Sample Activities and Rubrics

Moving from Traditional to Creative Assessments? Steal These!

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The Meaning of "Pi": Task List for Math Activity, Circles and Measurement

Please follow the following steps as you complete the math activity for today. Remember to always work as a group. That means including EVERY person you are working with in activity and discussion. Have fun!!!

1. Using the compass, draw a circle on the piece of white paper you have. Draw it any size you wish, but not so small that parts of it will be difficult to measure. Also mark the center of the circle.
2. Using your ruler, draw a straight line through the center of the circle so that it reaches across the circle to both outside edges. Make sure it goes directly through the center point.
3. Using your piece of string, measure the length of the straight line you just drew. Cut the string to show that length. Make sure the string is straight and cut as closely as you can. Accuracy counts in math.
4. Using your newly cut piece of string, measure the outside of the circle. How many times can you fit that piece of string around the outside? Have everyone in your group try this and see if you get the same results.
5. Record what you find in the notes space below.
6. After our discussion, add some vocabulary words to the drawing on the bottom of this page.

Notes:

_____

_____

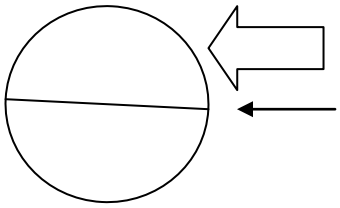
_____

_____

_____

_____

_____

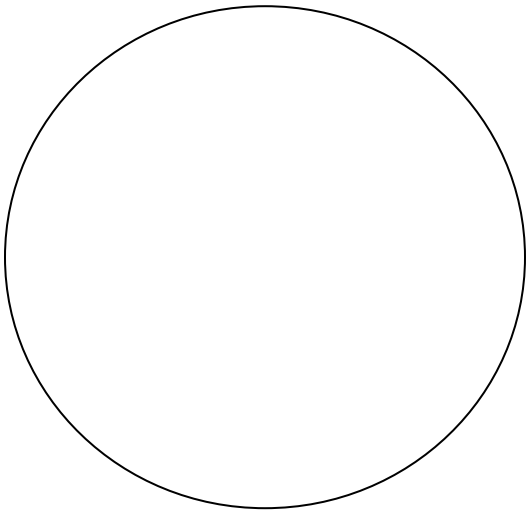


The distance all the way around the outside of the circle is called the _____.

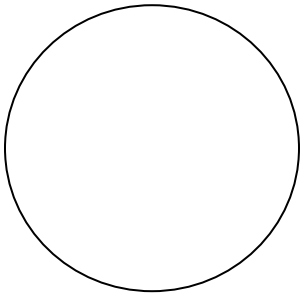
The line you were through the center of the circle and across the circle is called the _____.

Math Quiz: circumference and area of circles. Name _____

Using your ruler, pencil, and your brain, please calculate the circumference and areas of the two circles below. Use 3.14 for pi. You may use a calculator if you wish. Make sure you label your answers correctly.



1. circumference _____
2. area _____



3. circumference _____
4. area _____

In the space below, explain why the two formulas work in your own words. What is the meaning of pi? How does it relate to the rest of the circle?

Formula for circumference:

_____
_____
_____

Formula for area:

_____
_____
_____

The Meaning of Area: **Task List for Area Activity**
Materials: colored paper, white paper, ruler, scissors, compass, pencil
Part I

1. On your piece of colored paper, measure 1 inch sections and make marks on both the length and width of the paper.
2. Draw straight lines at these markings to create a "checkerboard" of the inch blocks on the entire side of the paper.
3. Cut all the small squares created on this paper apart so they are all individual squares.
4. Use your colored squares to cover the piece of white paper you have, carefully laying out the squares edge to edge until the entire paper is covered.
5. How many squares did it take to cover the paper?
6. If each of your small squares is one square inch, what is the area of the white paper? (How many square inch pieces does it take to cover the square?)

