read the following information about the city parks.

### DATA SECTION

Part Teachers asked children in kindergarten through fifth grade, "Should older children be allowed A to play in Brent Park?" This is what they answered.



### Work Sample

(Sample Extended-response Item--continued)

## COMPLETE THE FOLLOWING TASKS:

### Task I: Interpreting Information

**S3** Study the information in Part A of the Data Section. Which of the following statements best describes the *relationship* between **play rules at Brent Park** and **student grade level**? Be sure to mark your answer on the answer sheet.

- A Students in grades 3 and up are more likely to use the swings in Brent Park.
- B Students in grades 2 and below are more likely to live near Brent Park.
- C Students in grades 3 and up are more likely to play in Brent Park.
- D Students in grades 2 and below are more likely to support current play rules at Brent Park.

### Task II: Taking a Stand

**S4** You will now take a stand on the following public policy issue: **Should the city let children of all ages play in all city parks?** You may either support or oppose letting older children play at a park designed primarily for small children. Write a letter to the park commissioner. Use information to provide reasons that support your position.

You will be graded on the following, so be sure your letter includes each of the elements listed below:

- A clear statement of your position
- Supporting information using core democratic values of American constitutional democracy  
(See page 46 for examples.)
- Supporting knowledge from history, geography, civics, or economics that you already know  
(It is not enough to state only your opinion.)
- Supporting information from the Data Section

*Remember to:* Use complete sentences.

Explain your reasons in detail.

Write or print neatly on the lines provided below.

Should the city let children of all ages play in all city parks?

Dear Park Commissioner:

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WorkSample

# History- Geography- Government Grade 5

## Inquiry and Decision Making

**Directions:** Read the following imaginary information about a public policy issue. Use it with what you already know to complete the tasks that follow. You should take about 20 minutes to complete both Task I and Task II. Task I is a selected-response item and Task II is an extended-response item.

### SCHOOL UNIFORMS

The school board is thinking about requiring all students in elementary and middle schools to wear uniforms to school. This issue has caused much discussion in the community. Read the following information about school uniforms.

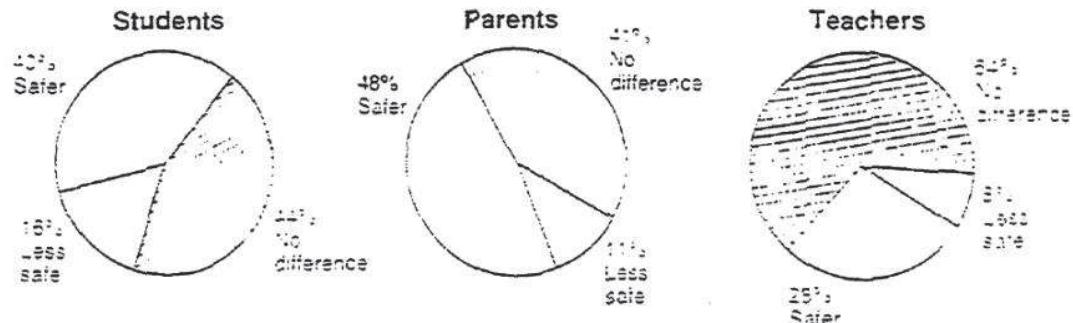
#### DATA SECTION

- Part In making their decision, the school board was provided with the following
- A information about another school district that started a policy of requiring students to wear uniforms.

Type of Offense	Franklin School District Annual Reports		
	Year Before	Year After	5 Years After
Graffiti in buildings	71 incidents	56 incidents	32 incidents
Fighting at school	56 fights	27 fights	28 fights
Fighting on buses	11 fights	12 fights	14 fights
Fighting on the way to/from school	27 fights	14 fights	13 fights

- Part After one year of the uniform policy, the school board did a survey of students, parents, and teachers. They were asked, "Do school uniforms make the school safer, less safe, or do they make no difference?" Here are the results of the survey.

#### Public Opinion Survey



## Work Sample

**Inquiry and Decision Making**

**COMPLETE THE FOLLOWING TASKS:**

**Task I: Interpreting Information**

- 23 Study the information in Part A of the Data Section. Which of the following statements best describes the *relationship* between **graffiti** and **school uniforms**? Be sure to mark your answer on the answer sheet.
- A School uniforms caused graffiti to decrease.
  - B The longer school uniforms were required, the fewer incidents of graffiti were reported.
  - C The amount of graffiti caused fights to increase.
  - D The longer school uniforms were required, the more incidents of fighting were reported.

**Task II: Taking a Stand**

- 24 You will now take a stand on the following public policy issue: **Should school districts require students in elementary and middle schools to wear uniforms?** You may either support or oppose school uniforms. Write a letter to the school board of the local school district. Use information to provide reasons that support your position.

You will be graded on the following, so be sure your letter includes each of the elements listed below:

- ! A clear statement of your position
- ! Supporting information using core democratic values of American constitutional democracy  
(See page 46 for examples.)
- ! Supporting knowledge from history, geography, civics, or economics that you already know  
(It is not enough to state only your opinion.)
- ! Supporting information from the Data Section

WorkSample

History - Geography - Government: Grade 5

Social Studies Grade 5

## Inquiry and Decision Making

*Remember to:* Use complete sentences.  
Explain your reasons in detail.  
Write or print neatly on the lines provided below.

**Should school districts require students in elementary and middle schools to wear uniforms?**

Dear School Board Members:

## WorkSample

## History- Geography- Government Grade 5

### Inquiry and Decision Making

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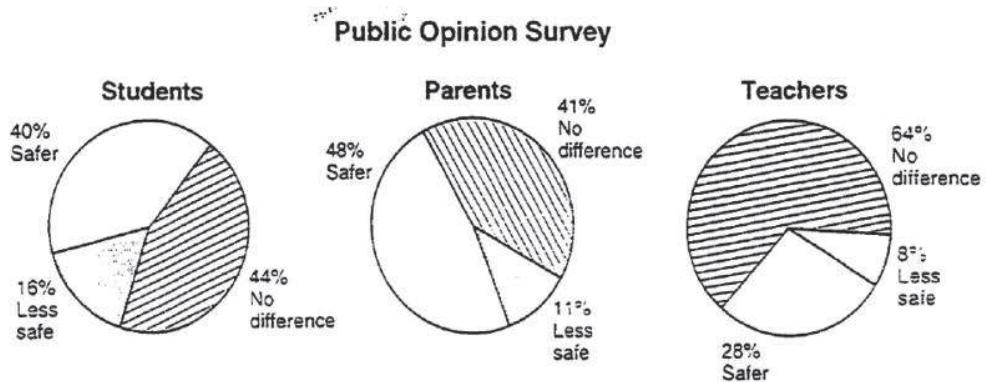
### DATA SECTION

- Part** In making their decision, the school board was provided with the following
- A** information about another school district that started a policy of requiring students to wear uniforms.

#### Franklin School District Annual Reports

Type of Offense	Year Before Uniforms Required	Year After Uniforms Required	5 Years After Uniforms Required
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### Work Sample

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- ! Supporting information from the Data Section

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### WorkSample

History - Geography - Government: Grade 5

Social Studies Grade 5

## **Inquiry and Decision Making**

*Remember to:* Use complete sentences.  
Explain your reasons in detail.  
Write or print neatly on the lines provided below.

## **Should school districts require students in elementary and middle schools to wear uniforms?**

Dear School Board Members:

## WorkSample