Write your answer here: _____ square inches

7. *Thought question: From doing this, why do you think area is measured in "square" inches in this activity?*

Part II

1. On one side of your white sheet of paper, use your compass to draw a circle that goes all the way to the edges of the paper.
2. Draw two straight lines through the center of the circle, one that goes from the middle of the top to the middle of the bottom, and one that goes from the middle of the left side to the middle of the right side. (Hint: You may have to measure to find out exactly where the middle is.)
3. Using the lines you have drawn to line up the squares you cut in Part I, completely cover the circle with your squares. Start in the middle of the circle and work your way to the outside so you have the middle straight lines to follow.
4. From what you see, and in your own words, explain how the area of this circle is different from the area of the square.

_____
_____
_____
_____

5. The formula for the area of a circle is *pi times the radius squared.* Look at your square and then your circle and see if you can figure out why this formula works to find the area of the circle. What does the radius squared give you? Why might you take this number times pi (3.14)? Do you have any ideas? Record any thought you have below, even if you're not sure they make sense—this is a brainstorming process!!

_____
_____
_____
_____

6. In your own words, what does it mean to find the *area* of something? Talk about this with your partner.

Fractions: Real to visual to Represented Math

(To be used after fractions are introduced and practiced with manipulatives)

<u>Class warm-ups</u>

1. ***First discuss what each problem means. Explain it.***
2. ***Then, draw a picture of each problem and its solution. NO REPRESENTED MATH ALLOWED!!! ☺(Yet!)***

Addition

2/3 + 2/9 =

What does the problem mean?

We are adding two like things, in this case, 2/3 of a pan of bars and 2/9 of a pan of bars. We want to know how much we have if we <u>put the two pieces together.</u>

In the operation of addition, each number represents a separate thing that we add together.

Subtraction

7/8 – 2/3=

What does the problem mean?

We are starting with one thing, in this case, 7/8 of a pan of bars, and we want to know <u>how much we would have left</u> if we subtracted 2/3 of the pan of bars (remember that the 2/3 represents 2/3 of the WHOLE pan of bars, not just 2/3 of the 7/8.)

In subtraction, the first number represents what we have and the second number represents what part of what we have we take away.

Multiplication

2/3 x ¼=

What does the problem mean?

> We are starting with 2/3 of a pan of bars and want to know how much we would have if we take the 2/3 of a pan one fourth TIMES. This means we are dividing the 2/3 part into fourths and taking one of them. OR we are dividing the 2/3 by 4 (same thing—confusing, I know!)

In multiplication, the first number represents what we have and the second number represents how many times we take that piece, so the second number is a process. If we take it 2 times or 5 times, the piece gets bigger, but if we take it ¼ times the piece gets smaller because we only take ¼ OF it. (This is why teachers sometimes tell students that in multiplication, the "x" means "of.") Multiplication in fractions is commutative, just like general multiplication, but that does sometimes change the way we would draw the problem.

Division

7/8 divided by 2/3=

What does the problem mean?

> We are starting with 7/8 of a pan of bars and we want to know how many 2/3 of a pan of bars are in the 7/8. How many times does 2/3 of the pan fit into the 7/8 piece that we have?

In division, the first number represents what we have and the second number represents another sized piece. We want to know how many of the second number fit into the first. In whole numbers this is easy to visualize; how many 4's are in 12? In fractions, it's a bit harder; how many 2/3 are in 7/8? But kids can do it if they see it!

Represented math:
Now complete all the problems above using regular procedures (like you learned in math classes!). Explain what you are doing when you use the shortcuts.
½ + 1/8—Why do the denominators have to change? How would you explain it?

1/3 + 3/5—Why do the denominators have to change?

7/8 – ½--Why do the denominators have to change?

4/5 – ½--Why do the denominators have to change?

7/8 x ½--Why do you multiply top times top and bottom times bottom? Why DON'T the denominators have to change?

1/3 x 1/5—Why do you multiply top times top and bottom times bottom? Why DON'T the denominators have to change?

9/10 divided by ½--Why do you multiply instead of divide? Why do you use a reciprocal instead of the second fraction as it is? (This is complicated!!!!! Can you explain it?)

¾ divided by 1/8-- Why do you multiply instead of divide? Why do you use a reciprocal instead of the second fraction as it is? (This is complicated!!!!! Can you explain it?)

Fractions are TOUGH for so many students!!!
Let's face it head on and not avoid the complexity of it!

Angles, Triangles, and Quadrilaterals…Oh my!!!!
Discovering angle totals!

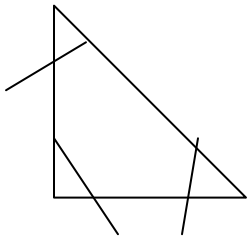
Task list

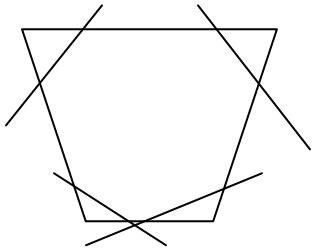
1. ***With your partner, decide which one of you will draw a quadrilateral (any four-sided figure) and which will draw a triangle.***

2. ***Draw your figure any way that you like, but try to make it unusual. The triangle must have three straight sides, and the quadrilateral must have four straight sides, but that is the only rule. Draw the figures big enough so that they fill at least half the paper or more.***

3. ***Draw a second figure that is identical to the first so you have two copies of it. Then, cut out JUST ONE of your figures.***

4. ***Mark the three angles by putting some sort of mark in each corner like a star, a number, a letter, etc. (The picture below does not show this!). Then cut off all the angles (corners) of your figure as shown in the pictures below. Don't cut them too small. You can cut farther into the shape than the picture below shows.***





5. ***Glue the angles side by side on your colored sheet of paper. Make sure the edges are touching. Ask Dr. L for help if you're not sure what this means.***

6. ***How would you describe the result for the triangle or for the quadrilateral? Discuss the results of each figure with your partner. What does each look like? Describe them here:***
   Triangle _____
   _____
   _____
   Quadrilateral _____
   _____
   _____

When you finish, draw a closed figure made of straight lines on the back of your paper. Make sure it has more than four sides. It can be any shape you like. You will use this figure later in the class.

Discovering a Formula

Please follow the steps below. Read carefully. If you have questions, first discuss the question you have in your group. If no one in your group can answer your question, please ask me!

1. Use your ruler and a piece of blank white paper to draw any closed figure that has more than four sides. Remember that all the sides must be straight lines and all the lines must connect. *When everyone in your group has finished step 1, compare your drawings to make sure everyone has followed the directions.*

2. Draw lines inside your figure to create triangles and quadrilaterals (four-sided figures). You can only do this by drawing lines from vertex to vertex (corner to corner) and no lines should cross. The point is to divide the shape into the fewest number of 3 and 4 sided figures. *When everyone in your group has finished step 2, compare your inside lines. Are they all drawn correctly? Are all the shapes inside your figure either triangles or quadrilaterals?*

3. Use the information we learned in yesterday's math lesson to calculate the total number of degrees in the angles of your figure. Do this by adding together all the angles in the triangles and quadrilaterals you have created. **If you have forgotten what we learned yesterday, please feel free to take a hint card from the table to help you remember.** *When everyone in your group has finished step 3, compare how you found the total degrees of all angles . Check each other's work to make sure it is correct.*

4. Call me over to your group so I can check your work at this point. When I approve what you have done, move on to step 5.

5. Go back to your drawing, and now draw a line to divide every quadrilateral in half, creating all triangles inside your figure. Count up how many triangles you have inside your figure. How could you calculate the total degrees in all the angles of your figures by using just the triangles? *Talk this over with your group.* Calculate the total degrees of your figure this way. Did you get the same answer you got in step 3?

6. Count the number of sides your figure has and then count the number of triangles you created inside your figure. Compare these numbers with others in your group. Do you see any pattern in the number of sides of each figure and the number of triangles you could draw inside?

7. Call me over to your group to share your conclusions in step 6. When you have shown me your thoughts, I will give you a discussion/writing question for step #8. *(Your work continues on the back of this page.)*

8. After my visit to your group in step 7, please discuss the information on the discussion/writing prompt sheet I gave you and jot down your ideas. Work together to decide what to write, and then record these ideas individually in your math journal.

9. When steps 1-8 are completed, you may work on your math project until all the groups are finished.

Congratulations!!! You have "discovered" a formula the way mathematicians in history have done for thousands of years! Wows—you're smart!

Hint Card

Yesterday we discovered that all 4-sided figures have 360 degrees inside them. You drew a variety of 4-sided figures, cut off the angles, and put them together side by side. In every case, the angles made a complete circle. A complete circle has 360 degrees.

We also discovered that all 3-sided figures have 180 degrees. You drew a variety of 3-sided figures, cut off the angles, and put them together side by side. In every case, the angles made a straight line. A straight line has 180 degrees. It is half a full circle, and half of 360 is 180.

Therefore…every 4-sided figure, or quadrilateral, has 360 degrees and every 3-sided figure, or triangle, has 180 degrees.

Does this help you add up all the angles in the figure you created?

Formula

Years ago, mathematicians discovered that the formula to calculate the number of degrees inside any closed figure with straight lines is…

Sides minus two times 180 degrees = total degrees

Or

$$(S-2) \times 180 = D$$

How does this formula "fit" with what you discovered in your figure. Can you explain why the formula works?

Math Concept Rubric

Your understanding of each math concept will be evaluated using the following four criteria.
For each criteria, you will receive a score of 3, 2, 1, or "not met."
3: You can consistently meet the criteria
2: You usually meet the criteria, but your understanding is not consistent.
1: There are often inconsistencies in the demonstration of your understanding.
Not Met: You will have more opportunities to demonstrate your understanding of this concept.

Understanding the concept with real objectives:

- *You can demonstrate the math concept using real objects. When given a problem or situation, you can combine the manipulation of the objects with your own language to explain what is happening and why it is happening.*
- ***Score and Comments:***

Understanding the concept through visuals:

- *You can demonstrate the math concept using pictures and other visuals. Your pictures clearly represent the reality of the math concept, and your explanation aligns with what the pictures show.*
- ***Score and Comments:***

Understanding the concept behind the mathematical procedure:

- *You can accurately follow the steps and procedures that act as the "shortcut" for the math concept. When asked, you can explain your actions by adding pictures and/or using real objects. The foundation of the concept is clear in your explanation and clearly connects to the rules you use to solve the problem.*
- ***Score and Comments:***

Accuracy in Calculation:

- *You are accurate in all mathematical calculations, both in the mental operations used in explanations and in written work.*
- ***Score and Comments:***

Final Score and Comments:

How are you doing? Keep thinking math!

General Science Rubric

Using this rubric, you could change the criteria to specifically fit the assessment goals and

Novice	No conceptual vocabulary is used to indicate any understanding.	No evidence of scientific reasoning is used. No conclusions or data are evident.	A drawing is used to show understanding, but it lacks detail.
Apprentice	Although no science vocabulary is used, there is some evidence of beginning understanding of the concept.	Some evidence of scientific reasoning is used. There are limited conclusions with little data support.	There are some details in the drawing that help to show understanding.
Practitioner	Science vocabulary is used, indicating some conceptual understanding.	It is evident that effective scientific reasoning was used. Data supported conclusions.	Multiple details in the drawing help to show understanding.
Expert	Science vocabulary is used appropriately, indicating use of prior and/or conceptual understanding.	Sophisticated and complex scientific reasoning is used. Interpretation of data to support conclusions is evident.	Multiple drawings with much detail show understanding beyond expectation.

concepts.

- vocabulary expected at each level of understanding
- appropriate use of tools and skill with the tools
- levels of misconception
- the ability to form and address scientific questions
- presentation skills appropriate to the specific scientific field

Information about a great site with already created rubrics and ideas for creating subject specific rubrics to help evaluate alternative assessment experiences follows:

Kathy Schrock's Guide for Educators
http://school.discoveryeducation.com/schrockguide/assess.html#go

M&M Ratio Project

This is an activity that I created on my own as part of my backward design unit for the MEd. program. Though I had heard vaguely about the idea of Mars using a precise ratio for their M&M candies from somewhere at some point (I have no idea when or where), the student activity sheet is an original document. As the name implies, I use this activity during a unit on ratios. The activity begins very basic with writing ratios...some students write their answers as fractions, others as percents, and all kind of other variations. Then it gets into creating equivalent ratios and proportions to make predictions. I attach this vocabulary to the activity after students have done the problem but, again, it could just as easily be done in the opposite order. Either way, the activity generates a great deal of student interest and good discussion around ratios. I will also attach the "answers" to the problem, which is simply information that I got by placing a couple phone calls and jumping through a few hoops with the Mars company.

Locker Problem

This is not an original work on my part, but one that I really enjoy using, nonetheless. I cannot send you the "instructions" document, as it is nothing that I have created, but rather a screenshot of a page from an online textbook that we use. I will share, however, a template that I have created to guide my students as they work on this problem. If you are unfamiliar with the locker problem, a simple Google search results in many detailed descriptions. I believer there is some fancy algorithm out there to solve this problem at a high school/college level, but middle school students do very well with it if you simply present them with the scenario, point them in the direction of 30 lockers, and let them go to it. I use this activity during a unit on number sense and operations. It ends up introducing students to the concepts of multiples (ie student number 3 changes the position of lockers 3, 6, 9, etc); factors (ie locker number 10 is changed by students 1, 2, 5, and 10); and squares/square roots (ie lockers 1, 4, 9, 16, and 25) are the only lockers left open at the end because they are the only numbers with an odd number of factors, due to the fact that they are square numbers. As a teacher, this activity is tons of fun, both because students are a little more motivated by getting out of the classroom (we actually go to the empty visitors locker room at our school to do this activity) and because it leads to many "light bulb moments." Most students catch on to the pattern of what is happening with multiples and factors very quickly but, when asked to explain why certain lockers were left closed while others were left open at the end, that tends to require a bit more discussion and processing before the ah-ha moment arrives. In terms of more "formal assessment," I usually follow this activity with discussion around students' findings and a little journaling back in the classroom.

Hopefully these documents are of some help to you or, at the very least, give you a little better idea of what I mean by "teaching backwards through problem solving." I'm not going to claim that all of lessons are this elaborate or fancy, but they are two of my favorites that I have actually used with positive results in my classroom.

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Name _____

M&Ms Secret Recipe

Did you know that Mars Company, which makes M&Ms, has a secret recipe for making the candies? We are going to experiment to see if we can crack the secret code and recreate the M&Ms recipe.

1. **Each bag of M&Ms contains red, orange, yellow, green, blue, and brown candies. Begin by counting how many of each color your bag contains. Then compare your numbers to the numbers of other students around you. How did your bag compare to other bags?**

My Bag of M&Ms
Red _____
Orange_____
Yellow_____
Green _____
Blue _____
Brown_____

2. **Your data was probably not exactly the same as every person's data. This is because the manufacturers don't use their secret recipe to make every individual bag of M&Ms. Instead, they use the recipe to make a big batch of candies, and then divide the candies into smaller bags. Your goal is to find out what the recipe is for a big batch of M&Ms. With your partners, create a plan for how you might be able to accomplish this task. When you have finished writing your plan below, raise your hand and your teacher will give you the okay to put your plan into action.**

3. **Working with your partners, use the space below to put your plan into action. Each group member should have some notes and/or work shown on their paper to demonstrate what you contributed to your group.**

4. **Based upon your experiment, record what you believe is the secret recipe for manufacturing M&Ms.**

M&M's Information

Plain

Brown	13%
Red	13%
Yellow	14%
Green	16%
Orange	20%
Blue	24%

Peanut

Brown	12%
Red	12%
Yellow	15%
Green	23%
Blue	23%
Orange	23%

Colors Ratios Picked based on Consumer Preference

- Aim to attract the greatest number of consumers as possible
    - Aesthetically pleasing
- 1995 Nation-wide Survey
    - Consumers voted between adding blue, pink, purple, or leave them the same
    - Blue won, and was added
        - This is why blue has the highest percentage

300 Million M&Ms are produced everyday

Mars company is based in Hackettstown, NJ

M&Ms are made in Hackettstown, NJ and Cleveland, Tennessee

Student #	Lockers Changed	Lockers Open
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
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30		

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Enduring Arguments in U.S. History

1. **Community vs. Individual**
   -Where is the line between individual liberties and the well-being of the community?

2. **Laissez Faire vs. Strong Government Intervention**
   -What is the role of government in the economy?

3. **State vs. Federal Power**
   -What is the jurisdiction of different levels of government?

4. **Liberty vs. Security**
   -How much liberty will individuals give up in the name of security?

5. **Development vs. Conservation**
   - What is the correct balance between development and conservation of our natural resources?

6. **Equality vs. Oppression**
   -How do we justify the unequal treatment of certain groups and individuals?

7. **Progress vs. Tradition**
   -Where is the line between preserving our past and destruction in the name of advancement?

8. **Internationalism vs. Isolationism**
   -How will U.S. foreign policy reflect our nations beliefs?

9. **Religion vs. Secularism**
   -What is the role of religion in public institutions?

Why concept-based instruction?

- ⊡ Provide cohesiveness to the curriculum.
- ⊡ Focus on essential themes rather than getting lost in the details.
  - Allows for greater depth in each topic.
  - Moves away from "A mile wide and an inch deep."
- ⊡ Increase critical thinking by teaching how to think, not what to think.

How I did it:

I created a curriculum based on major concepts in my American History course that I refer to as the "Enduring Arguments" of American History. These are issues that continue to resurface throughout U.S. History. I have abandoned the traditional chronological approach I used in my first few years of teaching.

Enduring Arguments in U.S. History

1. Community vs. Individual

-Where is the line between individual liberties and the well-being of the community?

2. Laissez Faire vs. Strong Government Intervention

-What is the role of government in the economy?

3. State vs. Federal Power

-What is the jurisdiction of different levels of government?

4. Liberty vs. Security

-How much liberty will individuals give up in the name of security?

5. Development vs. Conservation

- What is the correct balance between development and conservation of our natural resources?

6. Equality vs. Oppression

-How do we justify the unequal treatment of certain groups and individuals?

7. Progress vs. Tradition

-Where is the line between preserving our past and destruction in the name of advancement?

8. Internationalism vs. Isolationism

-How will U.S. foreign policy reflect our nation's beliefs?

9. Religion vs. Secularism

-What is the role of religion in public institutions?

Benefits from concept-based approach:

- ⊡ Students keep the big picture as the focus of their learning.
- ⊡ Better able to see connections between events.
- ⊡ Better able to connect historical events to current events.

Struggles encountered:

- ⊡ Most students have not experienced this approach.
- ⊡ I have had to work harder to show cause and effect relationships.
- ⊡ Resistance from other teachers.
- ⊡ Textbooks do not teach this way.
- ⊡ Some students struggle when asked to think in an abstract way.
- ⊡ This transformation cannot be done overnight.

Enduring Arguments Introduction

When studying American History, you will undoubtedly find that there are certain themes or ideas that continue to surface. It is my hope that you will be able to use these "enduring arguments" as a guide to help you see the big picture of American History and not get lost in the endless stream of facts that you will encounter.

The "facts" do have value, as you need to acquire a basic knowledge of American History before you can adequately dig deeper. However, our focus during this term will be to go beyond the facts and look at the big picture.

Task #1: Preview the "Enduring Arguments" as a class.

Task #2: Working with a partner, choose a recent newspaper article. After reading the article, you should discuss which of the nine enduring arguments that particular story would best fit into. Perhaps it fits into more than one. Be sure to answer the question of why it fits in that particular enduring argument.

Task #3: In a brief written response, summarize the article you read and then explain which enduring argument(s) it fits into and why. This should be a two paragraph response. Depending on time, we will either share these responses as a large group or will share them in a smaller group setting.

Task #4: As an individual, choose one additional article (one that you have not yet read) and type a 3/4-1 page response outlining the basic story line and then describe how it fits into one or more of the enduring arguments that we have discussed. Be sure to tell "both sides of the story."

Liberty vs. Security: Where is the balance point today?

The issue of liberty vs. security is perhaps as alive today as it has ever been in U.S. History. You will be asked to choose from one of the "liberty vs. security" issues listed below and will be responsible for researching and making an argument on behalf of one of the positions. We will be spending the next two days in the media center researching and constructing an argument working with your fellow group members. As you are preparing your argument be sure to consider the arguments that the opposing side will likely make. You will have a much more convincing argument if you are able to cite other examples from U.S. history to support your position.

Debate Format:

1. 2 minute opening statement from "yes" side.
2. 2 minute opening statement from "no" side.
3. Open discussion between the two sides. Questions from teacher; questions from classmates.
4. One minute closing statement from "no" side.
5. One minute closing statement from "yes" side.

Issue #1: Should our school require you to walk through a metal detector and have your school bag searched each morning as you come into the building?

Issue #2: Should the U.S. government be allowed to put a wiretap on your telephone, track your email and your instant messages, and track websites that you visit in the name of national security?

Issue #3: Should U.S. airports use full body digital x-rays to monitor all people who board U.S. flights?

Internationalism vs. Isolationism: Immigration Policy

You will be asked to choose from one of the immigration statements listed below and will be responsible for researching and making an argument on behalf of one of the positions. We will be spending the next two days in the media center researching and constructing an argument working with your fellow group members. As you are preparing your argument be sure to consider the arguments that the opposing side will likely make. You will have a much more convincing argument if you are able to cite concrete examples from U.S. history to support your position.

Debate Format:

6. 2 minute opening statement from "yes" side.
7. 2 minute opening statement from "no" side.
8. Open discussion between the two sides. Questions from teacher; questions from classmates.
9. One minute closing statement from "no" side.
10. One minute closing statement from "yes" side.

Issue #1: In the name of national security, fences should be built and the U.S. military should be stationed across the entire U.S-Mexico border in an attempt to cut off all illegal immigration.

Issue #2: With all factors considered, illegal immigrants are good for the U.S. economy.

Issue #3: All immigrants should be required to speak English before they are granted U.S. citizenship.

"Red Scare" vs. "Terrorist Scare"

The early 1950's were a time of much fear and paranoia in the United States. This era has been referred to as the "Red Scare" as many Americans had an intense fear of the spread of Communism. Perhaps the most famous anti-communist activist was Wisconsin Senator Joseph McCarthy. He, along with HUAC, used questionable methods and extreme intimidation in accusing an endless list of social and political leaders of having political ties. You will be able to use your textbook along with internet research to find out more about this era in American History.

In the U.S today, there seems to be a similar fear of the spread of terrorism in our world. The U.S. government is again resorting to extreme measures in an attempt to root out terrorism. Many of these tactics have been deemed legal under the Patriot Act that was passed following the 9/11 attacks. You will also have the opportunity to learn much more about these more recent actions and will explore how these two examples compare with one another and how both of them fit the "liberty v. security" enduring argument.

We will spending the next two days in the media center where you can use a combination of print materials (your textbook and other materials in the M.C.) and internet resources to learn more about both of these eras. After gaining a good grasp on the details of these time periods you should compare and contrast these two eras using the questions below as a guide. You do not need to respond to all of these questions, these are merely a guide. **The focus of this paper is to compare and contrast the Red Scare and the Terrorist Scare.**

-What were some of the tactics used to gather information in these two examples? Do you think these tactics were constitutional? What did U.S. citizens do, if anything, to stop these tactics from being used?
-What factors led to a portion of the population supporting an increased invasion of privacy in these two cases?
-What do you see as the negative consequences of the U.S. government using these tactics to gather information?
How does the phrase "Innocent until proven guilty" fit into these two cases?
-Do you feel that the methods used were justified by the desired end results? In other words, are there certain circumstances in which the government should be able to use increased surveillance of U.S. citizens in the name of security?

Your written response should be typed, double-spaced, and in a size 12 font. You should also include a works cited in MLA or APA format for all research references used. You should use a minimum of 4 sources.